NOVEMBER-DECEMBER
HOLIDAY ASSIGMENTS 2026

COMPETENCY BASED EDUCATION
SENIOR SCHOOL CURRICULUM
GRADE 10 PROJECTS & ASSESSMENTS





SOCIAL SCIENCE


ARTS & SPORTS




STEM

THE BOOK CONTAINS PROJECTS FROM:

1. **STEM PATHWAY**
2. **SOCIAL SCIENCE PATHWAY**
3. **ARTS & SPORTS PATHWAY**

LEARNER'S NAME: .....

SCHOOL: .....

ULI NUMBER: ..... **DATE:** .....

Empowering Your Future Through Creativity, Critical Thinking, and Hands-on Experience.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECT-BASED-ASSESSMENTS 2026

GRADE 10 – AGRICULTURE
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. All answers MUST be written in the spaces provided in the paper.
5. Do NOT remove any page from this question paper.

Time: To be determined by the school
Assessment Mode: Individual/Group Practical Project

PROJECT TITLE

Establishment and Management of a Small Vegetable Production Enterprise

PROJECT TASK

The learner is required to **plan, establish and manage a small vegetable production plot** using locally available resources.

The project should involve the following activities:

1. Select a suitable site for vegetable production.
2. Prepare the land appropriately.
3. Select a suitable vegetable crop such as **kale (sukuma wiki), spinach, onion, tomato, cabbage or indigenous vegetables**.
4. Prepare or demonstrate appropriate planting materials.
5. Carry out planting using the recommended spacing.
6. Apply suitable soil fertility management practices.
7. Demonstrate appropriate crop management practices such as weeding, watering, mulching and pest/disease control.
8. Keep simple records of the activities carried out.
9. Demonstrate safe and responsible use of agricultural tools and materials.
10. Present the completed project and explain the practices used.

PROJECT REQUIREMENTS

The learner should provide:

- A small piece of land or suitable container/garden space.
- Appropriate planting materials.
- Agricultural tools required for the task.
- Manure or another locally available soil-fertility material.
- Water where necessary.
- A simple project record book/notebook.

ASSESSMENT RUBRIC – 20 MARKS

Assessment Area	Expected Performance	Marks
1. Site selection and preparation	Selects a suitable site and prepares it correctly for crop production	3
2. Selection and preparation of planting materials	Selects healthy, suitable planting materials and prepares them appropriately	2
3. Planting	Demonstrates correct planting procedure, depth and spacing	3
4. Crop management	Correctly carries out watering, weeding, mulching and other relevant management practices	4
5. Soil fertility management	Applies appropriate manure/fertiliser and demonstrates proper soil fertility practices	2
6. Pest and disease management	Identifies common problems and demonstrates appropriate control measures safely	2
7. Record keeping	Keeps accurate records of activities, inputs and observations	2
8. Safety, responsibility and presentation	Uses tools safely, maintains cleanliness and explains the project clearly	2
TOTAL		**20**

PERFORMANCE LEVELS

Level	Description
Excellent	Performs the task accurately, independently, safely and demonstrates a clear understanding of the agricultural practices.
Good	Performs most tasks correctly with minimal assistance.
Fair	Performs some tasks correctly but requires guidance.
Needs Improvement	Has difficulty performing the required tasks and requires substantial assistance.

LEARNER'S PROJECT RECORD

The learner should maintain a simple record containing:

Name: _____
Grade: 10 _____
Crop: _____
Project Start Date: _____
Site: _____

Date	Activity Carried Out	Materials/Tools Used	Observation

TEACHER'S ASSESSMENT

Total Score: _____ / 20

Teacher's Comment:

_____
_____

Teacher's Name: _____

Signature: _____

Date: _____

GRADE 10 AGRICULTURE

END-OF-YEAR PROJECT / SCHOOL-BASED PRACTICAL ASSESSMENT

ANSWERS AND MARKING SCHEME

Project: Establishment and Management of a Small Vegetable Production Enterprise
MARKING SCHEME

1. Site Selection and Preparation — 3 Marks

Award **1 mark each** for any three correctly demonstrated/identified practices:

- Selects a site with suitable, fertile and well-drained soil — **1 mark**
- Selects a site with adequate access to water — **1 mark**
- Clears the site of weeds, stones and unwanted materials — **1 mark**
- Loosens and prepares the soil adequately — **1 mark**
- Makes appropriate beds/ridges/planting stations — **1 mark**

Maximum: 3 marks

2. Selection and Preparation of Planting Materials — 2 Marks

Award:

- Selects healthy, viable and disease-free seeds/planting materials — **1 mark**
- Correctly prepares the planting materials for planting — **1 mark**

Maximum: 2 marks

3. Planting — 3 Marks

Award:

- Demonstrates the correct planting procedure — **1 mark**
- Uses appropriate planting depth — **1 mark**
- Maintains recommended spacing between plants/rows — **1 mark**

Maximum: 3 marks

4. Crop Management — 4 Marks

Award **1 mark each** for any four correctly demonstrated practices:

- Regular and appropriate watering — **1 mark**
- Timely removal of weeds — **1 mark**
- Appropriate mulching — **1 mark**
- Thinning where necessary — **1 mark**
- Gap filling — **1 mark**
- Staking/supporting crops where required — **1 mark**
- Proper field sanitation — **1 mark**

Maximum: 4 marks

5. Soil Fertility Management — 2 Marks

Award:

- Identifies an appropriate source of nutrients, e.g. well-decomposed manure or suitable fertiliser — **1 mark**
- Applies the soil-fertility material correctly and safely — **1 mark**

Maximum: 2 marks

6. Pest and Disease Management — 2 Marks

Award:

- Correctly identifies at least one likely pest or disease affecting the selected crop — **1 mark**
- States/demonstrates an appropriate control measure, e.g. sanitation, physical control, cultural control or safe use of an approved pesticide — **1 mark**

Maximum: 2 marks

7. Record Keeping — 2 Marks

Award:

- Records dates and agricultural activities carried out — **1 mark**
- Records inputs used and relevant observations/results — **1 mark**

Maximum: 2 marks

8. Safety, Responsibility and Presentation — 2 Marks

Award:

- Handles agricultural tools and materials safely and responsibly — **1 mark**
- Maintains cleanliness and gives a clear explanation/presentation of the project — **1 mark**

Maximum: 2 marks

SUMMARY OF MARK ALLOCATION

No.	Assessment Area	Marks
1	Site selection and preparation	3
2	Selection and preparation of planting materials	2
3	Planting	3
4	Crop management	4
5	Soil fertility management	2
6	Pest and disease management	2
7	Record keeping	2
8	Safety, responsibility and presentation	2
TOTAL		**20**

SUGGESTED PERFORMANCE RATING

Score	Performance Level
17–20	Exceeds Expectations
13–16	Meets Expectations
9–12	Approaches Expectations
0–8	Below Expectations

TEACHER'S FINAL ASSESSMENT

Learner's Name: _____

Crop/Project: _____

Score: _____ / 20

Performance Level: _____

Teacher's Remarks:

_____

_____

Teacher's Name: _____

Signature: _____ **Date:** _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – AVIATION TECHNOLOGY
Time: 2 Hours

LEARNER' S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

Time Allowed: To be completed over an agreed project period
Mode: Individual practical project
PROJECT TITLE

DESIGN AND CONSTRUCT A SCALE MODEL OF A BASIC FIXED-WING AIRCRAFT

PROJECT SITUATION

Your school has established an **Aviation Technology Exhibition Corner** where learners are expected to demonstrate their understanding of basic aircraft construction, aircraft components, safety practices, aircraft-related drawing and principles of flight.

You have been assigned the task of **designing and constructing a simple scale model of a fixed-wing aircraft** using locally available and safe materials.

The model should demonstrate the learner's understanding of the major aircraft components and their functions. The learner should also prepare a simple **isometric drawing** of the proposed aircraft before construction.

The project should be completed safely and presented to the teacher for assessment.

TASKS

TASK 1:

Before constructing the model, carry out a brief investigation of fixed-wing aircraft.

(a) State **four major components** of a fixed-wing aircraft that you intend to include in your model. **(2 marks)**

i. _____
_____

ii. _____
_____

iii. _____

iv. _____

(b) State **one function of each component** identified in (a). **(2 marks)**

i. _____

ii. _____

iii. _____

iv. _____

TASK 2:

Prepare a **neat isometric drawing** of the aircraft model you intend to construct.

Your drawing should show and label at least the following:

1. Fuselage
2. Main wings
3. Empennage/tail assembly
4. Landing gear

(4 marks)

Drawing requirements

- Use appropriate drawing instruments.
- Maintain reasonable proportions.
- Clearly show the three-dimensional form.
- Use clear and legible labels.
- Include a suitable title.

TASK 3:

Using safe and locally available materials, construct the aircraft model based on your approved design.

Possible materials include:

- Cardboard
- Paper
- Lightweight wood
- Foam board
- Paper tubes
- Adhesive
- String

- Recycled materials
- Other safe locally available materials

The completed model should demonstrate:

(a) A properly formed fuselage — **1 mark**

(b) Correctly positioned main wings — **1 mark**

(c) A recognisable tail/empennage assembly — **1 mark**

(d) Appropriate representation of landing gear — **1 mark**

(e) Neat joining and finishing of components — **1 mark**

(f) Reasonable proportions and overall stability of the model — **1 mark**

(g) Creativity and appropriate use of locally available/recycled materials — **1 mark**

Total: 7 marks

TASK 4:

(a) Safety practices — 2 marks

Demonstrate **two safety precautions** observed during the construction of the model. **(2 marks)**

Examples include:

- Correct handling of cutting tools.
- Keeping the working area clean.
- Proper handling of adhesives.
- Avoiding unsafe sharp projections.
- Proper storage of tools after use.

(b) Project presentation — 2 marks

Present the completed model to the teacher and explain:

1. The purpose of the aircraft model.
2. How at least **two aircraft components** contribute to aircraft operation.

(c) Environmental responsibility — 1 mark

Explain **one way in which the use of recycled or locally available materials makes the project environmentally responsible.**

(1 mark)

MARK ALLOCATION SUMMARY

Task	Activity	Marks
1	Project investigation and planning	4
2	Isometric aircraft drawing	4
3	Construction of aircraft model	7
4	Safety and project presentation	5
TOTAL		**20**

LEARNER'S PROJECT SUBMISSION REQUIREMENTS

Each learner should submit:

1. A **project title page**.
2. A brief **investigation/planning sheet**.
3. The **isometric drawing** of the proposed aircraft.
4. The **completed aircraft model**.
5. A brief record of the **materials and tools used**.
6. A brief statement of the **safety precautions observed**.
7. A short **oral presentation** to the teacher.

PROJECT TITLE PAGE

NAME OF SCHOOL: _____

LEARNING AREA: AVIATION TECHNOLOGY

GRADE: 10

PROJECT TITLE:
DESIGN AND CONSTRUCT A SCALE MODEL OF A BASIC FIXED-WING AIRCRAFT

LEARNER'S NAME: _____

ADM NO.: _____

CLASS/STREAM: _____

TEACHER: _____

DATE OF SUBMISSION: _____

TOTAL MARKS: 20

TEACHER'S ASSESSMENT RECORD

Assessment Area	Maximum Marks	Score
Investigation and identification of aircraft components	4	
Isometric aircraft drawing	4	
Aircraft model construction	7	
Safety and presentation	5	
TOTAL	**20**	

Teacher's Comment:

_____

Teacher's Name: _____

Signature: _____

Date: _____

GRADE 10 AVIATION TECHNOLOGY

PROJECT-BASED PRACTICAL ASSESSMENT

MARKING SCHEME

Project: Design and Construct a Scale Model of a Basic Fixed-Wing Aircraft

TASK 1: PROJECT INVESTIGATION AND PLANNING — 4 MARKS

(a) Four major components of a fixed-wing aircraft

Award ½ **mark each** for any four correctly identified components.

Expected answers:

1. Fuselage
2. Main wings
3. Empennage/tail assembly
4. Landing gear
5. Engine/power plant
6. Propeller, where applicable
7. Cockpit
8. Ailerons
9. Elevator
10. Rudder

Maximum: 2 marks

(b) Functions of the components — 2 marks

Award ½ **mark for each correct component-function pair.**

Component	Function
Fuselage	Houses occupants, equipment and other aircraft systems and provides the main body structure.
Main wings	Generate lift and support the aircraft in flight.
Empennage/tail assembly	Provides stability and control of the aircraft.
Landing gear	Supports the aircraft while on the ground and during take-off/landing.
Engine/power plant	Produces power/thrust required for flight.
Propeller	Converts engine power into thrust in propeller-driven aircraft.
Ailerons	Control aircraft roll.
Elevator	Controls aircraft pitch.
Rudder	Controls aircraft yaw.

Maximum: 2 marks

TASK 1 TOTAL: 4 MARKS

TASK 2:

The learner should produce a **neat isometric drawing** of the proposed fixed-wing aircraft.

Marking scheme

Criterion	Marks
Correct isometric representation/three-dimensional appearance	1
Appropriate proportions and arrangement of aircraft parts	1
At least four correct labels	1
Neatness, appropriate drawing instruments and suitable title	1
TOTAL	**4**

Expected labelled parts

The drawing should preferably show:

- Fuselage
- Main wings
- Empennage/tail
- Landing gear

Other correctly labelled aircraft components may be accepted.

Examiner's guidance

- A reasonably accurate freehand drawing may receive credit where drawing instruments are unavailable, provided the learner demonstrates the required concept.
- Do not award the same mark twice for the same feature.
- Incorrect or missing labels should lose the relevant label mark.
- A technically recognisable three-dimensional aircraft drawing should receive credit even if artistic quality is limited.

TASK 2 TOTAL: 4 MARKS

TASK 3:

The completed model should be inspected physically by the teacher.

Assessment criterion	Marks	Expected evidence
Fuselage	1	Fuselage is properly formed and recognisable.
Main wings	1	Wings are correctly positioned and securely attached.
Empennage/tail assembly	1	Tail assembly is present and appropriately positioned.
Landing gear	1	Landing gear is represented appropriately.
Joining and finishing	1	Components are firmly joined and the model is reasonably neat.
Proportion and stability	1	Aircraft has reasonable proportions and can stand/support itself appropriately where applicable.
Creativity and use of materials	1	Appropriate, innovative and/or recycled locally available materials are used.
TOTAL	**7**	

Detailed awarding guide

7 marks: Excellent model; all major components correctly represented, well constructed, neat, stable and creative.

5–6 marks: Good model; most components correctly represented with minor construction or finishing weaknesses.

3–4 marks: Fair model; basic aircraft structure recognisable but several weaknesses in construction, proportion or finishing.

1–2 marks: Poor model; limited aircraft structure demonstrated and substantial construction weaknesses.

0 marks: No meaningful evidence of the required model.

Important: Marks should be based on the learner's actual practical work, not simply on the appearance of the final product.

TASK 3 TOTAL: 7 MARKS

TASK 4:

(a) Safety practices — 2 marks

Award **1 mark for each correctly stated and demonstrated safety precaution.**

Acceptable responses include:

1. Handle cutting tools carefully.
2. Cut materials away from the body.
3. Keep sharp tools in a safe place when not in use.
4. Keep the working area clean and free from obstruction.
5. Use adhesives according to instructions.
6. Avoid contact of adhesives with eyes or mouth.
7. Do not run or play while handling tools.
8. Return tools to their proper storage place after use.
9. Dispose of waste materials appropriately.
10. Seek assistance when using unfamiliar or potentially dangerous tools.

Maximum: 2 marks

(b) Project presentation — 2 marks

The learner should explain the purpose of the model and the function of at least two aircraft components.

Expected answers

Purpose of the model:

Any relevant response such as:

- To demonstrate understanding of basic aircraft construction.
- To demonstrate the major components of a fixed-wing aircraft.
- To provide a visual representation of an aircraft.
- To demonstrate knowledge acquired in Aviation Technology.

1 mark

Functions of two components

For example:

- **Wing:** Produces lift and supports the aircraft during flight.
- **Fuselage:** Provides the main aircraft body and houses occupants/equipment.
- **Landing gear:** Supports the aircraft on the ground.
- **Rudder:** Controls yaw.
- **Elevator:** Controls pitch.
- **Ailerons:** Control roll.

Award ½ **mark for each correctly explained component function.**

Maximum: 2 marks

(c) Environmental responsibility — 1 mark

Expected answer

The learner should explain that using recycled or locally available materials:

- reduces waste;
- conserves resources;
- reduces the need for new materials;
- lowers environmental pollution;
- promotes reuse of materials; or
- reduces project costs while making use of available resources.

Award 1 mark for a correct explanation.

OVERALL PERFORMANCE GUIDE

Score	Performance Interpretation
18–20	Excellent achievement
15–17	Very good achievement
11–14	Good/satisfactory achievement
8–10	Basic achievement; improvement required
0–7	Below expected achievement; significant support required

TEACHER'S FINAL ASSESSMENT SHEET

Learner: _____

Admission No.: _____

Component	Maximum	Learner's Score
Investigation and planning	4	
Isometric drawing	4	
Aircraft model construction	7	
Safety practices	2	
Project presentation	2	
Environmental responsibility	1	
TOTAL	**20**	**____ / 20**

Teacher's Observation

Strengths demonstrated:

_____
_____

Areas requiring improvement:

_____
_____

Teacher's Name: _____

Signature: _____

Date: _____

Assessor's Declaration

I confirm that the learner's project has been assessed based on the practical work, drawing, explanation, safety practices and presentation demonstrated during the assessment.

Assessor's Signature: _____

Date: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – BIOLOGY
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE

INVESTIGATION OF FACTORS AFFECTING SEED GERMINATION

Background

Seeds require suitable environmental conditions for successful germination. In this project, the learner will investigate **one environmental factor affecting seed germination**, collect data, present the findings and draw a scientifically supported conclusion.

The project should demonstrate the learner's ability to:

- formulate a simple biological problem;
- identify variables;
- make a prediction/hypothesis;
- plan and carry out a biological investigation;
- observe and record biological changes;
- collect and analyse data;
- present findings scientifically;
- draw conclusions from evidence;
- apply knowledge of biology to everyday life.

LEARNER'S PROJECT TASK

You are provided with suitable seeds such as **beans, maize or green grams**, containers, cotton wool or soil, water and other locally available materials.

Investigate:

How does the availability of water affect seed germination?

The investigation should have at least **three experimental conditions**, for example:

- **Set A:** Adequate water

- **Set B:** Limited water
- **Set C:** Excessive water

Use an equal number of seeds in each set and keep other conditions as similar as possible.

Observe the seeds over an appropriate period and record your findings.

PROJECT REQUIREMENTS

1. Identify the problem and state the objective — 2 marks

a) Write the **problem/question** being investigated. **(1 mark)**

b) State the **objective of the investigation**. **(1 mark)**

2. State the hypothesis — 2 marks

Write a suitable **testable hypothesis** predicting how availability of water will affect seed germination.

(2 marks)

3. Identify variables — 3 marks

Identify the following variables in the investigation:

a) **Independent variable** — 1 mark

b) **Dependent variable** — 1 mark

c) **Two controlled variables** — 1 mark

4. Materials and apparatus — 2 marks

List **four materials/apparatus** that you will require to carry out the investigation.

(4 × ½ = 2 marks)

5. Experimental procedure — 4 marks

Write a clear, step-by-step procedure showing how you will conduct the investigation.

Your procedure should demonstrate that:

- equal numbers of seeds are used;
- the experimental groups are clearly labelled;
- different water conditions are provided;
- other important conditions are controlled;
- observations are made regularly;
- results are recorded systematically.

(4 marks)

6. Observation and data recording — 3 marks

Record your observations in a suitable table.

Your table should include:

- observation days;
- experimental sets;
- number of seeds germinated or appropriate germination observations;
- appropriate units/labels.

(3 marks)

Suggested format

Day	Set A – Adequate Water	Set B – Limited Water	Set C – Excess Water
1			
2			
3			
4			
5			
6			
7			

The teacher may extend the observation period depending on the seed used.

7. Data presentation and interpretation — 2 marks

a) Present your results using an appropriate **bar graph or line graph**. **(1 mark)**

b) State **one significant observation/pattern** from your results. **(1 mark)**

8. Conclusion — 1 mark

Write a conclusion based on the evidence obtained from the investigation. **(1 mark)**

9. Application — 1 mark

State **one practical application of knowledge about seed germination** in agriculture, food production or environmental conservation.

(1 mark)

SCHOOL-BASED PRACTICAL ASSESSMENT INSTRUCTIONS

Teacher's instructions

1. Provide learners with locally available seeds and safe materials.
2. The project may be conducted individually or in small groups.
3. Where learners work in groups, **each learner should maintain an individual project record** and demonstrate individual competence.
4. Learners should collect their own observations and results.
5. The teacher should supervise the practical work and ensure appropriate laboratory/safety procedures.
6. Learners should not be awarded marks merely for producing a neat report; marks should reflect demonstrated competence.
7. The project should be assessed using the accompanying marking guide.

8. Learners should present their completed work for assessment at the end of the investigation.

Suggested project report format

Cover Page
↓
Title
↓
Problem/Research Question
↓
Objective
↓
Hypothesis
↓
Variables
↓
Materials and Apparatus
↓
Procedure
↓
Observations/Data Table
↓
Graph
↓
Results/Interpretation
↓
Conclusion
↓
Application

GRADE 10 BIOLOGY PROJECT

ANSWERS AND MARKING SCHEME

Note to teacher: Since this is a practical investigation, learners' actual numerical results may differ. Award marks for scientifically reasonable observations, correctly presented data and conclusions that are supported by the learner's own results.

1. Problem and Objective — 2 Marks

Expected answer

a) Problem/Research question:
How does the availability of water affect seed germination? **(1 mark)**

b) Objective:
To investigate the effect of availability of water on seed germination. **(1 mark)**

Marking

- Correct research question/problem – **1 mark**
- Appropriate objective – **1 mark**

2. Hypothesis — 2 Marks

Expected answer

Seeds supplied with an adequate amount of water will germinate better/faster than seeds supplied with limited or excessive water.

Marking

- Predicts that water availability affects germination – **1 mark**
- Makes a clear comparison/prediction about the expected germination – **1 mark**

Accept: Any scientifically reasonable testable hypothesis.

3. Variables — 3 Marks

Expected answers

a) Independent variable:
Amount/availability of water supplied to the seeds. **(1 mark)**

b) Dependent variable:
Seed germination, measured for example by the **number/percentage of seeds germinated**. **(1 mark)**

c) Controlled variables: Any two of:

- Type/species of seed
- Number of seeds used

- Size/type of containers
- Temperature
- Amount/type of growing medium
- Light conditions
- Duration of experiment

(1 mark)

Marking

- Independent variable correctly identified – **1**
- Dependent variable correctly identified – **1**
- Two appropriate controlled variables – **1**

4. Materials and Apparatus — 2 Marks

Acceptable answers

Any four:

- Seeds
- Containers/petri dishes
- Cotton wool or soil
- Water
- Measuring cylinder
- Dropper
- Labels/marker pen
- Ruler
- Tray
- Stopwatch/clock
- Notebook/recording sheet

Marking

½ mark each × 4 = 2 marks

5. Experimental Procedure — 4 Marks

Model answer

1. Obtain healthy, similar-sized seeds of the same type.
2. Label three containers **A, B and C**.
3. Place an equal number of seeds on moist cotton wool or suitable growing medium in each container.
4. Give Set A an adequate amount of water, Set B a limited amount of water and Set C excessive water.
5. Keep other conditions such as type and number of seeds, temperature, light and container size similar.
6. Place the containers in the same suitable environment.
7. Observe the seeds at regular intervals and record the number of seeds that have germinated.
8. Continue the investigation for the agreed observation period and compare the results.

Marking — 4 Marks

Award:

- Uses similar/appropriate seeds and equal numbers – **1 mark**

- Correctly establishes different water conditions – **1 mark**
- Controls other important conditions – **1 mark**
- Makes regular observations and records results – **1 mark**

6. Observation and Data Recording — 3 Marks

Sample results

The following are illustrative results. Do not require learners to reproduce these exact figures.

Day	Set A – Adequate Water	Set B – Limited Water	Set C – Excess Water
1	0	0	0
2	2	1	0
3	5	2	1
4	7	4	2
5	8	5	3
6	9	6	4
7	9	7	4

Marking

- Correctly records observations over the investigation period – **1 mark**
- Data are logically recorded and comparable between the three sets – **1 mark**
- Table has appropriate headings, units/labels and is neat/systematic – **1 mark**

Important: Award marks for the learner's actual valid data even where the values differ from the sample.

7. Data Presentation and Interpretation — 2 Marks

a) Graph — 1 Mark

Expected graph:

- **X-axis:** Days/Time
- **Y-axis:** Number or percentage of seeds germinated
- Separate representation for Sets A, B and C
- Suitable scale
- Appropriate title

Marking

- Correctly plots/presents the data using an appropriate graph – **1 mark**

b) Observation — 1 Mark

Expected observation

Seeds supplied with adequate water showed the highest/faster germination, while seeds receiving limited or excessive water showed lower/slower germination.

1 mark

Accept any valid observation supported by the learner's recorded data.

8. Conclusion — 1 Mark

Model answer

Water availability affects seed germination. Seeds provided with adequate water germinated better/faster than those exposed to limited or excessive water.

1 mark

The conclusion must be based on the learner's experimental evidence.

9. Application — 1 Mark

Expected answer

Farmers should provide seeds with an adequate supply of water during germination to promote successful crop establishment.

1 mark

Other acceptable applications

- Proper irrigation improves crop establishment.
- Excessive watering should be avoided because it may interfere with successful germination.
- Seedbeds should be maintained at suitable moisture levels.
- Knowledge of germination requirements helps farmers produce healthy crops.

Award **1 mark** for any relevant and scientifically correct application.

PERFORMANCE-BASED RUBRIC

Competency Level	Description	Suggested Interpretation
Exceeding Expectations	Learner independently plans the investigation, controls variables appropriately, records accurate observations, presents data correctly and makes a well-supported conclusion.	**17–20 marks**
Meeting Expectations	Learner conducts the investigation appropriately, records relevant data and provides a generally correct interpretation and conclusion.	**13–16 marks**
Approaching Expectations	Learner demonstrates partial understanding but requires support in planning, data collection, presentation or interpretation.	**9–12 marks**
Below Expectations	Learner demonstrates limited understanding and requires considerable support to complete the investigation.	**0–8 marks**

Teacher's final assessment

Learner's Name: _____

Admission No.: _____

School: _____

Date: _____

Marks Awarded: _____ / 20

Teacher's Signature: _____

Learner's Signature: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 202

GRADE 10 – BUILDING CONTRUCTION
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT-BASED ASSESSMENT TEST

PROJECT BRIEF

You have been asked to design and construct a **simple masonry structure** suitable for a small domestic building.

The project should demonstrate your ability to:

- Interpret a building requirement.
- Prepare a simple **floor plan**.
- Produce a basic building drawing.
- Select appropriate materials and tools.
- Set out the structure.
- Construct a masonry wall section.
- Observe safety requirements.
- Evaluate the completed project.

The teacher will provide or approve the available materials before construction begins.

SECTION A: PROJECT DESIGN AND FLOOR PLAN – 6 MARKS

1. Prepare a simple floor plan of a small building containing:

- One main room
- One additional room
- A door
- At least two windows
- Internal dimensions
- External dimensions

(4 marks)

Space for floor plan:

2. Label the following on your floor plan:

a) Door – **½ mark**
b) Windows – **½ mark**
c) Rooms – **½ mark**
d) Dimensions – **½ mark**

Total: 2 marks

Drawing requirements

The learner should demonstrate:

- Use of appropriate drawing instruments.
- Reasonable proportion and neatness.
- Correct use of conventional building symbols.
- Clear labelling and dimensions.

SECTION B: PROJECT PLANNING – 3 MARKS

3. List THREE materials required for the construction project.(1½ marks)

i. .....

ii. .....

iii. .....

4. List THREE tools/equipment required for the project.(1½ marks)

i. .....

ii. .....

iii. .....

SECTION C: PRACTICAL CONSTRUCTION – 8 MARKS

Using your approved plan, construct a **small section of the proposed masonry wall**.

The wall section should demonstrate appropriate:

Assessment Indicator	Marks
Setting out according to the plan	1
Correct selection and preparation of materials	1
Preparation and appropriate use of mortar	1
Correct laying of bricks/blocks	2
Maintaining line, level and verticality	1
Correct bonding	1
Neatness and quality of workmanship	1
TOTAL	**8**

SECTION D: SAFETY AND WORKSITE MANAGEMENT – 2 MARKS

5. Demonstrate the following during the project:

a) Safe and correct use of tools and equipment – **1 mark**

b) Proper organisation and cleanliness of the work area – **1 mark**

SECTION E: PROJECT EVALUATION – 1 MARK

6. State ONE challenge experienced during the project and explain how you addressed it.(1 mark)

Challenge:

.....

.....

How it was addressed:

.....

.....

PROJECT ASSESSMENT RUBRIC

Competency Area	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Floor plan/drawing	Accurate, neat, correctly dimensioned and well labelled	Generally accurate with minor errors	Several errors in symbols/dimensions	Incomplete or poorly presented
Planning	Materials and tools selected appropriately	Most requirements identified	Some requirements identified	Poor planning
Construction	Excellent workmanship, alignment and bonding	Good workmanship with minor errors	Some construction errors	Major errors/incomplete work
Safety	Consistently demonstrates safe practices	Generally safe	Requires occasional reminders	Frequently ignores safety requirements
Evaluation	Clearly identifies problem and solution	Identifies problem and solution	Limited explanation	Unable to evaluate project

TEACHER'S PROJECT RECORD

Learner's Name: _____

Grade: 10 _____
Admission No.: _____
Date: _____

No.	Assessment Area	Max. Marks	Score
1	Floor plan and building drawing	6	
2	Project planning	3	
3	Practical construction	8	
4	Safety and worksite management	2	
5	Project evaluation	1	
	TOTAL	**20**	

Teacher's Observation:

.....

.....

Teacher's Name: _____

Signature: _____

Date: _____

GRADE 10 BUILDING TECHNOLOGY

PROJECT-BASED ASSESSMENT – MARKING SCHEME

Project: Design and Construction of a Simple Masonry Structure
Total Marks: 20

SECTION A: DRAWING AND FLOOR PLAN – 6 MARKS

1. Floor Plan – 4 Marks

Award marks as follows:

Requirement	Marks
Correct overall layout/proportion of the building	1
Correct representation of walls and room arrangement	1
Appropriate door and window positions/symbols	1
Neatness and use of appropriate drawing conventions	1
Total	**4**

2. Labelling and Dimensioning – 2 Marks

Requirement	Marks
Rooms clearly labelled	½
Door correctly indicated/labelled	½
Windows correctly indicated/labelled	½
Internal/external dimensions shown appropriately	½
Total	**2**

Section A Total = 6 Marks

SECTION B: PROJECT PLANNING – 3 MARKS

3. Materials – 1½ Marks

Award **½ mark for each correct material**, up to 3 materials.

Accept:

- Bricks/blocks
- Cement
- Sand
- Water
- Damp-proof materials
- Timber where applicable
- Other appropriate building materials

Maximum = 1½ marks

4. Tools/Equipment – 1½ Marks

Award **½ mark for each correct tool/equipment**, up to 3.

Accept:

- Brick trowel
- Spirit level
- Tape measure
- Plumb bob
- Builder's line
- Mason's square
- Shovel
- Bucket
- Straight edge
- Other appropriate tools

Maximum = 1½ marks

Section B Total = 3 Marks

SECTION C: PRACTICAL CONSTRUCTION – 8 MARKS

Assessment Indicator	Marking Points	Marks
Setting out	Correctly transfers dimensions/layout from the plan to the work area	1
Material selection/preparation	Selects and handles suitable materials correctly	1
Mortar preparation/use	Prepares/uses mortar appropriately and consistently	1
Laying bricks/blocks	Correct positioning and laying of units	2
Line, level & verticality	Maintains straightness, level and plumb	1
Bonding	Applies an appropriate masonry bond correctly	1
Workmanship/neatness	Joints, corners and finished work are neat	1
TOTAL		**8**

Detailed Awarding Guidance

Setting out – 1 mark

- Correct measurements and positions – ½
- Correct use of line/square or other setting-out method – ½

Material selection/preparation – 1 mark

- Correct materials selected – ½
- Materials properly prepared/handled – ½

Mortar – 1 mark

- Appropriate mixing/preparation – ½
- Appropriate application – ½

Laying bricks/blocks – 2 marks

- Correct positioning – 1
- Proper and consistent laying – 1

Line, level and verticality – 1 mark

- Maintains horizontal alignment – ½
- Maintains verticality/plumb – ½

Bonding – 1 mark

- Correct bond selected – ½
- Bond correctly maintained – ½

Workmanship – 1 mark

- Neat joints/finish – ½
- Overall quality of construction – ½

SECTION D: SAFETY AND WORKSITE MANAGEMENT – 2 MARKS

5. Safety Practices

Requirement	Marks
Uses tools and equipment safely and correctly	1
Maintains a clean, organised and safe working area	1
Total	**2**

Award only when the learner actually demonstrates the practice during the project.

SECTION E: PROJECT EVALUATION – 1 MARK

6. Challenge and Solution

Award:

- Correctly identifies a realistic challenge – **½ mark**
- Gives an appropriate way of addressing the challenge – **½ mark**

Total = 1 mark

Examples of acceptable challenges:

- Shortage of materials
- Difficulty maintaining alignment
- Incorrect mortar consistency
- Limited working space
- Difficulty maintaining dimensions

PERFORMANCE LEVEL

Score	Performance
17–20	Exceeds Expectations
13–16	Meets Expectations
9–12	Approaching Expectations
0–8	Below Expectations

Teacher's Overall Comment:

.....

.....

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 202

GRADE 10 – BUSINESS STUDIES

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE

DEVELOPING AND PRESENTING A SIMPLE BUSINESS VENTURE

PROJECT CONTEXT

Business Studies enables learners to apply business knowledge, skills, values and attitudes to real-life situations. In this project, the learner will identify a business opportunity within the school or local community, develop a simple business idea and demonstrate how the proposed venture can be planned, financed, marketed and managed.

The project should demonstrate practical application of concepts covered in Grade 10 Business Studies, including entrepreneurship, business and money management, the business environment, business communication and financial records.

PROJECT TASK

You are required to identify a **viable small business opportunity** that could operate within your school or local community.

Examples include:

- School stationery business
- Fresh fruit or healthy snack business
- School uniform/accessories business
- Poultry or agricultural produce business
- Handmade products business
- Reusable shopping bags business
- Phone accessories business
- Cleaning products business
- Baking/snack business
- Digital/printing service
- Any other teacher-approved small enterprise

You will develop a simple business proposal and, where appropriate, **prepare a model, sample product, prototype, display or other physical evidence of the proposed business.**

PROJECT REQUIREMENTS

TASK 1: IDENTIFICATION OF A BUSINESS OPPORTUNITY – 4 MARKS

Identify a business opportunity in your school or local community.

Prepare a short written report showing:

a) Name of the proposed business. **(1 mark)**

b) Product or service to be offered. **(1 mark)**

c) The need/problem that the business intends to solve. **(1 mark)**

d) Target customers/market. **(1 mark)**

TASK 2: BUSINESS PLAN – 5 MARKS

Prepare a simple business plan for the proposed venture.

Include:

a) Business objectives – give **two objectives**. **(2 marks)**

b) Sources of capital that could be used to start the business. **(1 mark)**

c) Main resources required to operate the business. **(1 mark)**

d) One factor in the business environment that may affect the business and explain how it may affect it. **(1 mark)**

TASK 3: MARKETING AND BUSINESS COMMUNICATION – 4 MARKS

Develop a simple marketing strategy for your proposed business.

Your work should include:

a) A simple advertisement, poster, flyer or digital advert for the business. **(2 marks)**

b) State two methods that could be used to communicate with customers. **(1 mark)**

c) State one reason why effective communication is important to the business. **(1 mark)**

The advertisement may be handwritten, printed or digitally prepared.

TASK 4: FINANCIAL RECORD – 4 MARKS

Prepare a simple financial record for the proposed business.

Assume that the business makes **five sales** in one trading day or during a simulated business activity.

Record:

- Date
- Description of item/service
- Quantity
- Selling price
- Total sales

Then:

a) Prepare a simple sales record/table. **(2 marks)**

b) Calculate the total sales revenue. **(1 mark)**

c) State one reason why businesses should keep proper financial records. **(1 mark)**

TASK 5: PRACTICAL PRESENTATION AND EVIDENCE PORTFOLIO – 3 MARKS

Present your completed project to the teacher.

The presentation should demonstrate:

a) A model, sample product, prototype, business display or other practical representation of the proposed venture. **(1 mark)**

b) Clear explanation of how the proposed business would operate. **(1 mark)**

c) Proper organisation and presentation of evidence of work done. **(1 mark)**

DIGITAL PORTFOLIO / EVIDENCE REQUIREMENT

IMPORTANT

Every learner must maintain a **digital portfolio or physical evidence file** showing how the project was developed.

The portfolio should contain evidence such as:

1. Photographs showing the learner undertaking the project.
2. Photographs of the product, model, prototype or business display.
3. Copies/screenshots of research undertaken.
4. Copies of business calculations and financial records.
5. Advertisement/poster/flyer prepared by the learner.
6. Relevant emails or other digital communication used during the project, where applicable.
7. Drafts and improvements made during the project.
8. Final project report.
9. Any other relevant evidence approved by the teacher.

The learner should **save the digital evidence safely** using an appropriate folder, flash disk, computer, tablet, phone or approved online storage platform.

PHYSICAL MODEL REQUIREMENT

Where the project involves a **sizeable model, prototype, product or business display**, the learner should bring the actual model/product to school on the date specified by the teacher.

Where the model/product is **too large, fragile, perishable or otherwise impractical to transport**, the learner should take clear photographs or videos showing:

- The completed model/product;
- The learner working on it;
- Different stages of development; and
- The final product from different angles.

The teacher may request additional evidence where necessary to authenticate the learner's work.

GENERAL PROJECT INSTRUCTIONS TO LEARNERS

1. The project must be **your own work**.
2. Select a business idea that is realistic and appropriate for your local environment.
3. Seek guidance from the teacher where necessary.
4. Do not spend large amounts of money on the project.
5. Use locally available and affordable materials where possible.
6. Observe safety precautions when preparing the product or model.
7. Do not use another person's work as your own.
8. Keep evidence of the different stages of the project.
9. Submit the completed written report together with the evidence portfolio.
10. Be prepared to explain your project to the teacher.
11. Where a physical model is required and is sizeable, bring it to school on the designated opening/submission date.
12. If the model cannot reasonably be transported, submit clear photographic evidence instead.
13. Digital evidence should be clearly labelled and organised.
14. The teacher may ask questions about any part of the project to establish the learner's understanding and participation.

SUGGESTED STRUCTURE OF THE PROJECT REPORT

The final written report should contain:

1. Cover Page

- Name of school
- Learner's name
- Admission number
- Grade
- Learning area
- Project title
- Teacher's name
- Year

2. Introduction

Briefly explain the business idea.

3. Business Opportunity

Explain the need/problem identified and the proposed solution.

4. Target Market

Identify the intended customers.

5. Business Objectives

Give at least two objectives.

6. Resources Required

List the materials, equipment, labour and capital required.

7. Sources of Finance

Explain how the business could obtain start-up capital.

8. Marketing Strategy

Explain how the business will attract customers.

9. Advertisement

Attach the prepared advertisement/poster/flyer.

10. Financial Records

Present the sales record and calculations.

11. Business Environment

Identify factors that may influence the business.

12. Conclusion

Explain whether the business idea is viable and why.

13. Evidence Portfolio

Attach or provide photographs, screenshots, drafts, emails, digital evidence and other relevant evidence.

TEACHER'S AUTHENTICATION

Learner's Name: _____

Admission No.: _____

Project Title: _____

Date Submitted: _____

Teacher's Name: _____

Teacher's Signature: _____

Total Marks: _____ / 20

Teacher's Comment:

_____

Learner's Signature: _____

Date: _____

GRADE 10 BUSINESS STUDIES

SCHOOL-BASED PRACTICAL ASSESSMENT

MARKING SCHEME

GENERAL MARKING GUIDELINES

1. Award marks for **correct, relevant and logically explained responses**.
2. Accept any other correct response that demonstrates the learner's understanding.
3. Do not penalise learners for using a different but valid business idea from the example provided.
4. For practical work, assess the **actual evidence presented by the learner**.
5. The learner's digital portfolio should be used to establish evidence of participation and development of the project.
6. Where a physical model is too large to bring to school, **clear photographic/video evidence** may be accepted.
7. Do not award marks merely for having a model; the learner should demonstrate understanding of its business purpose.
8. Where calculations are correct but working is not shown, award marks according to the specific question and teacher judgement.
9. The teacher may ask oral questions to authenticate the learner's work.

TASK 1: IDENTIFICATION OF A BUSINESS OPPORTUNITY

4 MARKS

Question

Identify a business opportunity in your school or local community and provide:

a) Name of the proposed business. **(1 mark)**
b) Product or service to be offered. **(1 mark)**
c) Need/problem that the business intends to solve. **(1 mark)**
d) Target customers/market. **(1 mark)**

Expected Answers

Example: School Stationery Business

a) Name of business – 1 mark

Answer:
School Smart Stationery Enterprise.

Marking:

- Appropriate name for the proposed business – **1 mark**

Accept any relevant business name.

b) Product/service – 1 mark

Answer:
The business will sell exercise books, pens, pencils, rulers, mathematical sets and other school stationery.

Marking:

- Correctly identifies products/services to be offered – **1 mark**

c) Need/problem – 1 mark

Answer:
Learners sometimes lack essential stationery and have to travel far from school to purchase it.

Marking:

- Identifies a genuine customer need/problem – **1 mark**

d) Target market – 1 mark

Answer:
The target customers will be learners and teachers within the school and people in the surrounding community.

Marking:

- Correctly identifies potential customers – **1 mark**

TOTAL: 4 MARKS

TASK 2: BUSINESS PLAN

5 MARKS

Question

Prepare a simple business plan showing:

a) Two business objectives. **(2 marks)**
b) Sources of capital. **(1 mark)**
c) Main resources required. **(1 mark)**
d) One business-environment factor and its effect. **(1 mark)**

a) Business Objectives – 2 Marks

Expected Answers

Possible objectives include:

1. To make a reasonable profit from selling affordable stationery.
2. To provide convenient access to stationery for learners.
3. To expand the business by increasing the range of products.
4. To create employment opportunities.

5. To satisfy customers by providing quality products.
6. To operate the business sustainably.

Marking

- First valid objective – **1 mark**
- Second valid objective – **1 mark**

Maximum: 2 marks

b) Sources of Capital – 1 Mark

Expected Answers

Any one:

- Personal savings
- Money from parents/guardians
- Loan from a financial institution
- Contribution from business partners
- Savings group
- Retained profits
- Donation/grant
- Support from a youth enterprise programme, where applicable

Marking

- Any appropriate source of business capital – **1 mark**

c) Main Resources Required – 1 Mark

Expected Answers

Any relevant resources, for example:

- Capital
- Premises
- Stationery stock
- Furniture
- Shelves
- Labour
- Transport
- Packaging materials
- Record books
- Computer/phone where appropriate

Marking

- Identifies relevant business resources – **1 mark**

d) Business Environment Factor – 1 Mark

Expected Answer

Competition:
Other stationery shops may sell similar products. This may force the business to improve quality, reduce prices or provide better customer service.

OR

Inflation:
An increase in the prices of stationery may increase the cost of purchasing stock and reduce the business's profit.

OR

Technology:
Online businesses and digital learning may reduce demand for some stationery but can also create opportunities for digital services.

OR

Government regulations:
Business regulations may increase the cost of operating the enterprise or require the business to comply with certain requirements.

Marking

- Correct factor identified – **½ mark**
- Correct effect explained – **½ mark**

Maximum: 1 mark

TOTAL: 5 MARKS

TASK 3: MARKETING AND BUSINESS COMMUNICATION

4 MARKS

Question

Develop a marketing strategy for the proposed business.

a) Prepare an advertisement, poster, flyer or digital advert. **(2 marks)**
b) State two methods of communication with customers. **(1 mark)**
c) State one reason why effective communication is important. **(1 mark)**

a) Advertisement/Poster/Flyer – 2 Marks

Sample Answer

SCHOOL SMART STATIONERY ENTERPRISE

QUALITY STATIONERY AT AFFORDABLE PRICES!

We sell:

- Exercise books
- Pens

- Pencils
- Rulers
- Mathematical sets
- Files and folders

Why buy from us?

✓ Affordable prices
✓ Quality products
✓ Convenient location
✓ Friendly customer service

Visit us today and get what you need for school!

Marking Rubric – 2 Marks

Aspect	Marks
Includes relevant business/product information	1
Attractive, clear and persuasive presentation	1
Total	**2**

Accept a handwritten, printed or digitally prepared advertisement.

b) Communication Methods – 1 Mark

Expected Answers

Any two:

- Telephone calls
- SMS
- Email
- Social media
- Posters
- Flyers
- Face-to-face communication
- Business website
- Notice boards
- Customer meetings

Marking

- Two appropriate methods – **1 mark**
- One appropriate method – **½ mark**
- None – **0 marks**

c) Importance of Effective Communication – 1 Mark

Expected Answers

Effective communication:

- Helps the business understand customer needs.
- Reduces misunderstandings.

- Helps provide information about products.
- Improves customer relations.
- Promotes sales.
- Helps employees work together.
- Builds customer confidence and trust.

Marking

- One correctly explained importance – **1 mark**

TOTAL: 4 MARKS

TASK 4: FINANCIAL RECORD

4 MARKS

Question

Assume the business makes five sales during one trading day or simulated business activity.

Prepare a sales record showing:

- Date
- Description
- Quantity
- Selling price
- Total sales

Then:

a) Prepare the sales record. **(2 marks)**
b) Calculate total sales revenue. **(1 mark)**
c) Give one reason for keeping proper financial records. **(1 mark)**

MODEL ANSWER

SCHOOL SMART STATIONERY ENTERPRISE

SALES RECORD

Date	Description	Quantity	Selling Price (KES)	Total (KES)
20/08/2026	Exercise books	5	50	250
20/08/2026	Pens	10	20	200
20/08/2026	Pencils	5	15	75
20/08/2026	Rulers	4	30	120
20/08/2026	Mathematical sets	2	150	300
	TOTAL			**945**

a) Sales Record – 2 Marks

Marking

Award:

- Correct headings/appropriate sales record format – **1 mark**
- Correct recording of quantities, prices and totals – **1 mark**

Maximum: 2 marks

b) Total Sales Revenue – 1 Mark

Working

KES 250 + KES 200 + KES 75 + KES 120 + KES 300

= **KES 945**

Answer

Total sales revenue = KES 945

Marking

- Correct addition and answer – **1 mark**

Accept a different total where the learner uses different valid sales figures and the calculation is correct.

c) Importance of Financial Records – 1 Mark

Expected Answers

Proper financial records help a business to:

- Know its sales and expenses.
- Determine profit or loss.
- Control cash.
- Detect errors or fraud.
- Make informed business decisions.
- Monitor business performance.
- Prepare financial reports.
- Plan for the future.

Marking

- One correct reason, appropriately stated – **1 mark**

TOTAL: 4 MARKS

TASK 5: PRACTICAL PRESENTATION AND EVIDENCE PORTFOLIO

3 MARKS

Question

Present the completed project and demonstrate:

a) A model, sample product, prototype, business display or practical representation. **(1 mark)**
b) Clear explanation of how the business would operate. **(1 mark)**

c) Proper organisation and presentation of evidence. **(1 mark)**

a) Model/Sample Product/Prototype – 1 Mark

Evidence may include:

- Physical product
- Business model
- Product prototype
- Business display
- Packaging design
- Sample stationery display
- Sample food product
- Agricultural product
- Digital business prototype
- Service demonstration

Marking

- Relevant and reasonably well-prepared practical representation – **1 mark**
- No relevant practical evidence – **0 marks**

b) Explanation of Business Operations – 1 Mark

The learner should be able to explain, for example:

1. What the business sells.
2. Who its customers are.
3. Where products/services are obtained.
4. How customers will be reached.
5. How sales will be made.
6. How income and expenses will be recorded.
7. How the business will respond to competition.

Marking

- Clear and relevant explanation demonstrating understanding – **1 mark**
- Inadequate/no explanation – **0 marks**

c) Evidence Portfolio – 1 Mark

Acceptable evidence

The learner may submit:

- Photographs of the learner undertaking the project.
- Photographs of the completed product/model.
- Photographs showing different stages of development.
- Screenshots of research.
- Copies of calculations.
- Advertisement/poster/flyer.
- Relevant emails.
- Digital documents.
- Drafts and corrections.

- Business records.
- Video evidence where appropriate.

Marking

1 mark: Evidence is relevant, organised and demonstrates the work undertaken.

0 marks: No adequate evidence is presented.

DIGITAL PORTFOLIO AUTHENTICATION GUIDELINES

The teacher should check that the evidence reasonably demonstrates that the learner participated in the project.

Evidence may include photographs showing:

Stage 1: Identification of the business opportunity
↓
Stage 2: Research and planning
↓
Stage 3: Preparation of materials/product/model
↓
Stage 4: Marketing/advertisement development
↓
Stage 5: Financial recording/calculations
↓
Stage 6: Completed project/product
↓
Stage 7: Final presentation

Where possible, photographs should show the learner undertaking the work rather than only showing the completed product.

SIZEABLE MODEL / PRODUCT GUIDELINE

If the model or product is too large to transport to school:

Accept:

- Clear photographs of the completed model.
- Photographs showing different sides/angles.
- Photographs of the learner making the model.
- Short video evidence where permitted by the school.
- Digital documentation explaining the model.
- Teacher verification during the presentation.

If the model is reasonably portable:

The learner should **bring the actual model/product to school on the designated opening/submission date** for inspection and presentation.

COMPLETE MARKING SUMMARY

Task	Assessment Area	Marks
1	Identification of Business Opportunity	**4**

2	Business Plan	**5**
3	Marketing & Business Communication	**4**
4	Financial Records	**4**
5	Practical Presentation & Evidence Portfolio	**3**
TOTAL		**20 MARKS**

TEACHER'S MARK SHEET

Learner's Name: _____

Admission No.: _____

No.	Assessment Indicator	Maximum	Score
1(a)	Appropriate business name	1	
1(b)	Product/service identified	1	
1(c)	Need/problem identified	1	
1(d)	Target market identified	1	
Task 1 Total		**4**	
2(a)	Two valid business objectives	2	
2(b)	Source(s) of capital	1	
2(c)	Business resources	1	
2(d)	Environment factor + effect	1	
Task 2 Total		**5**	
3(a)	Advertisement/poster/flyer	2	
3(b)	Communication methods	1	
3(c)	Importance of communication	1	
Task 3 Total		**4**	
4(a)	Sales record	2	
4(b)	Total sales revenue	1	
4(c)	Importance of records	1	
Task 4 Total		**4**	
5(a)	Model/product/prototype/display	1	
5(b)	Explanation/presentation	1	
5(c)	Digital/physical evidence portfolio	1	
Task 5 Total		**3**	
GRAND TOTAL		**20**	

TEACHER'S FINAL COMMENT

Score: _____ / 20

Strengths observed:

_____

_____

Areas for improvement:

_____

_____

Teacher's Signature: _____

Date: _____

Learner's Signature: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 202

GRADE 10 – CHEMISTRY
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

Time: To be completed over an agreed project period
Mode: Individual or teacher-approved pair/group project

PROJECT TITLE

INVESTIGATION OF ACIDS AND BASES IN EVERYDAY MATERIALS USING A NATURAL INDICATOR

INTRODUCTION

Chemistry is applied in everyday activities such as food preparation, agriculture, cleaning, medicine, water treatment and environmental conservation.

In this project, the learner will investigate the **acidic and basic properties of selected household substances** using a **natural indicator prepared from plant material**. The learner will collect data, record observations, interpret results and present evidence of the investigation.

The project should demonstrate the learner's ability to:

- plan and carry out a simple chemical investigation;
- prepare and use a natural indicator;
- distinguish between acidic, neutral and basic substances;
- record observations systematically;
- analyse and interpret experimental results;
- apply chemistry to everyday life;
- demonstrate safe handling of materials;
- communicate findings using a written and/or digital portfolio.

LEARNER'S TASK

You are required to investigate the acidic or basic nature of **at least five readily available household substances** using a natural indicator.

Examples of substances may include:

- lemon juice;
- vinegar;
- soap solution;
- baking soda solution;
- ordinary water;
- fruit juice;
- salt solution;
- toothpaste solution.

Do not taste or deliberately ingest any substance used in the investigation.

You may use a natural indicator prepared from suitable plant material such as **red/purple cabbage, hibiscus or another teacher-approved indicator source**.

PROJECT REQUIREMENTS

TASK 1: PROJECT PLANNING – 3 MARKS

Before carrying out the investigation, prepare a brief project plan containing the following:

(a) State the problem to be investigated. (1 mark)

(b) State the aim of the investigation. (1 mark)

(c) State one hypothesis or prediction about the expected results. (1 mark)

TASK 2: PREPARATION OF THE NATURAL INDICATOR – 3 MARKS

Prepare a natural indicator using a suitable plant material.

(a) Identify the plant material selected for preparing the indicator. **(1 mark)**

(b) Describe the procedure followed to obtain the indicator solution. **(1 mark)**

(c) State **one safety precaution** observed during preparation and use of the indicator. **(1 mark)**

TASK 3: EXPERIMENTAL INVESTIGATION – 5 MARKS

Select **at least five household substances** and test each substance using the natural indicator.

Prepare a results table similar to the one below.

Substance Tested	Colour Before Adding Indicator	Colour After Adding Indicator	Inference
Substance 1			
Substance 2			
Substance 3			
Substance 4			
Substance 5			

(a) Correctly identify and record at least five substances tested. **(1 mark)**

(b) Record the colour changes observed for the different substances. **(2 marks)**

(c) Classify the substances as **acidic, neutral or basic**, based on the indicator results. **(2 marks)**

TASK 4: DATA ANALYSIS AND INTERPRETATION – 4 MARKS

Use your results to answer the following:

(a) Which substance was the **most clearly acidic** according to your indicator? Give a reason for your answer. **(1 mark)**

(b) Which substance was the **most clearly basic** according to your indicator? Give a reason. **(1 mark)**

(c) Identify one substance that could be considered approximately neutral and explain your answer. **(1 mark)**

(d) State **one limitation** of using a natural indicator compared with a standard laboratory pH indicator or pH meter. **(1 mark)**

TASK 5: APPLICATION OF CHEMISTRY TO DAILY LIFE – 2 MARKS

Explain **two ways in which knowledge of acids and bases is useful in everyday life**.

Examples may include:

- agriculture and soil management;
- food preservation;
- cleaning;
- treatment of acidic soils;
- water treatment;
- household safety;
- manufacture of products. **(2 marks)**

TASK 6: DIGITAL PORTFOLIO / EVIDENCE OF WORK – 2 MARKS

The learner must maintain **digital evidence of the project throughout the investigation**.

The digital portfolio may contain:

1. photographs showing preparation of materials;
2. photographs showing the investigation being carried out;
3. photographs of the natural indicator;
4. photographs of the tested substances;
5. photographs of the results table;
6. photographs/video of the completed project;
7. a typed or handwritten copy of the project report;
8. relevant diagrams, observations or data;
9. evidence of communication with the teacher where applicable, such as an email or approved digital submission.

Evidence requirement

The learner should **save the digital portfolio safely** on a phone, computer, flash disk, cloud storage or another teacher-

approved platform.

If the project involves a **sizeable model, display, chart or other physical product**, the learner should:

- **bring the model/product to school on the official opening date or date specified by the school for assessment**, OR
- if the model/product is too large or cannot safely be transported, **take clear photographs and/or video from different angles showing the completed work** and submit the evidence as directed by the teacher.

The learner should retain the original evidence until the project has been assessed. (2 marks)

PROJECT REPORT FORMAT

The final project report should be arranged in the following order:

1. Cover Page

Include:

- Name of learner
- Admission number
- School
- Grade
- Subject
- Project title
- Teacher
- Date

2. Introduction

Briefly explain acids, bases and indicators.

3. Problem Statement

State the problem being investigated.

4. Aim

State the purpose of the investigation.

5. Hypothesis

Give the learner's prediction.

6. Materials

List the materials used.

7. Procedure

Describe the investigation step by step.

8. Safety Precautions

List the precautions observed.

9. Results

Present observations in a table.

10. Data Analysis

Explain what the observations show.

11. Conclusion

State whether the findings support the hypothesis.

12. Application

Explain how knowledge of acids and bases is useful in daily life.

13. Evidence Portfolio

Attach or provide photographs, video evidence, diagrams and other evidence of the work.

14. References

List any books, approved learning resources or other sources consulted.

MARKING SCHEME – 20 MARKS

Task	Assessment Area	Marks
1	Project planning	3
2	Preparation of natural indicator	3
3	Experimental investigation and observations	5
4	Data analysis and interpretation	4
5	Application of chemistry to daily life	2
6	Digital portfolio/evidence of work	2
TOTAL		**20**

DETAILED ASSESSMENT RUBRIC

Competency/Aspect	EE	ME	AE	Marks
Planning	Clear problem, aim and logical hypothesis	Mostly clear planning	Limited planning	3
Practical skills	Correct preparation and safe handling	Minor errors	Requires considerable guidance	3
Investigation	Accurate testing, observations and classification	Generally accurate	Incomplete investigation	5
Analysis	Correct interpretation supported by evidence	Reasonable interpretation	Limited interpretation	4
Application	Relevant real-life applications	Some relevant applications	Limited application	2
Portfolio	Clear, authentic and well-	Adequate evidence	Incomplete evidence	2

	organised evidence			
TOTAL				**20**

TEACHER'S ASSESSMENT CHECKLIST

Learner's Name: _____
Grade: _____
Admission No.: _____

No.	Assessment Indicator	Marks Awarded
1	States a clear investigation problem	/1
2	States a suitable aim	/1
3	Gives a reasonable hypothesis/prediction	/1
4	Identifies suitable indicator material	/1
5	Correctly describes preparation of indicator	/1
6	Observes safety precautions	/1
7	Tests at least five substances	/1
8	Records colour changes accurately	/2
9	Correctly classifies substances	/2
10	Identifies acidic substance with justification	/1
11	Identifies basic substance with justification	/1
12	Identifies/explains neutral substance	/1
13	States a limitation of natural indicators	/1
14	Gives two relevant applications	/2
15	Provides adequate digital/physical evidence	/2
TOTAL		**/20**

IMPORTANT INSTRUCTIONS TO LEARNERS

1. **This is a practical project and not a multiple-choice examination.**
2. The project must represent **your own work**.
3. You may consult your Chemistry notes, approved learning resources and the teacher for guidance.
4. Do not copy another learner's results.
5. Record **actual observations** obtained during your investigation.
6. Do not taste or ingest any chemical or household substance.
7. Use teacher-approved materials and follow laboratory safety procedures.
8. Keep photographs or video evidence as the work progresses rather than only photographing the final product.
9. Maintain a **digital portfolio/evidence folder** containing your work.

10. Where the completed project includes a **sizeable physical model, display or product**, bring it to school on the official opening/assessment date as directed by the school.
11. If the product is too large to transport, submit **clear photographs and/or video evidence** showing the completed work.
12. The teacher may ask the learner to **demonstrate or explain the project orally** to verify ownership of the work.
13. Submit the completed written report together with the required evidence.
14. Ensure all electronic files are clearly labelled with the learner's name, grade and project title.

GRADE 10 CHEMISTRY

END-OF-YEAR PROJECT

SCHOOL-BASED PRACTICAL ASSESSMENT

MARKING SCHEME

Project: Investigation of Acids and Bases in Everyday Materials Using a Natural Indicator
Total Marks: 20

Note to teacher: Since this is a practical/project assessment, learners' actual observations may differ slightly depending on the substances, concentrations and natural indicator used. Award marks for **scientifically reasonable observations and conclusions**, not for forcing identical colours/results.

TASK 1: PROJECT PLANNING — 3 MARKS

(a) Problem statement — 1 mark

Expected answer:

Household substances have different chemical properties, and some are acidic, some basic and others approximately neutral. The investigation seeks to determine the nature of selected household substances using a natural indicator.

Award:

- Clear and relevant problem statement — **1 mark**

(b) Aim — 1 mark

Expected answer:

To investigate and classify selected household substances as acidic, neutral or basic using a natural plant indicator.

Award:

- Appropriate aim related to the investigation — **1 mark**

(c) Hypothesis/prediction — 1 mark

Expected answer:

If different household substances are tested using a natural indicator, they will produce different colour changes because they have different acidic or basic properties.

Accept: Any scientifically reasonable prediction.

Award:

- Logical and testable hypothesis — **1 mark**

Task 1 Total: 3 marks

TASK 2: PREPARATION OF THE NATURAL INDICATOR — 3 MARKS

(a) Identify the plant material — 1 mark

Accept any suitable teacher-approved plant indicator, for example:

- Red/purple cabbage
- Hibiscus petals
- Other suitable plant material containing natural pigments

Award:

- Correctly identifies suitable plant material — **1 mark**

(b) Procedure for preparing the indicator — 1 mark

Sample answer:

1. Collect suitable plant material.
2. Cut or crush the material into small pieces.
3. Place it in a container.
4. Add hot water and allow it to stand/steep.
5. Filter the mixture to obtain the coloured indicator solution.
6. Allow it to cool before use.

Award 1 mark for:

- A reasonably correct procedure showing extraction of the indicator pigment.

(c) Safety precaution — 1 mark

Any **one**:

- Do not taste the substances.
- Wash hands after the experiment.
- Handle hot water carefully.
- Wear protective clothing/gloves where appropriate.
- Do not mix unknown household chemicals.
- Keep chemicals away from the eyes and mouth.

- Work in a well-ventilated area.
- Clean the working area after the experiment.

Task 2 Total: 3 marks

TASK 3: EXPERIMENTAL INVESTIGATION — 5 MARKS

A possible set of results is shown below.

Substance Tested	Colour Before Indicator	Colour After Indicator*	Inference
Lemon juice	Colourless/pale	Acidic-indicator colour	Acidic
Vinegar	Colourless/pale	Acidic-indicator colour	Acidic
Baking soda solution	Colourless	Basic-indicator colour	Basic
Soap solution	Colourless/cloudy	Basic-indicator colour	Basic
Water	Colourless	Little/no significant change	Approximately neutral

*The exact colour depends on the natural indicator used.

(a) Identify at least five substances — 1 mark

- Five suitable substances correctly identified — **1 mark**

(b) Record colour changes — 2 marks

Award:

- Correct observations for three or more substances — **1 mark**
- Correct observations for the remaining substances/consistent complete table — **1 mark**

Important: Accept different colours where the learner has used a different valid natural indicator and the observation is scientifically plausible.

(c) Classification — 2 marks

Award:

- Correctly classifies acidic substances — **1 mark**
- Correctly classifies basic/neutral substances — **1 mark**

Task 3 Total: 5 marks

TASK 4: DATA ANALYSIS AND INTERPRETATION — 4 MARKS

(a) Most clearly acidic substance — 1 mark

Sample answer:

Lemon juice was clearly acidic because it produced the colour associated with an acidic medium when the natural indicator was added.

Accept: Vinegar or another correctly tested acidic substance if supported by the learner's results.

Award: 1 mark

(b) Most clearly basic substance — 1 mark

Sample answer:

Baking soda solution was basic because it produced the colour associated with a basic medium when tested with the natural indicator.

Accept: Soap solution or another correctly tested basic substance if supported by results.

Award: 1 mark

(c) Approximately neutral substance — 1 mark

Sample answer:

Water was approximately neutral because it produced little or no significant colour change with the natural indicator.

Accept: Another substance if the learner's experimental results reasonably support the conclusion.

Award: 1 mark

(d) Limitation of a natural indicator — 1 mark

Any one:

- It may only give an approximate indication of acidity or alkalinity.
- Its colour changes may be less distinct than those of laboratory indicators.
- The colour may be affected by the concentration of the substance.
- Different plant materials produce different colours.
- It cannot usually give an exact pH value.
- Colour interpretation can be subjective.

Award: 1 mark

Task 4 Total: 4 marks

TASK 5: APPLICATION OF CHEMISTRY TO DAILY LIFE — 2 MARKS

Expected answers

Any **two** well-explained applications:

1. **Agriculture:** Acids and bases are important in managing soil pH for suitable crop growth.
2. **Cleaning:** Basic substances are found in some cleaning products and can help remove grease.
3. **Food:** Acids such as those in citrus fruits and vinegar are used in food preparation and preservation.
4. **Water treatment:** Knowledge of pH helps in monitoring and treating water.
5. **Household safety:** Understanding acidic and basic substances helps people handle cleaning materials safely.
6. **Manufacturing:** Acids and bases are used in the production of many industrial and household products.

Marking:

- First relevant application with explanation — **1 mark**
- Second relevant application with explanation — **1 mark**

Task 5 Total: 2 marks

TASK 6: DIGITAL PORTFOLIO / EVIDENCE — 2 MARKS

Expected evidence

The learner should provide evidence such as:

- photograph of materials;
- photograph of preparation of the natural indicator;
- photograph/video of the investigation;
- photograph of tested substances;
- photograph of results;
- completed project report;
- diagrams;
- digital records;
- teacher-approved email/digital submission evidence where applicable.

Marking

2 marks:

- Clear, authentic and well-organised evidence showing the stages of the project.

1 mark:

- Some evidence provided but incomplete or poorly organised.

0 marks:

- No meaningful evidence of the project provided.

Special requirement for sizeable models/products

Where a learner produces a **sizeable physical model, display or other project product**:

- The learner should bring the model/product to school on the official opening/assessment date as directed by the school.
- Where transportation is impractical, the learner should provide **clear photographs and/or video showing the completed model/product from different angles**.
- The teacher may require the learner to explain or demonstrate the work to authenticate it.

Task 6 Total: 2 marks

SUMMARY MARKING SCHEME

Task	Component	Marks
1	Problem, aim and hypothesis	**3**
2	Natural indicator preparation and safety	**3**
3	Investigation, observations and classification	**5**
4	Analysis and interpretation	**4**
5	Everyday applications	**2**
6	Digital portfolio/evidence	**2**
TOTAL		**20**

CONSOLIDATED TEACHER'S MARK SHEET

No.	Assessment Indicator	Marks
1	States a clear investigation problem	/1
2	States a suitable aim	/1
3	Gives a logical hypothesis/prediction	/1
4	Identifies suitable natural indicator material	/1
5	Describes preparation of indicator	/1
6	States a relevant safety precaution	/1
7	Identifies at least five substances	/1
8	Records colour observations	/2
9	Correctly classifies substances	/2
10	Identifies an acidic substance and gives reason	/1
11	Identifies a basic substance and gives reason	/1
12	Identifies/explains an approximately neutral substance	/1
13	States one limitation of natural indicators	/1
14	Gives first relevant application	/1
15	Gives second relevant application	/1
16	Provides adequate digital/physical evidence	/2
	TOTAL	**/20**

EXPECTED CONCLUSION

Model answer:

The investigation showed that different household substances have different chemical properties. Lemon juice and vinegar were found to be acidic, while substances such as baking soda solution and soap solution were basic. Water was approximately neutral. The natural indicator was therefore useful for distinguishing between acidic, neutral and basic substances, although it does not normally provide an exact pH value. The investigation also demonstrated the importance of acids and bases in everyday life.

Marking: Award the conclusion mark(s) under the relevant project criteria where the learner's conclusion is consistent with their **actual recorded results**.

TEACHER'S NOTE

Because this is a **school-based practical assessment**, the teacher should assess the learner's **process, practical skills, observations, interpretation, application and evidence**, rather than awarding marks solely on whether the learner's final colour observations exactly match the model table above.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – COMPUTER STUDIES
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

GENERAL INSTRUCTIONS

1. This project shall be completed **individually or in an approved small group**, as directed by the teacher.
2. The learner shall identify a **real-life problem in the school, home or community** that can be addressed using computer science.
3. The learner shall design and develop a **simple digital solution, computational model, program, website, database, information system or other suitable computer-based product**.
4. The project should demonstrate the learner's ability to apply concepts and skills acquired in **Grade 10 Computer Science**.
5. The learner must show evidence of the **problem identification, planning, design, development, testing and evaluation** of the solution.
6. The learner must maintain a **digital portfolio/evidence folder** containing evidence of work done.
7. The digital portfolio may contain:
    - Typed project report;
    - Program/source code;
    - Screenshots of the work at different stages;
    - Photographs of the learner undertaking the project;
    - Flowcharts, algorithms, pseudocode or system designs;
    - Testing records;
    - Corrections/improvements made;
    - Emails or other digital communication related to the project, where applicable;
    - Final product screenshots or demonstration videos.
8. Where the project involves a **sizeable physical model or hardware prototype**, the learner should **bring the model to school on the opening date** for assessment, where practical and safe to do so.
9. If the model is too large, fragile or otherwise impractical to transport, the learner should submit **clear photographs and/or a video demonstrating the model and its operation**.
10. The learner should be prepared to **demonstrate and explain the project to the teacher/assessor**.
11. All digital files should be clearly named and organised in a suitable folder.
12. The work submitted must be the learner's own work. Any external resources, code, images or information used should be appropriately acknowledged.
13. The teacher may ask questions to establish the learner's understanding and contribution to the project.
14. **No multiple-choice questions are used in this assessment.**
15. **Total: 20 marks.**

PROJECT TASK

TASK: Solving a Real-Life Problem Using Computer Science

Identify a problem affecting your **school, home or community** that can reasonably be addressed using computer science.

Examples of suitable areas include:

- School records management;
- Learner's attendance;
- Library management;
- School timetable management;
- Simple school fee or expenditure tracking;
- Small business record keeping;
- Agriculture information management;
- Environmental conservation;
- Cyber safety awareness;
- Personal budgeting;
- Inventory management;
- Health and safety information;
- Transport or booking management;
- School club management;
- Educational information systems;
- Community information management.

You are **not required to copy these examples**. You should identify a problem that is relevant to your own environment.

QUESTION 1: PROBLEM IDENTIFICATION AND INVESTIGATION — 4 MARKS

(a) State the **problem** you have identified and explain the environment or situation in which the problem occurs. **(2 marks)**

(b) Explain **two ways in which the identified problem affects the intended users**. **(2 marks)**

QUESTION 2: PROPOSED DIGITAL SOLUTION — 4 MARKS

(a) State the **proposed computer-based solution** to the identified problem. **(1 mark)**

(b) State **three main functions/features** that your proposed solution should perform. **(3 marks)**

QUESTION 3: ALGORITHM AND SYSTEM DESIGN — 4 MARKS

Design the logical solution before developing the final product.

(a) Write an appropriate **algorithm or pseudocode** showing the main steps that the proposed solution will follow. **(2 marks)**

(b) Draw a suitable **flowchart, system diagram, interface design or other relevant design representation** for your proposed solution. **(2 marks)**

The design should clearly show the movement of information or the major stages of the solution.

QUESTION 4: DEVELOPMENT AND IMPLEMENTATION — 4 MARKS

Develop the proposed solution using an appropriate computer science tool, programming environment or digital technology.

Your product may, where appropriate, include:

- A computer program;
- A simple website;
- A database/application;
- A digital information system;
- A computational model;
- An interactive educational application;
- An appropriate hardware/software prototype.

(a) Demonstrate the **completed digital solution/model** to the teacher. **(2 marks)**

(b) Demonstrate that the solution performs the **intended functions** identified in Question 2. **(2 marks)**

QUESTION 5: TESTING, EVALUATION AND DIGITAL PORTFOLIO — 4 MARKS

(a) Carry out **at least two tests** on your solution and record:

Test	Expected Result	Actual Result	Action Taken
Test 1	_____	_____	_____
Test 2	_____	_____	_____

(2 marks)

(b) State **one strength and one limitation** of your solution and suggest **one improvement** that could be made in the future. **(1 mark)**

(c) Submit your **digital portfolio/evidence of work** showing the development process from the initial idea to the completed project. **(1 mark)**

DIGITAL PORTFOLIO REQUIREMENTS

The learner should create a clearly organised folder, for example:

GRADE 10 COMPUTER SCIENCE PROJECT – [LEARNER NAME]

The folder may contain:

01 – Problem Identification

- Problem description
- Investigation notes

02 – Planning and Design

- Objectives
- Algorithm/pseudocode

- Flowchart/system design
- Interface sketches

03 – Development

- Source code
- Working files
- Database/files used
- Development screenshots

04 – Testing

- Test data
- Expected results
- Actual results
- Corrections made

05 – Final Product

- Final screenshots
- Final program/application/website
- Demonstration video, where applicable

06 – Evidence

- Photographs of work in progress
- Photographs of the learner working on the project
- Relevant emails/digital communication, where applicable
- Evidence of presentation/demonstration

07 – Project Report

- Final written report
- Conclusion
- Recommendations
- References/acknowledgements

PROJECT SUBMISSION AND EVIDENCE

IMPORTANT

The digital portfolio is compulsory evidence of the project process.

The learner should:

1. **Save the work regularly** during the development process.
2. Keep evidence of important stages rather than submitting only the final product.
3. Take **clear photographs/screenshots** showing the development and final outcome.
4. Save relevant **emails or digital communication** used in the project, where applicable.
5. Submit the project electronically using the method specified by the school.
6. If the project includes a **sizeable physical model**, bring the model to school **on the opening date** for physical inspection and demonstration.
7. If bringing the model is not practical, submit **clear photographs and/or video evidence** showing:
    - The complete model;

- Important components;
- The learner's work on the model;
- The model in operation, where applicable.

8. The learner may be required to explain the project and answer questions about its development.

MARK DISTRIBUTION

Assessment Area	Marks
1. Problem Identification and Investigation	4
2. Proposed Digital Solution	4
3. Algorithm and System Design	4
4. Development and Implementation	4
5. Testing, Evaluation and Digital Portfolio	4
TOTAL	**20**

GRADE 10 COMPUTER SCIENCE PROJECT WORK

MARKING SCHEME

Note to the assessor: Since this is a project-based assessment, answers will vary according to the learner's selected problem and digital solution. Award marks for technically correct, relevant and well-supported responses. The examples below are **model answers**, not the only acceptable answers.

QUESTION 1: PROBLEM IDENTIFICATION AND INVESTIGATION — 4 MARKS

(a) State the problem identified and explain the environment/situation.

(2 marks)

Model Answer

The school currently records student attendance manually in exercise books. This makes it difficult to retrieve attendance information quickly and may lead to inaccurate or missing records.

Marking Scheme

- Clearly identifies a relevant real-life problem – **1 mark**
- Clearly explains the environment/situation in which the problem occurs – **1 mark**

Accept: Any relevant school, home or community problem that can appropriately be addressed through computer science.

(b) Explain two ways the problem affects the intended users.

(2 marks)

Model Answer

1. Teachers spend a lot of time recording and searching for attendance records.
2. Manual records can easily be misplaced or contain errors, making it difficult to determine attendance accurately.

Marking Scheme

- Correct effect 1, with explanation – **1 mark**
- Correct effect 2, with explanation – **1 mark**

Other acceptable effects: delays, increased workload, loss of information, duplication of records, difficulty generating reports, poor decision-making, etc.

QUESTION 2: PROPOSED DIGITAL SOLUTION — 4 MARKS

(a) State the proposed computer-based solution.

(1 mark)

Model Answer

I will develop a **simple computerized student attendance management system** for recording, storing and retrieving student attendance information.

Marking Scheme

- Appropriate computer-based solution clearly related to the identified problem – **1 mark**

(b) State three main functions/features.

(3 marks)

Model Answer

The system will:

1. Allow the teacher to enter student attendance.
2. Store attendance records for future retrieval.
3. Generate attendance reports for individual students or classes.

Marking Scheme

Award **1 mark each** for any three relevant functions/features.

Examples include:

- Data entry – **1**
- Data storage – **1**
- Data retrieval – **1**
- Searching records – **1**
- Editing/updating records – **1**
- Generating reports – **1**
- Calculating attendance percentage – **1**
- User authentication/security – **1**

Maximum: 3 marks

QUESTION 3: ALGORITHM AND SYSTEM DESIGN — 4 MARKS

(a) Algorithm/pseudocode

(2 marks)

Model Answer

Algorithm: Student Attendance System

1. Start.
2. Enter student's name/admission number.

3. Display attendance options.
4. Enter whether the student is present or absent.
5. Store the attendance record.
6. Calculate/update the attendance record.
7. Display confirmation.
8. Stop.

Marking Scheme

- Logical and sequential algorithm/pseudocode – **1 mark**
- Appropriate processing, storage/output and termination steps – **1 mark**

Alternative correct algorithms should be accepted.

(b) Flowchart/system design

(2 marks)

Model Answer

A suitable flow sequence is:

START
↓
Enter Student Details
↓
Select Date
↓
Enter Present/Absent
↓
Store Record
↓
Update Attendance
↓
Display Confirmation/Report
↓
END

Marking Scheme

- Correct logical sequence of the process – **1 mark**
- Appropriate flowchart symbols/system representation and clear presentation – **1 mark**

QUESTION 4: DEVELOPMENT AND IMPLEMENTATION — 4 MARKS

(a) Demonstrate the completed digital solution/model.

(2 marks)

Expected Evidence

The learner should present a working product such as:

- A simple computer program;

- Website;
- Database;
- Information management system;
- Interactive application;
- Computational model;
- Appropriate hardware/software prototype.

Marking Scheme

Evidence	Marks
Completed product/model is presented	1
Product/model is functional and demonstrates substantial learner work	1
Total	**2**

If the project is a physical/hardware model: inspect the model and require the learner to explain its operation.

If the model is sizeable: assess the physical model at school where practical.

If it cannot reasonably be transported: assess clear photographs/video evidence and demonstration.

(b) Demonstrate that the solution performs the intended functions.

(2 marks)

Marking Scheme

- Demonstrates at least two intended functions correctly – **2 marks**
- Demonstrates only one intended function correctly – **1 mark**
- No functional demonstration – **0 marks**

Example

For an attendance system:

- Enters and saves student attendance – **1 mark**
- Retrieves/generates attendance information – **1 mark**

QUESTION 5: TESTING, EVALUATION AND DIGITAL PORTFOLIO — 4 MARKS

(a) Carry out at least two tests.

(2 marks)

Model Answer

Test	Expected Result	Actual Result	Action Taken
Enter a present student	Record should be saved as present	Record saved correctly	No correction required
Enter an absent student	Record should be saved as absent	Record saved correctly	No correction required

Marking Scheme

For each correctly documented test:

- Appropriate test/inputs identified – **0.5 mark**

- Expected result stated – **0.5 mark**
- Actual result recorded – **0.5 mark**
- Appropriate action/correction stated – **0.5 mark**

Maximum: 2 marks

Accept any two meaningful tests relevant to the learner's project.

QUESTION 5(b): STRENGTH, LIMITATION AND IMPROVEMENT — 1 MARK

Model Answer

Strength: The system makes it easier and faster to retrieve student attendance records.

Limitation: The system requires a computer and may not work when there is no electricity or power backup.

Improvement: A future version could include automatic cloud backup and a mobile version.

Marking Scheme

Award **1 mark** for a relevant response covering the required evaluation.

The learner should identify:

- A realistic strength;
- A realistic limitation;
- A sensible improvement.

Accept equivalent technically correct responses.

QUESTION 5(c): DIGITAL PORTFOLIO / EVIDENCE — 1 MARK

Expected Evidence

The learner should submit a digital portfolio containing appropriate evidence such as:

- Problem identification;
- Planning notes;
- Algorithm/pseudocode;
- Flowchart/system design;
- Development screenshots;
- Source code or working files;
- Photographs of the learner undertaking the project;
- Testing evidence;
- Corrections made;
- Final product screenshots;
- Demonstration video where appropriate;
- Relevant emails/digital communication;
- Final project report.

Marking Scheme

Evidence	Marks
Well-organised digital portfolio containing sufficient evidence of the project process	1

Incomplete/minimal or no evidence	0

CONSOLIDATED MARKING SCHEME

Question	Assessment Area	Marks
1(a)	Problem identified and situation explained	2
1(b)	Two effects of the problem	2
2(a)	Proposed digital solution	1
2(b)	Three functions/features	3
3(a)	Algorithm/pseudocode	2
3(b)	Flowchart/system design	2
4(a)	Completed product/model	2
4(b)	Demonstration of intended functions	2
5(a)	Testing	2
5(b)	Evaluation and improvement	1
5(c)	Digital portfolio/evidence	1
TOTAL		**20 MARKS**

PROJECT ASSESSMENT RUBRIC

Level	Performance Description	Suggested Score
Excellent	Clearly identifies a relevant problem, produces a well-planned and functional digital solution, applies algorithms/design appropriately, tests the product effectively and maintains comprehensive evidence.	**17–20**
Good	Identifies a suitable problem, develops a mostly functional solution, demonstrates appropriate design and testing, with adequate evidence.	**13–16**
Fair	Identifies a problem and develops a partially functional solution, but planning, testing or documentation is incomplete.	**9–12**
Below Expected Level	Limited understanding of the problem and computer science process; product is incomplete/non-functional and evidence is insufficient.	**0–8**

TEACHER/ASSESSOR OBSERVATION RECORD

Learner: _____
Project Title: _____

Competency Observed	Yes	Partly	No
Identified a genuine problem	☐	☐	☐
Investigated the problem	☐	☐	☐
Proposed an appropriate digital solution	☐	☐	☐
Developed an algorithm/pseudocode	☐	☐	☐
Produced a suitable design/flowchart	☐	☐	☐
Developed the product/model	☐	☐	☐
Tested the solution	☐	☐	☐
Made corrections/improvements	☐	☐	☐
Maintained digital evidence/portfolio	☐	☐	☐
Demonstrated understanding of the project	☐	☐	☐

FINAL SCORE

Marks Obtained: _____ / 20

Assessor's Name: _____

Signature: _____

Date: _____

Teacher's Comment:

_____

_____

Important Assessment Note

Do not penalise a learner merely because their project differs from the model answer. Computer Science project work is expected to produce different solutions. Award marks based on **relevance, logical thinking, application of computer science concepts, functionality, testing, documentation and evidence of the learner's own work**.

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION (CRE)

PROJECT-BASED ASSESSMENT — 20 MARKS

LEARNER'S INFORMATION

Item	Details
Name of Learner:	
Admission/Assessment Number:	
School:	
Grade:	**10**
Learning Area:	**Christian Religious Education (CRE)**
Term:	
Year:	**2026**
Teacher:	
Date Started:	
Date Submitted:	

CRE PROJECT ASSESSMENT

PROJECT TITLE

THE ROLE OF CHRISTIAN VALUES IN ADDRESSING A CONTEMPORARY SOCIAL PROBLEM IN MY COMMUNITY

Total Marks: 20

Project Scenario

Your community is experiencing a social problem such as **dishonesty, disrespect, drug abuse, violence, corruption, cyberbullying, environmental destruction, family conflicts or peer pressure**.

As a Grade 10 CRE learner, you are required to investigate **one contemporary social problem** and demonstrate how Christian teachings and values can contribute to addressing it.

You should use the **Bible, observations, interviews, discussions and other appropriate sources of information**.

PROJECT TASK

Choose **ONE** contemporary social problem affecting your school or community.

Examples include:

- Dishonesty and corruption
- Peer pressure
- Cyberbullying
- Violence
- Environmental degradation
- Family conflicts

- Poverty and neglect of vulnerable people
- Disrespect among young people
- Substance abuse
- Sexual exploitation of children
- Abuse of social media

Your project should contain the following sections:

1. Identification of the Problem — 2 marks

a) State the social problem you have selected. **(1 mark)**

b) Explain why you consider it a problem in your community/school. **(1 mark)**

2. Investigation of the Problem — 4 marks

Carry out a simple investigation using appropriate methods such as:

- Observation
- Interview
- Questionnaire
- Group discussion
- Library research
- Bible study

Present **at least two findings** from your investigation.

4 marks

3. Biblical Teachings — 4 marks

Identify **two relevant Bible teachings/passages** that address the problem.

For each teaching:

a) State the Bible reference. **(1 mark)**

b) Explain what the teaching says about the problem. **(1 mark)**

Total: 4 marks

4. Christian Values and Responses — 4 marks

Identify **four Christian values** that can help address the problem.

Examples include:

- Love
- Honesty
- Justice
- Forgiveness
- Respect

- Responsibility
- Compassion
- Self-control
- Integrity
- Peace

Explain how each selected value can help address the problem.

4 marks

5. Proposed Solution/Action Plan — 4 marks

Develop a practical action plan showing how the problem can be addressed.

Your action plan should include:

Action	Person/Group Responsible	Expected Outcome
1.		
2.		
3.		
4.		

4 marks

6. Reflection — 2 marks

Write a short reflection explaining:

a) What you have learnt from carrying out the project. **(1 mark)**

b) How you will apply the Christian teachings and values in your own life. **(1 mark)**

MARKING SCHEME / ASSESSMENT RUBRIC

Assessment Area	Marks
Identification of the problem	2
Investigation and findings	4
Biblical teachings	4
Christian values and responses	4
Proposed solution/action plan	4
Learner reflection	2
TOTAL	**20**

PROJECT ASSESSMENT RUBRIC

Criterion	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Problem identification	Clearly identifies and explains a relevant community problem	Identifies a relevant problem	Problem is vaguely identified	Problem is not clearly identified
Investigation	Uses appropriate methods and presents clear evidence	Conducts investigation and gives findings	Limited investigation	Little/no evidence of investigation
Biblical application	Uses appropriate Bible teachings and applies them accurately	Gives relevant Bible teachings	Gives limited Biblical support	Biblical application is absent/incorrect
Christian values	Clearly links several values to practical solutions	Identifies relevant values and explains them	Identifies some values with limited explanation	Values are missing or inappropriate
Action plan	Practical, realistic and well organised	Provides workable solutions	Solutions are partly practical	Solutions are unclear
Reflection	Gives thoughtful personal reflection and application	Gives relevant reflection	Limited reflection	No meaningful reflection

PROJECT PRESENTATION REQUIREMENTS

The learner should submit a **neatly organised project report** containing:

1. **Cover page**
2. **Title of the project**
3. **Introduction**
4. **Statement of the problem**
5. **Objectives**
6. **Methodology**
7. **Findings**
8. **Relevant Biblical teachings**
9. **Christian values**
10. **Proposed solutions/action plan**
11. **Conclusion**
12. **Personal reflection**
13. **References/ sources**
14. **Appendices**, where applicable

Suggested project length:

5–8 pages, excluding the cover page and appendices.

Teacher's Assessment: _____ / 20

Teacher's Comment:

_____

_____

_____

Teacher's Signature: _____ **Date:** _____

Learner's Signature: _____ **Date:** _____

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION (CRE)

PROJECT-BASED ASSESSMENT — MARKING SCHEME

TOTAL: 20 MARKS

No.	Assessment Area	Expected Response / Criteria	Marks
1	**Identification of the Problem**	Clearly states one relevant contemporary social problem affecting the school/community.	**1**
		Gives a clear explanation of why the selected problem is a concern.	**1**
	Subtotal		**2**
2	**Investigation of the Problem**	Uses an appropriate method such as interview, observation, questionnaire, discussion or research.	**1**
		Presents the first relevant finding from the investigation.	**1**
		Presents the second relevant finding from the investigation.	**1**
		Findings are clearly organised and related to the selected problem.	**1**
	Subtotal		**4**
3	**Biblical Teachings**	Gives one relevant Bible reference and correctly explains its teaching in relation to the problem.	**2**
		Gives a second relevant Bible reference and correctly explains its teaching in relation to the problem.	**2**
	Subtotal		**4**
4	**Christian Values and Responses**	Identifies and explains one relevant Christian value and how it can address the problem.	**1**
		Identifies and explains a second relevant Christian value.	**1**
		Identifies and explains a third relevant Christian value.	**1**
		Identifies and explains a fourth relevant Christian value.	**1**
	Subtotal		**4**
5	**Proposed Solution / Action Plan**	Gives one realistic action that can address the problem.	**1**
		Identifies an appropriate person/group responsible for the action.	**1**
		Gives another practical action/strategy.	**1**

		States realistic expected outcomes of the proposed actions.	**1**
	Subtotal		**4**
6	**Learner Reflection**	Explains what the learner has learnt from the project.	**1**
		Explains how the learner will apply the Christian teachings/values in daily life.	**1**
	Subtotal		**2**
		GRAND TOTAL	**20**

MARKING GUIDE

1. Identification of the Problem — 2 Marks

Award:

- **1 mark** — Correctly identifies a relevant contemporary social problem.
- **1 mark** — Gives a clear explanation of how/why the problem affects the community or school.

2. Investigation — 4 Marks

Award:

- **1 mark** — Appropriate investigation method identified/used.
- **1 mark** — First valid finding.
- **1 mark** — Second valid finding.
- **1 mark** — Findings are relevant, clear and well presented.

3. Biblical Teachings — 4 Marks

For each of the two teachings:

- **1 mark** — Correct and relevant Bible reference.
- **1 mark** — Correct explanation/application of the teaching.

Examples of acceptable references:
Genesis 1:26–28 on human responsibility and creation; Matthew 22:37–40 on love; Matthew 5:9 on peace; Luke 10:25–37 on compassion; Galatians 5:22–23 on Christian character; Ephesians 4:25 on truthfulness.

Accept other appropriate Biblical references that are correctly applied.

4. Christian Values — 4 Marks

Award **1 mark each** for four appropriate Christian values that are correctly linked to the selected problem.

Accept, among others:

- Love
- Honesty
- Justice
- Forgiveness
- Respect
- Responsibility
- Compassion
- Self-control
- Integrity

- Peace

5. Action Plan — 4 Marks

Award:

- **1 mark** — First realistic intervention/action.
- **1 mark** — Appropriate person/group responsible.
- **1 mark** — Additional practical intervention/action.
- **1 mark** — Clear expected outcome.

6. Reflection — 2 Marks

- **1 mark** — Meaningful lesson learnt from the project.
- **1 mark** — Clear explanation of how the learner will apply the Christian teachings/values.

PERFORMANCE LEVELS

Marks	Performance Level
17–20	**Exceeding Expectations (EE)**
13–16	**Meeting Expectations (ME)**
9–12	**Approaching Expectations (AE)**
0–8	**Below Expectations (BE)**

Teacher's Record

Learner's Name: _____

Score: _____ **/ 20**

Performance Level: _____

Teacher's Comment:

_____

_____

Teacher's Signature: _____ **Date:** _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSSMENT 202

GRADE 10 – COMMUNITY SERVICE LEARNING
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT THEME

Identifying a Community Problem and Taking Practical Action to Address It

A. PROJECT TASK

You are required to identify **one genuine problem affecting your school or local community** and undertake a practical Community Service Learning activity to address it.

The project should involve:

1. Identifying a community need or problem.
2. Investigating the causes and effects of the problem.
3. Planning an appropriate service activity.
4. Implementing the planned activity.
5. Documenting the activity.
6. Evaluating the impact of the service.
7. Reflecting on what you have learned.

Suggested Project Areas

A learner may select **one** of the following:

- Environmental conservation
- Tree planting and care
- Waste management
- School/community cleanliness
- Water conservation
- Food and nutrition awareness
- Road safety awareness
- Supporting vulnerable members of the community
- Literacy promotion
- Child protection awareness
- Digital literacy awareness
- Public health and hygiene awareness
- Community beautification
- Promotion of peaceful coexistence
- Conservation of local cultural heritage

Note: The project should address a real and manageable need in the learner's community.

B. PROJECT REQUIREMENTS

The learner should prepare a simple **CSL Project Portfolio** containing the following:

1. Project Identification

State:

- Name of the project
- Community problem identified
- Location
- Target group
- Reason for choosing the problem

2. Investigation of the Problem

The learner should:

- Describe the problem.
- Identify its causes.
- Explain its effects on the community.
- Collect relevant information through appropriate methods such as observation, interviews or questionnaires.

3. Project Planning

Prepare a simple plan showing:

Activity	Resources Required	Persons Involved	Time

4. Implementation

Carry out the planned community service activity.

The learner should demonstrate:

- Participation
- Cooperation
- Responsibility
- Proper use of resources
- Respect for community members
- Safe and ethical conduct

5. Documentation

Provide appropriate evidence such as:

- Photographs, where permitted
- Observation records
- Interview notes
- Attendance records
- Activity log
- Drawings/posters
- Samples of work
- Feedback from beneficiaries

6. Evaluation

The learner should explain:

- What was achieved.
- Who benefited.
- Whether the identified problem was reduced.
- Challenges encountered.
- How the project could be improved.

7. Reflection

The learner should explain what he/she learned from the project, including:

- Skills gained
- Values developed
- Competencies demonstrated
- Changes in attitude
- How the experience can be applied in future.

C. 20-MARK ASSESSMENT RUBRIC

No.	Assessment Area	Indicators	Marks
1	**Identification of community problem**	Clearly identifies a genuine community problem, target group and justification	**2**
2	**Investigation/Research**	Collects relevant information and identifies causes/effects using appropriate methods	**3**
3	**Project planning**	Develops a realistic action plan showing activities, resources, people and time	**3**
4	**Implementation of service activity**	Participates actively and carries out the planned activity appropriately	**4**
5	**Documentation and evidence**	Keeps clear records and provides appropriate evidence of activities undertaken	**2**
6	**Evaluation of impact**	Assesses achievements, beneficiaries, challenges and areas for improvement	**2**
7	**Reflection and learning**	Demonstrates learning, self-awareness, values and competencies gained	**2**
8	**Presentation of project portfolio**	Portfolio is organised, clear, neat and logically presented	**2**
	TOTAL		**20**

D. MARKING GUIDE

1. Identification of Community Problem – 2 Marks

2 marks: Clearly identifies a genuine, relevant community problem and gives a convincing reason for selecting it.

1 mark: Identifies a relevant problem but gives limited justification.

0 marks: Problem is unclear, inappropriate or not identified.

2. Investigation/Research – 3 Marks

Performance	Marks
Thorough investigation using appropriate methods; causes and effects clearly established	3
Some investigation undertaken; causes/effects partly explained	2
Limited investigation	1
No meaningful investigation	0

3. Project Planning – 3 Marks

Award:

- **1 mark** – Appropriate activities identified.
- **1 mark** – Resources/persons required identified.
- **1 mark** – Realistic time schedule prepared.

4. Implementation – 4 Marks

Indicator	Marks
Carries out the planned service activity effectively	1
Demonstrates active participation	1
Works cooperatively with others	1
Demonstrates responsibility and appropriate conduct	1
Total	**4**

5. Documentation – 2 Marks

- **2 marks:** Clear, relevant and convincing evidence/records maintained.
- **1 mark:** Some evidence provided but records are incomplete.
- **0 marks:** No meaningful evidence provided.

6. Evaluation – 2 Marks

- **2 marks:** Clearly evaluates the outcome, beneficiaries, challenges and possible improvements.
- **1 mark:** Gives a basic evaluation.
- **0 marks:** No meaningful evaluation.

7. Reflection and Learning – 2 Marks

- **2 marks:** Clearly explains skills, values, competencies and personal learning gained.
- **1 mark:** Gives a basic reflection.
- **0 marks:** No meaningful reflection.

8. Presentation – 2 Marks

- **2 marks:** Portfolio is neat, well organised and logically presented.
- **1 mark:** Portfolio is fairly organised but has weaknesses.
- **0 marks:** Portfolio is poorly presented or substantially incomplete.

E. COMPETENCIES TO BE OBSERVED

The assessment should provide evidence of the learner's ability to demonstrate relevant **core competencies**, particularly:

Competency	Evidence to Look For
Communication and Collaboration	Interviews, teamwork, discussions and community engagement
Critical Thinking and Problem Solving	Identification, analysis and proposed solution to the community problem
Creativity and Innovation	Original and practical approaches to solving the problem
Self-efficacy	Initiative, confidence, responsibility and perseverance
Citizenship	Participation in activities that benefit the community
Digital Literacy	Appropriate use of digital tools for research/documentation where available

These are consistent with the competency-based and experiential character of CSL. KICD describes CSL as involving practical community activities and reflection on learning, while the wider Basic Education Curriculum Framework links service learning with real community needs and development of competencies, civic responsibility and self-efficacy.

F. VALUES TO BE OBSERVED

The teacher should look for evidence of:

- Responsibility
- Respect
- Unity
- Integrity
- Caring for others
- Patriotism
- Social justice
- Environmental responsibility
- Peaceful coexistence

G. LEARNER'S PROJECT REPORT FORMAT

The final learner portfolio may be arranged as follows:

COVER PAGE

NAME OF SCHOOL: _____

GRADE: 10

LEARNING AREA: COMMUNITY SERVICE LEARNING

PROJECT TITLE: _____

LEARNER'S NAME: _____

ASSESSMENT NUMBER: _____

TEACHER: _____

DATE: _____

SECTION 1: INTRODUCTION

1. Name of project.
2. Location.
3. Community problem identified.
4. Target beneficiaries.
5. Reason for selecting the problem.

SECTION 2: PROBLEM INVESTIGATION

1. Description of the problem.
2. Causes.
3. Effects.
4. Information collected.
5. Methods used to collect information.

SECTION 3: PROJECT PLAN

Present the planned activities, resources, people involved and timeline.

SECTION 4: IMPLEMENTATION

Describe what was actually done and how the learner participated.

SECTION 5: EVIDENCE

Attach appropriate project evidence such as activity records, drawings, interview records, questionnaires, posters or photographs where appropriate and permitted.

SECTION 6: OUTCOME/EVALUATION

Explain:

- What changed?
- Who benefited?
- What was successful?
- What challenges were experienced?
- What could be done differently?

SECTION 7: REFLECTION

Answer:

1. What did I learn from this project?
2. What skills did I develop?
3. What values did I demonstrate?
4. What competencies did I develop?
5. How did the project change my understanding of community service?
6. What would I do differently in a future project?

H. TEACHER'S FINAL ASSESSMENT RECORD

Assessment Area	Maximum Marks	Learner's Score
Identification of community problem	2	____
Investigation/Research	3	____
Project planning	3	____
Implementation	4	____
Documentation	2	____
Evaluation of impact	2	____
Reflection and learning	2	____
Portfolio presentation	2	____
TOTAL	**20**	**____ / 20**

Teacher's Comment:

_____

_____

_____

Teacher's Name: _____

Signature: _____ **Date:** _____

Learner's Signature: _____ **Date:** _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – ELECTRICITY TECHNOLOGY
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT: CONSTRUCTION AND TESTING OF A SIMPLE D.C. ELECTRICAL CIRCUIT

Learning Area

Electricity Technology

Strand

1.0 Fundamentals of Electricity

Sub-Strand

1.2 D.C. Electric Circuits

The task is based on KICD outcomes requiring learners to describe properties of resistors in D.C. circuits, analyse D.C. circuits using circuit laws, construct resistor networks and troubleshoot D.C. circuits.

PROJECT TASK

Your school electrical workshop has received a request to demonstrate a simple **low-voltage D.C. lighting circuit** for use in a small model room.

Working individually, construct and test a simple D.C. circuit that can operate **two bulbs** using a battery/cell source and switches.

Your circuit should demonstrate safe connection of electrical components and correct circuit construction.

Materials and Tools

Use the available materials:

- Battery/cells
- Two small bulbs and holders
- Connecting wires

- Two switches
- Resistors, where applicable
- Ammeter
- Voltmeter or multimeter
- Screwdriver
- Side cutter/wire stripper
- Test board/breadboard, where available

CANDIDATE'S TASKS

1. Circuit Design – 4 marks

Before constructing the circuit:

a) Draw a **neat circuit diagram** showing the battery, two bulbs, switches and connecting wires. **(2 marks)**

b) Label at least **four components** correctly. **(2 marks)**

2. Circuit Construction – 6 marks

Construct the circuit from your diagram.

Award marks for:

Skill	Marks
Correctly identifies and selects components	1
Connects the battery/cells correctly	1
Connects the bulbs correctly	1
Connects the switches correctly	1
Makes secure and orderly connections	1
Produces a functioning circuit	1
Total	**6**

3. Testing and Measurement – 4 marks

a) Test the circuit and demonstrate that the bulbs operate when the circuit is closed. **(1 mark)**

b) Use a multimeter/voltmeter to determine the voltage supplied by the battery. **(1 mark)**

c) Record the voltage obtained.

Voltage = _____ V (1 mark)

d) State one observation made during testing. **(1 mark)**

4. Fault Finding and Troubleshooting – 3 marks

The teacher introduces **one fault** into the circuit, such as:

- loose terminal;
- disconnected wire;

- open switch; or
- faulty connection.

Identify the fault and correct it.

Performance	Marks
Identifies the fault correctly	1
Explains the likely cause	1
Corrects the fault and restores the circuit	1
Total	**3**

The troubleshooting component reflects the KICD emphasis on using measuring and testing instruments to trace faults such as open circuits, short circuits, faulty components, dry joints and loose terminals.

5. Safety and Workshop Practice – 3 marks

Demonstrate the following throughout the project:

a) Observes electrical safety precautions. **(1 mark)**

b) Uses tools and equipment correctly. **(1 mark)**

c) Keeps the work area and materials properly arranged. **(1 mark)**

MARK ALLOCATION

Assessment Area	Marks
1. Circuit design and diagram	4
2. Circuit construction	6
3. Testing and measurement	4
4. Fault finding and troubleshooting	3
5. Safety and workshop practice	3
TOTAL	**20 MARKS**

PERFORMANCE LEVEL

Score	Performance
17–20	Exceeds Expectations
13–16	Meets Expectations
9–12	Approaches Expectations
0–8	Below Expectations

Teacher's Assessment Record

Learner's Name: _____

Admission/Assessment No.: _____

School: _____

Criterion	Maximum	Score
Circuit design	4	
Circuit construction	6	
Testing and measurement	4	
Troubleshooting	3	
Safety/workshop practice	3	
TOTAL	**20**	
Performance Level		

Teacher's Name: _____

Signature: _____ **Date:** _____

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT ASSESSMENT 2026

GRADE 10 – ENGLISH
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE:

ENGLISH LANGUAGE USE IN THE COMMUNITY

Instructions to the Learner

1. Work **individually or in a group of not more than five learners**.
2. Conduct a small investigation on the use of English in your school or community.
3. Collect information through **observation, interviews, questionnaires or short conversations**.
4. Organise the information collected and prepare a written project report.
5. Present your findings to the class orally.
6. Use correct English throughout the project.
7. Where digital devices are available, you may use them to type, organise or present your work.

TASK 1: PROJECT PROPOSAL – 3 MARKS

Write a brief project proposal on the topic:

"How Effective Communication in English Can Improve Interaction in Our School/Community."

Your proposal should include:

a) **Project title** – 1 mark
b) **Purpose/objective of the project** – 1 mark
c) **Method you will use to collect information** – 1 mark

TASK 2: DATA COLLECTION – 4 MARKS

Collect information from **at least five respondents** in your school or community.

You may ask questions such as:

1. In which situations do you commonly use English?
2. What challenges do people experience when communicating in English?
3. How can learners improve their spoken English?
4. How important is English in education and employment?
5. What can schools do to improve communication skills?

Present your findings in a simple table.

No.	Respondent	Main Finding
1	Respondent 1	
2	Respondent 2	
3	Respondent 3	
4	Respondent 4	
5	Respondent 5	

Award:

- Appropriate respondents/information – 1 mark
- Relevant questions – 1 mark
- Accurate recording of information – 1 mark
- Well-organised presentation of data – 1 mark

TASK 3: PROJECT REPORT – 6 MARKS

Using the information collected, write a **250–300 word report**.

Your report should contain:

A. Introduction – 1 mark

Explain the purpose of the investigation.

B. Findings – 2 marks

Present and explain the main findings.

C. Challenges identified – 1 mark

Discuss at least **two challenges** affecting effective communication in English.

D. Recommendations – 1 mark

Suggest practical ways of improving English communication.

E. Conclusion – 1 mark

Give a brief conclusion based on your findings.

TASK 4: ORAL PRESENTATION – 4 MARKS

Present your project findings to the class for **3–5 minutes**.

You will be assessed on:

Aspect	Marks
Organisation and clarity of ideas	1
Fluency and pronunciation	1
Appropriate vocabulary and grammar	1
Confidence, eye contact and non-verbal cues	1
Total	**4**

TASK 5: REFLECTION – 3 MARKS

After completing the project, write short responses to the following:

a) What new English language skill did you acquire from the project?
(1 mark)

b) What challenge did you experience while carrying out the project and how did you overcome it?
(1 mark)

c) How can the skills acquired from this project be useful in your future education or career?
(1 mark)

MARK DISTRIBUTION

Project Component	Marks
1. Project Proposal	3
2. Data Collection	4
3. Written Project Report	6
4. Oral Presentation	4
5. Reflection	3
TOTAL	**20**

MARKING SCHEME – 20 MARKS

TASK 1: PROJECT PROPOSAL – 3 MARKS

Item	Expected Response	Marks
a) Project title	Appropriate title related to effective communication in English	1
b) Purpose/objective	Clear statement explaining what the learner intends to investigate/find out	1
c) Data collection method	Appropriate method such as interview, questionnaire, observation or discussion	1
Total		**3**

TASK 2: DATA COLLECTION – 4 MARKS

Criterion	Description	Marks
Respondents/information	Collects information from at least five relevant respondents	1
Relevant questions	Questions are clear, relevant and related to the project	1
Accuracy	Information is recorded accurately and faithfully	1
Organisation	Findings are presented clearly in a table or other appropriate format	1
Total		**4**

Note: Award proportionately where fewer than five respondents are used.

TASK 3: PROJECT REPORT – 6 MARKS

A. Introduction – 1 Mark

- Clearly introduces the topic and purpose of the investigation – **1**

B. Findings – 2 Marks

- Presents relevant findings from the investigation – **1**
- Clearly explains/interprets the findings – **1**

C. Challenges – 1 Mark

- Identifies and appropriately explains at least two challenges affecting effective communication in English – **1**

D. Recommendations – 1 Mark

- Gives practical and relevant suggestions for improving English communication – **1**

E. Conclusion – 1 Mark

- Provides a logical conclusion based on the findings – **1**

Total: 6 marks

TASK 4: ORAL PRESENTATION – 4 MARKS

Aspect	Excellent	Good	Fair/Poor	Marks
Organisation and clarity	Ideas very well organised and clearly communicated	Generally clear and organised	Ideas poorly organised	1
Fluency and pronunciation	Fluent with clear pronunciation	Minor hesitation/errors	Frequent hesitation/pronunciation errors	1

Vocabulary and grammar	Appropriate vocabulary and accurate grammar	Some errors but meaning clear	Frequent errors affecting communication	1
Confidence and non-verbal communication	Confident, good eye contact, posture and gestures	Fair confidence and eye contact	Lacks confidence/limited eye contact	1
Total				**4**

TASK 5: REFLECTION – 3 MARKS

a) New English skill acquired – 1 Mark

- Clearly identifies a relevant skill gained, e.g. interviewing, speaking, report writing or research – **1**

b) Challenge and solution – 1 Mark

- Identifies a genuine project challenge and explains how it was overcome – **1**

c) Application of skills – 1 Mark

- Clearly explains how the acquired skills can be useful in future education, work or everyday communication – **1**

ELIMU MSINGI INAYOENDANA NA UMAHIRI (CBE)

TATHMINI YA SHULE ZA SEKONDARI (DARAJA LA JUU)

MRADI WA FASIHI – 2026

GREDI YA 10 – FASIHI YA KISWAHILI

Muda: Saa 2

TAARIFA ZA MTAHINIWA

JINA: _____ **SHULE:** _____

DARASA: _____ **NAMBARI YA MTIHANI:** _____

TAREHE: _____ **SAINI:** _____

MAAGIZO

1. Fanya mradi huu binafsi.
2. Chagua jamii inayopatikana katika eneo lako.
3. Fanya utafiti kuhusu **fasihi simulizi** ya jamii hiyo.
4. Kusanya mifano ya fasihi simulizi kutoka kwa wazee, wazazi, walimu au wanajamii wengine.
5. Andika majibu yako kwa Kiswahili fasaha.
6. Tumia mahojiano, uchunguzi na vyanzo vingine vya habari.
7. Wasilisha kazi yako ikiwa imepangwa vizuri na kwa usafi.
8. Mwanafunzi anaweza kuambatanisha picha au vielelezo vinavyohusiana na mradi.

SEHEMU A: UTAFITI WA FASIHI SIMULIZI (20 ALAMA)

SWALI

Chunguza **aina moja ya fasihi simulizi** inayopatikana katika jamii yako. Unaweza kuchagua mojawapo ya zifuatazo:

- Hadithi
- Ngano
- Methali
- Vitendawili
- Nyimbo
- Misemo
- Semi
- Sifa
- Maigizo
- Tarihi
- Maghani

Andaa ripoti yako kwa kuzingatia vipengele vifuatavyo:

1. Utangulizi wa jamii uliyochagua. (2 alama)

Eleza:

- Jina la jamii.
- Mahali jamii hiyo inapatikana.

2. Aina ya fasihi simulizi uliyochagua. (2 alama)

- Taja aina ya fasihi simulizi.
- Eleza maana yake.

3. Ukusanyaji wa data. (3 alama)

Eleza jinsi ulivyopata taarifa zako. Taja angalau njia **mbili**, kwa mfano:

- Mahojiano.
- Uchunguzi.
- Kusikiliza.
- Kusoma vitabu.
- Kutumia vyanzo vya kidijitali.

4. Uwasilishaji wa mifano. (5 alama)

Toa **mifano mitano** ya kipera ulichochagua.

Kwa kila mfano:

- Andika mfano wenyewe.
- Eleza maana au ujumbe wake.

5. Dhamira na mafunzo. (3 alama)

Eleza angalau **dhamira au mafunzo matatu** yanayojitokeza katika mifano yako.

6. Umuhimu wa fasihi simulizi katika jamii. (3 alama)

Eleza njia **tatu** ambazo fasihi simulizi husaidia jamii yako.

7. Hitimisho. (2 alama)

Toa hitimisho kuhusu umuhimu wa kuhifadhi na kuendeleza fasihi simulizi katika jamii yako.

JUMLA: 20 ALAMA

MUUNDO UNAOPENDEKEZWA WA MRADI

Jalada

- Jina la mwanafunzi
- Jina la shule
- Somo: Kiswahili

- Mada ya mradi
- Daraja: Grade 10
- Mwaka: 2026

Ukurasa wa 1: Utangulizi
Ukurasa wa 2: Mbinu za utafiti
Ukurasa wa 3–4: Mifano ya fasihi simulizi
Ukurasa wa 5: Dhamira na mafunzo
Ukurasa wa 6: Umuhimu wa fasihi simulizi
Ukurasa wa 7: Hitimisho na marejeleo

GRADE 10 KISWAHILI

MWONGOZO WA KUSAHIHISHA MRADI WA FASIHI

JUMLA: ALAMA 20

1. Utangulizi wa jamii – Alama 2

- Jina la jamii limetajwa kwa usahihi. **(1)**
- Mahali jamii hiyo inapatikana pameelezwa. **(1)**

2. Aina ya fasihi simulizi – Alama 2

- Aina ya fasihi simulizi imetajwa. **(1)**
- Maana/maelezo ya aina hiyo yametolewa kwa usahihi. **(1)**

3. Ukusanyaji wa data – Alama 3

Mwanafunzi ataje na kueleza mbinu alizotumia kukusanya taarifa.

- Mbinu ya kwanza sahihi na maelezo yake. **(1)**
- Mbinu ya pili sahihi na maelezo yake. **(1)**
- Mbinu nyingine inayofaa au maelezo mazuri ya mchakato wa ukusanyaji data. **(1)**

Mbinu zinazokubalika:

- Mahojiano
- Uchunguzi
- Kusikiliza
- Kusoma vitabu
- Utafiti wa kidijitali
- Mazungumzo na wanajamii

4. Uwasilishaji wa mifano – Alama 5

Mwanafunzi atoe mifano mitano inayohusiana na kipera alichochagua.

- Mfano wa 1 – sahihi. **(1)**
- Mfano wa 2 – sahihi. **(1)**
- Mfano wa 3 – sahihi. **(1)**
- Mfano wa 4 – sahihi. **(1)**
- Mfano wa 5 – sahihi. **(1)**

Kumbuka: Mifano lazima ihusiane na aina ya fasihi simulizi iliyochaguliwa.

5. Dhamira na mafunzo – Alama 3

Mwanafunzi atoe dhamira/mafunzo matatu yanayojitokeza katika mifano yake.

- Dhamira/mafunzo ya kwanza na maelezo. **(1)**
- Dhamira/mafunzo ya pili na maelezo. **(1)**
- Dhamira/mafunzo ya tatu na maelezo. **(1)**

Mifano ya mafunzo yanayoweza kukubaliwa:

- Umoja
- Uaminifu
- Bidii
- Heshima
- Utii
- Ushirikiano
- Ujasiri
- Kuwajibika
- Kuepuka tabia mbaya

6. Umuhimu wa fasihi simulizi – Alama 3

Hoja tatu zinazofaa:

- Kuhifadhi utamaduni wa jamii. **(1)**
- Kuelimisha wanajamii. **(1)**
- Kuburudisha jamii. **(1)**

Hoja nyingine zinazokubalika:

- Kuendeleza lugha.
- Kukuza maadili.
- Kuunganisha jamii.
- Kuhifadhi historia.
- Kukuza ubunifu.
- Kutoa maonyo na ushauri.

7. Hitimisho – Alama 2

- Hitimisho linaloonyesha umuhimu wa kuhifadhi fasihi simulizi. **(1)**
- Hitimisho limeelezwa kwa mtiririko na Kiswahili fasaha. **(1)**

MUHTASARI WA MGAWANYO WA ALAMA

Kipengele	Alama
Utangulizi wa jamii	2
Aina ya fasihi simulizi	2
Ukusanyaji wa data	3
Mifano mitano	5
Dhamira na mafunzo	3
Umuhimu wa fasihi simulizi	3
Hitimisho	2

JUMLA	20

KUMBUKIZO KWA MWALIMU

Mwanafunzi **asinyimwe alama kwa kutumia jamii tofauti** mradi tu maudhui yake yanaonyesha uelewa sahihi wa fasihi simulizi. Majibu mengine sahihi yenye hoja zinazokubalika yatolewe alama.

Uwasilishaji wa mradi: Usafi, mpangilio, ubunifu na matumizi ya Kiswahili fasaha vinaweza kuzingatiwa katika tathmini ya jumla ya kazi bila kuzidisha alama 20.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – FINE ARTS
LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

PROJECT TASK: CREATIVE 2D ARTWORK

Create an **original two-dimensional artwork** based on a theme of your choice from the immediate environment, such as **environmental conservation, Kenyan culture, community life, wildlife, or everyday life**.

Your artwork should demonstrate effective use of **elements and principles of art**, including line, shape, colour, texture, value, balance, rhythm, movement, dominance and unity. These elements and principles are explicitly covered in the Grade 10 Drawing and Painting content.

Instructions

1. Select an appropriate theme and develop **at least two preliminary sketches**.
2. Select one sketch and develop it into a final composition.
3. Use **one appropriate Fine Arts technique**:
   - Drawing
   - Painting
   - Collage

- Graphic design

4. Apply suitable **elements and principles of art** to create an effective composition.
5. Use locally available or recyclable materials where appropriate.
6. Complete and neatly present the final artwork.
7. Mount or display the finished artwork appropriately.
8. Briefly explain the artistic decisions made in your work during the critique session.

The choice of drawing, painting, collage or graphic design is consistent with the KICD Grade 10 curriculum, which covers drawing, painting, collage and graphic design as major practical areas.

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MARKING SCHEME – 20 MARKS

Assessment Area	Marks
1. Preliminary sketches and development of idea	3
2. Application of elements of art	4
3. Application of principles of art	4
4. Technical skill and appropriate use of materials	3
5. Creativity and originality	3
6. Finishing, presentation and mounting	2
7. Ability to explain/critique the artwork	1
TOTAL	**20**

Detailed Marking Guide

1. Preliminary sketches and development of idea – 3 marks

- Two or more relevant preliminary sketches – **1**
- Clear development from sketch to final idea – **1**
- Appropriate composition – **1**

2. Elements of art – 4 marks
Award one mark for effective application of any four:

- Line
- Shape/form
- Colour
- Texture
- Value

3. Principles of art – 4 marks
Award one mark for effective application of any four:

- Balance
- Rhythm
- Movement
- Dominance/emphasis
- Unity/harmony
- Proportion

4. Technical skill and materials – 3 marks

- Correct handling of selected materials/tools – **1**
- Control and accuracy of technique – **1**
- Appropriate combination/use of materials – **1**

5. Creativity and originality – 3 marks

- Original idea – **1**
- Creative interpretation of the theme – **1**
- Evidence of personal artistic expression – **1**

6. Finishing, presentation and mounting – 2 marks

- Neat finishing – **1**
- Appropriate presentation/mounting – **1**

7. Critique/explanation – 1 mark

- Clearly explains the theme, technique and artistic decisions – **1**

ÉVALUATION DU NIVEAU SUPÉRIEUR

TRIMESTRE 3: PROJECT BASED ASSESSMENT 2026

CLASSE DE 10e – FRANÇAIS

INFORMATIONS DU CANDIDAT

Nom : _____.École : _____

Numéro d'évaluation : _____. Date : _____.

Code de l'école : _____.Signature : _____.

PROJECT TITLE:

MA VIE QUOTIDIENNE ET MON ENVIRONNEMENT

PROJECT TASK

You are required to prepare a **French-language project portfolio** describing your daily life, school routine, home environment and healthy lifestyle.

Your project should demonstrate your ability to use French in **real-life communication** through writing, reading, speaking and appropriate use of visual/digital resources.

TASK 1: MA ROUTINE QUOTIDIENNE – 5 MARKS

Prepare a short illustrated description of your daily routine in French.

Include:

- At least **six daily activities**.
- The **days of the week**.
- At least **three expressions of time**.
- Appropriate French verbs and sentences.

Example areas may include:

Je me lève...
Je vais à l'école...
Je prends le petit déjeuner...
Je fais mes devoirs...

Present your work neatly using a poster, chart or digital document.

TASK 2: MON ÉCOLE – 4 MARKS

Prepare a simple **French school timetable**.

Your timetable should contain:

- At least **five school subjects**.

- The days on which they are taught.
- The time for each activity.
- At least **three complete French sentences** describing your school routine.

For example:

Le lundi, j'ai le français à huit heures.

The task should demonstrate your ability to use vocabulary related to **school activities, days, dates and time**.

TASK 3: MA MAISON ET MON ENVIRONNEMENT – 4 MARKS

Draw or create a simple **plan de ma maison** and label at least **six rooms or household objects in French**.

Write **four French sentences** showing the location of objects using appropriate prepositions.

You may use:

dans, sur, devant, derrière, entre, à côté de

For example:

La table est dans la cuisine.

This task reflects the KICD Grade 10 work on locating rooms and objects and applying prepositions in context.

TASK 4: UNE ALIMENTATION SAINE – 4 MARKS

Prepare a small **healthy meal plan in French** for one day.

Include:

Petit déjeuner
Déjeuner
Dîner

List appropriate foods and drinks and write **four French sentences** about healthy eating.

Use expressions such as:

J'aime...
Je préfère...
Il faut...
Il ne faut pas...

The KICD curriculum specifically includes food and drinks, healthy versus unhealthy foods, meal planning and expressions of preference.

TASK 5: ORAL PRESENTATION – 3 MARKS

Present your project to the class in French for approximately **2–3 minutes**.

You should:

- Introduce yourself.
- Explain your daily routine.
- Mention your school or home.
- Talk briefly about healthy food.
- Answer at least **two questions** from the teacher/classmates.

TOTAL: 20 MARKS

ASSESSMENT RUBRIC

Assessment Area	Marks
French vocabulary and expressions	4
Accuracy of grammar and sentence construction	4
Content and relevance to the task	4
Creativity, presentation and organization	3
Oral communication and pronunciation	3
Use of appropriate visual/digital resources	2
TOTAL	**20**

LEARNER'S INSTRUCTIONS

1. The project must be presented mainly in **French**.
2. Work must be neat, original and well organized.
3. Use pictures, drawings, charts or digital resources where appropriate.
4. All French sentences should be grammatically meaningful.
5. The learner should be prepared to explain the project orally.
6. Where digital resources are used, they should be used responsibly.
7. The project should demonstrate **communication, creativity, collaboration, critical thinking, self-efficacy and digital literacy**.

EXPECTED COMPETENCIES

The project develops:

Communication and collaboration – through oral presentation and interaction.

Creativity and imagination – through designing the portfolio, timetable, house plan and meal plan.

Critical thinking and problem solving – through organizing information and constructing appropriate French sentences.

Digital literacy – through responsible use of digital resources where applicable.

These competencies are consistent with the learning experiences and assessment expectations in the KICD Grade 10 French curriculum.

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – GENERAL SCIENCE
LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

PROJECT: INVESTIGATING THE EFFECT OF TEMPERATURE ON THE RATE OF DISSOLVING

Background

A learner observes that sugar dissolves faster in hot tea than in cold water. The learner wants to investigate whether **temperature affects the rate at which a solid dissolves in water**.

You are provided with:

- Three transparent beakers/cups
- Water
- Sugar
- Measuring cylinder
- Thermometer
- Stopwatch/phone timer
- Stirring rod/spoon
- Balance, where available

Safety Precautions

Observe the following precautions:

1. Handle hot water carefully.
2. Do not taste any chemicals or materials used during the experiment.
3. Handle glassware carefully.
4. Keep the working area dry and clean.
5. Follow the teacher's instructions throughout the investigation.

SECTION A: PLANNING THE INVESTIGATION — 5 MARKS

1. State the aim of the investigation. (1 mark)

_____

_____

2. Identify the:

a) Independent variable: (1 mark)

_____

b) Dependent variable: (1 mark)

_____

3. State one variable that should be kept constant. (1 mark)

_____

4. State a suitable hypothesis for the investigation. (1 mark)

_____
_____
_____

SECTION B:7 MARKS

Use approximately **100 cm³ of water** in each container.

Prepare three water samples at approximately:

- **Cold water**
- **Room-temperature water**
- **Warm water**

Add the **same mass of sugar** to each sample and record the time taken for the sugar to dissolve completely.

5. Carry out the investigation and complete the table below. (4 marks)

Water temperature	Temperature (°C)	Mass of sugar (g)	Time taken to dissolve (s)
Cold			
Room temperature			
Warm			

Marking:

- Appropriate temperature measurements: **1 mark**
- Correct/consistent mass of sugar: **1 mark**
- Accurate recording of time: **1 mark**
- Complete and properly presented table: **1 mark**

6. State two observations made during the investigation. (2 marks)

i. _____

ii. _____

7. State one difficulty experienced during the experiment and how you overcame it. (1 mark)

Difficulty:

_____

How it was overcome:

_____
_____

SECTION C: 5 MARKS

8. Which water sample dissolved the sugar fastest? (1 mark)

_____

9. Which water sample dissolved the sugar slowest? (1 mark)

_____

10. What conclusion can you make from your investigation? (2 marks)

_____
_____

11. Give one everyday application of your findings. (1 mark)

_____
_____

SECTION D: 3 MARKS

12. State one safety precaution that was important during the investigation. (1 mark)

_____

13. Suggest one improvement that could make the investigation more reliable. (1 mark)

_____

14. If you were to repeat the investigation, what would you do differently? (1 mark)

_____

TEACHER'S MARKING SCHEME

Question	Expected response	Marks
1	Appropriate aim, e.g. *To investigate the effect of temperature on the rate of dissolving sugar in water.*	1
2a	Temperature of water	1
2b	Time taken for sugar to dissolve / rate of dissolving	1
3	Same volume of water / same mass and type of sugar / same stirring conditions	1
4	Appropriate hypothesis, e.g. *Increasing temperature increases the rate at which sugar dissolves.*	1

5	Temperature readings, consistent mass, time readings and complete table	4
6	Any two valid observations based on practical work	2
7	Valid difficulty + appropriate solution	1
8	Warm/hot water	1
9	Cold water	1
10	Temperature affects dissolving rate; higher temperature generally results in faster dissolving	2
11	Any valid application, e.g. preparing tea, coffee, beverages or dissolving substances in cooking	1
12	Any appropriate safety precaution	1
13	Repeat experiment several times / use more accurate instruments / maintain equal conditions	1
14	Any reasonable improvement	1
TOTAL		**20**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECT BASED ASSESSMENT **2026**

GRADE 10 – GEOGRAPHY
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in PAPER.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	45 MARKS	35 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

PROJECT TASK

You are required to carry out a **small geographical field study** in your local area to investigate **traffic flow and road-user behaviour**.

Choose a **safe observation point** near your home, school, market centre or another accessible public place.

Safety: Do not stand on the road or enter dangerous areas. Carry out the observation from a safe place and, where necessary, with an adult's guidance.

Research Question

What is the nature of traffic flow and road-user behaviour in my local area?

PART A: PROJECT PLANNING – 3 MARKS

1. State the following:

(a) Title of your investigation. (1 mark)

_____
_____

(b) State one objective of the investigation. (1 mark)

_____
_____
_____

(c) State the method you will use to collect your primary data. (1 mark)

_____
_____
_____

PART B: FIELD DATA COLLECTION – 5 MARKS

Conduct your observation for **one hour**.

Divide the one-hour period into **six 10-minute intervals**.

Record the number of road users/vehicles observed during each interval.

Use the following categories:

1. **Motorcycles**
2. **Private cars**
3. **Matatus/buses**
4. **Trucks/lorries**
5. **Bicycles**

2. Complete the field observation table.

Time interval	Motorcycles	Cars	Matatus/Buses	Trucks/Lorries	Bicycles
0–10 minutes					
10–20 minutes					
20–30 minutes					
30–40 minutes					
40–50 minutes					
50–60 minutes					
TOTAL					

Marks: 5

Award marks for:

- appropriate field observation – **1 mark**
- correct recording – **2 marks**
- completed intervals – **1 mark**
- correct totals – **1 mark**

PART C: DATA ANALYSIS – 4 MARKS

3. Use your totals in the table above.

(a) Identify the **most common category of road user/vehicle** observed. **(1 mark)**

_____
_____
_____

(b) Identify the **least common category** observed. **(1 mark)**

_____
_____
_____

(c) Calculate the **percentage contribution** of the most common category.

(2 marks)

PART D: GRAPHICAL PRESENTATION – 4 MARKS

4. Present your collected data using a bar graph**.**

Draw a bar graph showing the **total number of each type of road user/vehicle observed**.

Your graph must have:

- a suitable **title**;
- correctly labelled **horizontal axis**;
- correctly labelled **vertical axis**;
- an appropriate **scale**;
- accurately plotted bars.

4 marks

Suggested title:

TRAFFIC COMPOSITION OBSERVED IN _____ AREA

PART E: INTERPRETATION AND CONCLUSION – 4 MARKS

5. Interpret your findings.

(a) Give **two reasons** why the most common type of vehicle/road user may have recorded the highest frequency.

2 marks

(i) _____

(ii) _____

(b) State **one road-safety problem** you observed or identified in the study area. **1 mark**

_____
_____
_____

(c) Suggest **one practical measure** that could improve road safety in the area. **1 mark**

_____
_____
_____

At the end of your project, write a short conclusion of **4–6 sentences** answering:

What did your investigation reveal about traffic flow and road safety in your local area?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MARKING SCHEME – 20 MARKS

Component	Marks
A. Project planning	**3**
Title	1
Objective	1
Data collection method	1
B. Field data collection	**5**
Actual observation	1
Appropriate recording	2
Six time intervals completed	1
Correct totals	1
C. Data analysis	**4**
Most common category	1
Least common category	1
Percentage calculation	2
D. Bar graph	**4**
Title	1
Axes and labels	1
Appropriate scale	1
Accurate plotting	1
E. Interpretation and conclusion	**4**
Two reasons	2
Road-safety problem	1
Practical recommendation	1
TOTAL	**20**

MATERIALS REQUIRED

The learner should use:

- Exercise book/project file
- Pen and pencil
- Ruler
- Graph paper
- Calculator
- Stopwatch/watch/mobile phone timer
- Observation table
- Clipboard or notebook

EVIDENCE TO SUBMIT

The completed project should contain:

1. **Project title**
2. **Research question**
3. **Objective**
4. **Method of data collection**
5. **Original field observation table**
6. **Calculations**
7. **Bar graph**
8. **Interpretation**
9. **Conclusion**
10. **Recommendation**

Optional evidence

The learner may attach **one photograph of the observation point**, provided this can be done safely and without unnecessarily photographing identifiable people.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSSMENT 2026

GRADE 10 – GERMAN

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE

MEIN EINKAUFSPROJEKT

Eine Untersuchung über Lebensmittel, Preise und gesunde Ernährung

PROJECT QUESTION

Welche Lebensmittel kaufen die Menschen in meiner Umgebung, wie viel kosten sie und welche davon sind gesund?

GENERAL INSTRUCTIONS

1. Carry out the project individually.
2. Visit a safe local shop, supermarket, market or use prices from a household shopping list.
3. Do not photograph people without permission.
4. Record information about **10 food items**.
5. Write the German words for the food items.
6. Record the quantity/unit and price of each item.
7. Use a dictionary, textbook or approved digital resource to check German vocabulary.
8. Present your findings neatly in a project file or exercise book.

9. All German sentences should be written by the learner.
10. Attach evidence of the work where possible, such as a photograph of the shopping environment, receipt or handwritten observation record.

PART A: FIELD RESEARCH – 6 MARKS

1. Collect information about TEN food items available in your local shop or market.

Complete the table.

No.	Lebensmittel / Food item in German	English meaning	Menge / Unit	Preis in KSh
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

6 marks

Examples of units that may be used:

- ein Kilo
- ein Liter
- ein Gramm
- eine Flasche
- eine Packung
- ein Stück

PART B: GERMAN SHOPPING LIST – 4 MARKS

2. Prepare your own shopping list in German.

Imagine that you have **KSh 2,000** to spend.

Select **five food items** from your research and prepare a shopping list.

Nr.	Lebensmittel	Menge	Preis

1			
2			
3			
4			
5			

Calculate:

Total cost = KSh _____

Balance remaining = KSh _____

4 marks

PART C: PRACTICAL GERMAN DIALOGUE – 4 MARKS

3. Write a German dialogue between a CUSTOMER and a SHOPKEEPER.

The dialogue should contain at least **eight exchanges**.

Your dialogue must include:

- greeting;
- asking for an item;
- asking about the price;
- quantity;
- numbers;
- expressing an opinion;
- payment;
- thanking and saying goodbye.

Suggested situation:

Kunde: Guten Morgen!

Verkäufer/Verkäuferin: Guten Morgen! Was möchten Sie?

Continue the dialogue in German.

4 marks

PART D: HEALTHY FOOD INVESTIGATION – 3 MARKS

4. From the ten food items you investigated:

(a) Identify **three healthy food items**.

1. _____
2. _____
3. _____

(1 mark)

(b) Write **two simple German sentences** about healthy eating.

(2 marks)

1. _____
2. _____

PART E: PERSONAL REFLECTION – 3 MARKS

5. Answer the following in German.

(a) Was kaufst du gern?

_____

(b) Was kostet dein Lieblingsessen?

_____

(c) Warum ist gesundes Essen wichtig?

_____

3 marks

PROJECT EVIDENCE

The learner should submit:

☐ Completed food-price research table

☐ German shopping list

☐ Calculations

☐ German customer/shopkeeper dialogue

☐ Healthy-food identification

☐ German reflection

☐ One optional photograph/receipt showing evidence of the investigation

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MARKING SCHEME – 20 MARKS

Section	Assessment criterion	Marks
A	Research and recording of 10 food items	**6**
	Correct German food vocabulary	2
	Correct quantities/units	1
	Accurate prices	2
	Complete presentation	1
B	German shopping list and budget	**4**
	Five appropriate food items	1
	Correct quantities and prices	1
	Correct total	1
	Correct balance	1
C	Practical German dialogue	**4**
	Appropriate greeting/opening and closing	1
	Asking/responding about food and quantity	1
	Asking/responding about price and numbers	1
	Correct and meaningful German communication	1
D	Healthy-food investigation	**3**
	Three suitable healthy foods	1
	Two meaningful German sentences	2
E	Personal reflection in German	**3**
	Question (a)	1
	Question (b)	1
	Question (c)	1
TOTAL		**20**

TEACHER'S PRACTICAL ASSESSMENT RECORD

Competency / Skill	Achieved	Partially Achieved	Not Achieved
Collects information independently	☐	☐	☐
Uses German vocabulary appropriately	☐	☐	☐

Uses numbers and prices correctly	☐	☐	☐
Uses quantities/measure words correctly	☐	☐	☐
Communicates in a practical situation	☐	☐	☐
Uses digital/print resources responsibly	☐	☐	☐
Demonstrates creativity	☐	☐	☐
Demonstrates responsibility	☐	☐	☐

TEACHER'S COMMENT

_____

_____

Teacher's Name: _____

Signature: _____ **Date:** _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – HISTORY AND CITIZAENSHIP
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PRACTICAL PROJECT – 20 MARKS

Topic: African Civilizations and Their Contributions to Society

Project Title:
"Celebrating the Achievements of African Civilizations"

Instructions to the Learner

Select **ONE African civilization/kingdom/empire** that existed before the nineteenth century.

Examples include:

- Aksum
- Wanga Kingdom
- Kingdom of Rwanda
- Mali Empire
- Songhai Empire
- Ancient Egypt
- Great Zimbabwe

Prepare a **display board, chart, booklet or illustrated poster** showing the historical development and achievements of your selected civilization.

Your project should contain the following:

1. Name and Location – 2 marks

- Name the civilization/kingdom/empire. **(1 mark)**
- Show or describe its geographical location in Africa. **(1 mark)**

2. Political Organisation – 3 marks

Explain:

- The system of leadership/rule. **(1 mark)**

- The role of the ruler or leaders. **(1 mark)**
- One method used to maintain order or administer the society. **(1 mark)**

3. Economic Activities – 3 marks

Describe **three economic activities** practised by the people.

Examples:

- Agriculture
- Trade
- Iron working
- Mining
- Fishing
- Cattle keeping

1 mark for each well-explained activity.

4. Social and Cultural Life – 3 marks

Explain **three aspects** of the society's social or cultural life.

Examples:

- Religion and beliefs
- Education
- Family organisation
- Art and crafts
- Architecture
- Music and dance

1 mark for each relevant aspect.

5. Major Achievements/Contributions – 4 marks

Identify and explain **four major achievements or contributions** of the civilization.

Examples:

- Development of trade networks
- Architecture
- Metalworking
- Writing and record keeping
- Education and scholarship
- Government and administration
- Agriculture and technology

1 mark for each well-explained contribution.

6. Historical Evidence – 2 marks

Include **two forms of evidence** that provide information about the civilization.

Examples:

- Archaeological remains
- Artefacts
- Written records
- Oral traditions
- Buildings/monuments
- Coins
- Pottery

1 mark each.

7. Presentation and Creativity – 2 marks

- Neat and well-organised presentation. **(1 mark)**
- Appropriate use of illustrations, maps, photographs, diagrams or drawings. **(1 mark)**

MARKING SCHEME

Assessment Area	Marks
Name and location	2
Political organisation	3
Economic activities	3
Social and cultural life	3
Major achievements/contributions	4
Historical evidence	2
Presentation and creativity	2
TOTAL	**20 MARKS**

Expected Competencies

The project should demonstrate:

- Historical thinking
- Research skills
- Communication
- Creativity
- Critical thinking
- Appreciation of African heritage
- Citizenship and cultural identity

Suggested Project Materials

Learners may use:

- Manila paper/cardboard
- Drawing paper
- Coloured pencils/markers
- Printed pictures
- Maps
- Rulers
- Glue
- Recycled materials

Note: Learners should acknowledge the sources of information used in preparing their projects.

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – HOMESCIENCE
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

GRADE 10 HOME SCIENCE – PRACTICAL PROJECT ASSESSMENT

Project: Constructing a Simple Garment

Total Marks: 20

Task:
Learners are required to plan, prepare, construct and finish a simple garment such as an **apron, simple skirt, shorts, headscarf or simple top** using suitable fabric and basic sewing techniques.

Assessment Tasks and Mark Allocation

No.	Assessment Area	Marks
1	**Project planning** – identifies the garment, gives purpose, prepares a simple sketch/design and lists materials and equipment	3
2	**Preparation of materials and equipment** – selects suitable fabric, sewing tools and equipment; observes safety precautions	3
3	**Taking measurements and pattern preparation** – takes/uses appropriate measurements and prepares or adapts a suitable pattern	3
4	**Fabric preparation and cutting** – prepares fabric, places pattern correctly, observes grain and cuts accurately	3
5	**Garment construction** – joins garment sections correctly using appropriate stitches/seams and follows the construction sequence	4
6	**Finishing and presentation** – neat hems, secure seams, appropriate fastenings, pressing and overall appearance	3
7	**Project reflection** – explains challenges encountered, solutions used and skills gained	1
	TOTAL	**20**

Learner's Project Evidence

The learner should submit:

1. A simple **garment design/sketch**.
2. **List of materials and equipment** used.
3. **Measurements/pattern** used.
4. The **completed garment**.
5. A brief **project reflection**.

Suggested Garments

- Simple apron
- Simple skirt
- Simple shorts
- Headscarf
- Simple top
- Simple child's garment

Key competencies assessed: creativity, communication, problem-solving, self-efficacy, collaboration, planning and practical application of sewing skills.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 202

GRADE 10 – HINDU RELIGIOUS EDUCATION
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

INSTRUCTIONS

1. Answer **all questions**.
2. This project should demonstrate the learner's ability to **apply Hindu religious teachings to real-life situations**.
3. Where appropriate, support your work with examples from the learner's community, family or school.
4. Present your work neatly and systematically.

PROJECT: PROMOTING DHARMA AND VALUES IN THE SCHOOL COMMUNITY

Your school administration has observed challenges such as **lack of respect, dishonesty, poor responsibility, environmental pollution and conflicts among learners**. The school has therefore asked Grade 10 learners to develop a practical project based on **Hindu religious teachings and values** to promote peaceful and responsible living.

TASK

Prepare a **School Dharma and Values Action Project** addressing the challenges above.

A. IDENTIFICATION OF THE PROBLEM – 4 MARKS

1. Identify **two challenges** affecting your school community that can be addressed through Hindu religious teachings.
   (2 marks)
2. Explain how each of the identified challenges affects learners and the school community.
   (2 marks)

B. HINDU TEACHINGS AND VALUES – 6 MARKS

3. Identify **three Hindu values or principles** that can be used to address the challenges identified in Question 1.
   (3 marks)
4. Explain how each of the three values can help improve behaviour and relationships in the school.
   (3 marks)

C. ACTION PLAN – 6 MARKS

5. Develop a practical **three-step action plan** for promoting the identified Hindu values in your school.

Your action plan should show:

Item	What should be included	Marks
Activity	A practical activity to be carried out	2
Implementation	How the activity will be carried out	2
Expected outcome	The change expected after the activity	2
Total		**6**

D. PERSONAL REFLECTION – 4 MARKS

6. Write a short reflection explaining:

a) **Two ways** you can personally practise Dharma and Hindu values in your daily life. **(2 marks)**

b) **Two ways** practising these values can contribute to peaceful coexistence in a diverse Kenyan society. **(2 marks)**

GRADE 10 HINDU RELIGIOUS EDUCATION

PROJECT EXAMINATION – MARKING SCHEME

Total: 20 Marks

A. IDENTIFICATION OF THE PROBLEM – 4 MARKS

1. Identify two challenges affecting the school community. (2 marks)
Award **1 mark each** for any two relevant challenges.

Accept:

- Lack of respect
- Dishonesty
- Lack of responsibility
- Bullying
- Conflicts among learners
- Environmental pollution
- Disobedience
- Theft
- Poor relationships
- Lack of cooperation
- Indiscipline

2. Explain how each challenge affects learners and the school community. (2 marks)
Award **1 mark for each well-explained effect**.

Examples:

- **Dishonesty** – leads to loss of trust among learners and teachers. **(1)**
- **Environmental pollution** – creates an unhealthy and unattractive school environment. **(1)**
- **Conflicts** – disrupt learning and may lead to violence. **(1)**
- **Lack of respect** – causes poor relationships and indiscipline. **(1)**

Maximum: 4 marks

B. HINDU TEACHINGS AND VALUES – 6 MARKS

3. Identify three Hindu values or principles that can address the challenges. (3 marks)

Award **1 mark each** for any three correctly identified values/principles.

Accept:

- **Dharma** – righteous duty/conduct
- **Ahimsa** – non-violence
- **Satya** – truthfulness
- **Seva** – selfless service
- Compassion
- Respect
- Self-discipline
- Responsibility
- Purity
- Environmental responsibility
- Peace and harmony

Maximum: 3 marks

4. Explain how each value can improve behaviour and relationships. (3 marks)

Award **1 mark for each correct explanation linked to the value.**

Examples:

- **Ahimsa** encourages learners to avoid violence and treat others peacefully. **(1)**
- **Satya** promotes honesty and helps build trust among learners and teachers. **(1)**
- **Seva** encourages learners to serve others and work together for the benefit of the school. **(1)**
- **Dharma** encourages learners to perform their duties responsibly and behave righteously. **(1)**
- **Compassion** encourages learners to care for people who need help. **(1)**

Maximum: 3 marks

Section B: 6 marks

C. ACTION PLAN – 6 MARKS

5. Practical three-step action plan

Award marks as follows:

a) Activity – 2 marks

1 mark: Identifies a relevant activity.
1 mark: Activity is practical and clearly connected to a Hindu value.

Examples:

- Organising a **peace and non-violence campaign** based on Ahimsa.
- Establishing an **environmental clean-up programme**.
- Organising a **truthfulness and integrity campaign**.
- Starting a **Seva/service club**.
- Organising peer mediation to resolve conflicts peacefully.

b) Implementation – 2 marks

1 mark: Explains how the activity will be carried out.
1 mark: Identifies participants/resources or gives clear practical procedures.

Example:

- Learners form groups, identify areas requiring cleaning, collect waste and dispose of it appropriately. **(2)**

c) Expected outcome – 2 marks

1 mark: Gives a relevant expected change.
1 mark: Clearly links the outcome to the school/community.

Examples:

- The school environment becomes cleaner and healthier. **(1)**
- Learners develop a greater sense of responsibility and cooperation. **(1)**

Maximum: 6 marks

D. PERSONAL REFLECTION – 4 MARKS

6(a). Two ways of practising Dharma and Hindu values in daily life. (2 marks)

Award **1 mark each** for any two relevant practices.

Accept:

- Telling the truth.
- Respecting parents, teachers and other people.
- Helping people in need.
- Avoiding violence.
- Performing one's duties responsibly.
- Keeping the environment clean.
- Showing compassion.
- Settling disagreements peacefully.
- Serving the community.
- Demonstrating self-discipline.

Maximum: 2 marks

6(b). Two ways these values contribute to peaceful coexistence in a diverse Kenyan society. (2 marks)

Award **1 mark each** for any two well-explained points.

Accept:

- Promote **respect for people of different religions and cultures**. **(1)**
- Reduce **violence, hatred and discrimination**. **(1)**
- Encourage **cooperation and unity**. **(1)**
- Promote **tolerance and peaceful conflict resolution**. **(1)**
- Encourage people to **serve and support one another**. **(1)**
- Build **trust and harmonious relationships**. **(1)**

Maximum: 2 marks

MARK SUMMARY

Section	Marks
A. Identification of the Problem	4
B. Hindu Teachings and Values	6
C. Action Plan	6
D. Personal Reflection	4
TOTAL	**20**

Note: Accept any other **relevant, correct and well-supported responses** consistent with Hindu Religious Education teachings.



KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – INFORMATION COMMUNICATION TECHNOLOGY
LEARNER'S DETAILS



Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

PROJECT TITLE

"MY SCHOOL AND ITS DIGITAL FUTURE"

PROJECT SCENARIO

Your school is planning to create awareness among learners and parents about the school, its activities and the importance of ICT in education. You have been appointed as a student ICT designer to prepare three digital products using **Microsoft Word, Microsoft PowerPoint and Microsoft Publisher**.

TASK 1: MICROSOFT WORD – SCHOOL INFORMATION DOCUMENT (7 MARKS)

Create a **2-page school information document** using Microsoft Word.

Your document should contain:

1. **Title:** *MY SCHOOL AND ITS DIGITAL FUTURE* – **1 mark**
2. A short introduction about your school of at least **100 words** – **1 mark**
3. A section describing **four benefits of ICT in education** – **2 marks**
4. Insert and appropriately position **one relevant picture** – **1 mark**
5. Apply appropriate formatting, including:
    - Bold/appropriate font sizes
    - Headings
    - Paragraph alignment
    - Line spacing – **1 mark**
6. Add a **footer containing your name, school and page number** – **1 mark**

Subtotal: 7 Marks

TASK 2: MICROSOFT POWERPOINT – ICT AWARENESS PRESENTATION (7 MARKS)

Create a **5-slide PowerPoint presentation** titled:

"THE ROLE OF ICT IN MODERN EDUCATION"

The presentation should contain:

Slide 1: Title slide containing your name, school and topic – **1 mark**

Slide 2: Four uses of ICT in education – **1 mark**

Slide 3: Four advantages of using computers in learning – **1 mark**

Slide 4: ICT safety rules and responsible use of technology – **2 marks**

Slide 5: Conclusion and a short message encouraging learners to embrace ICT – **1 mark**

Apply the following presentation skills:

- Appropriate slide design/theme
- Relevant pictures/graphics
- Consistent font and formatting
- Appropriate slide transitions – **1 mark**

Subtotal: 7 Marks

TASK 3: MICROSOFT PUBLISHER – SCHOOL PROMOTIONAL FLYER (6 MARKS)

Using Microsoft Publisher, design an attractive **one-page school promotional flyer**.

The flyer should include:

1. School name and an attractive title/slogan – **1 mark**
2. Brief information about the school – **1 mark**
3. At least **four school activities/programmes** – **1 mark**
4. At least **two relevant pictures/graphics** – **1 mark**
5. Appropriate use of:
    - Text boxes
    - Colours
    - Shapes
    - Alignment and spacing – **1 mark**
6. Include school contact information and an appropriate call to action, e.g. **"Join Us Today!"** – **1 mark**

Subtotal: 6 Marks

MARKING SUMMARY

Activity	Marks
Microsoft Word	7
Microsoft PowerPoint	7
Microsoft Publisher	6
TOTAL	**20**

EXPECTED COMPETENCIES

By completing the project, the learner should demonstrate ability to:

- Create and format a document using **Microsoft Word**.
- Organise and present information using **Microsoft PowerPoint**.
- Design and publish attractive information materials using **Microsoft Publisher**.
- Insert and manipulate text, images and graphical objects.
- Apply appropriate digital design and communication skills.
- Demonstrate creativity, accuracy and responsible use of ICT.

PROJECT SUBMISSION

The learner should submit:

1. **One Microsoft Word document (.docx)**
2. **One PowerPoint presentation (.pptx)**
3. **One Publisher flyer (.pub or exported PDF)**

Total: 20 Marks

GRADE 10 ICT PROJECT – MARKING SCHEME

Word Processing, Microsoft PowerPoint & Desktop Publishing

Total: 20 Marks

TASK 1: MICROSOFT WORD – SCHOOL INFORMATION DOCUMENT (7 MARKS)

No.	Assessment Item	Marks
1	Correct title **"MY SCHOOL AND ITS DIGITAL FUTURE"**	1
2	Introduction about the school of at least 100 words	1
3	Four benefits of ICT in education – ½ mark each	2
4	Insertion and appropriate positioning of one relevant picture	1
5	Appropriate formatting: font, headings, alignment and line spacing	1
6	Footer containing learner's name, school and page number	1
	Subtotal	**7**

Marking Details

- **1 mark:** Title correctly entered and appropriately formatted.
- **1 mark:** Relevant and well-organised introduction of at least 100 words.
- **2 marks:** Award **½ mark for each correct benefit**, e.g.:
  - Easy access to learning materials.
  - Improves communication.
  - Supports online learning.

    - Makes learning more interactive.
- **1 mark:** Relevant picture inserted and properly positioned.
- **1 mark:** Overall document formatting is appropriate and consistent.
- **1 mark:** Correct footer with required information and page numbering.

TASK 2: MICROSOFT POWERPOINT – ICT AWARENESS PRESENTATION (7 MARKS)

No.	Assessment Item	Marks
1	Slide 1: Title, learner's name and school	1
2	Slide 2: Four uses of ICT in education	1
3	Slide 3: Four advantages of computers in learning	1
4	Slide 4: ICT safety rules and responsible use	2
5	Slide 5: Conclusion and ICT encouragement message	1
6	Appropriate theme/design, pictures and transitions	1
	Subtotal	**7**

Marking Details

Slide 1 – 1 Mark

- Correct presentation title – **½**
- Learner's name and school – **½**

Slide 2 – 1 Mark
Award **¼ mark each** for any four correct uses:

- Research and accessing information.
- Online learning.
- Communication.
- Preparing assignments.
- Data storage.
- Educational simulations.

Slide 3 – 1 Mark
Award **¼ mark each** for four correct advantages:

- Faster access to information.
- Improved research skills.
- Easy storage of information.
- Interactive learning.
- Improved communication.
- Development of digital skills.

Slide 4 – 2 Marks
Award **½ mark each** for four appropriate safety/responsible-use rules:

- Keep passwords private.
- Avoid suspicious links/downloads.
- Protect personal information.
- Use strong passwords.
- Avoid cyberbullying.
- Use computers responsibly.
- Observe proper screen-time practices.
- Respect copyright.

Slide 5 – 1 Mark

- Appropriate conclusion – **½**
- Relevant ICT encouragement message – **½**

Design – 1 Mark

- Appropriate theme/layout – **¼**
- Relevant pictures/graphics – **¼**
- Consistent formatting – **¼**
- Appropriate transitions – **¼**

TASK 3: MICROSOFT PUBLISHER – SCHOOL PROMOTIONAL FLYER (6 MARKS)

No.	Assessment Item	Marks
1	School name and attractive title/slogan	1
2	Brief and relevant school information	1
3	Four school activities/programmes	1
4	Two relevant pictures/graphics	1
5	Appropriate use of text boxes, colours, shapes, alignment and spacing	1
6	Contact information and call to action	1
	Subtotal	**6**

Marking Details

1. School Name & Slogan – 1 Mark

- School name correctly displayed – **½**
- Attractive and relevant slogan/title – **½**

2. School Information – 1 Mark

- Clear and relevant description of the school – **1**

3. School Activities – 1 Mark
Award **¼ mark each** for four relevant activities, such as:

- Sports.
- Music and drama.
- Science and technology.
- Agriculture.
- Clubs and societies.
- Community service.

4. Pictures/Graphics – 1 Mark

- First relevant picture/graphic – **½**
- Second relevant picture/graphic – **½**

5. Design & Layout – 1 Mark

- Appropriate text boxes – **¼**
- Effective use of colours – **¼**
- Appropriate shapes – **¼**
- Good alignment and spacing – **¼**

6. Contact & Call to Action – 1 Mark

- School contact information – **½**
- Appropriate call to action, e.g. **"JOIN US TODAY!"** – **½**

OVERALL ASSESSMENT RECORD

Component	Maximum Marks	Learner's Score
Microsoft Word	7	____
Microsoft PowerPoint	7	____
Microsoft Publisher	6	____
TOTAL	**20**	**____ / 20**

Teacher's Comment:

_____
_
_____
_

Teacher's Name: _____
Signature: _____
Date: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT

GRADE 10 – ISLAMIC RELIGIOUS EDUCATION
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number:_____. Date: _____.

School Code: _____. Signature: _____.

PROJECT ASSESSMENT – 20 MARKS

Instructions to the Learner

1. Carry out the project individually or in a small group as directed by your teacher.
2. Use information from the **Qur'an, Hadith, textbooks and reliable Islamic sources**.
3. Present your findings neatly.
4. Where appropriate, give practical examples from your community.
5. Be ready to present your project to the class.

PROJECT: ISLAM AND RESPONSIBLE LIVING IN THE COMMUNITY

Background

Islam guides Muslims on how to live responsibly and peacefully with other people. The Qur'an and Sunnah emphasise values such as **honesty, justice, cleanliness, compassion, respect, cooperation and responsibility**.

You have been selected as a Grade 10 learner to investigate how Islamic teachings can be applied to address a real-life problem affecting your school or community.

Task

Identify **ONE problem** affecting your school or community, such as:

- Environmental pollution and poor waste disposal

- Dishonesty and cheating among learners
- Bullying and lack of respect
- Drug and substance abuse
- Poverty and neglect of vulnerable people
- Misuse of social media
- Theft and destruction of property
- Lack of cleanliness
- Conflicts among young people

Conduct a simple investigation and show how **Islamic teachings can help address the problem**.

Your Project Should Include:

1. Identification of the problem – 3 marks

- State the problem clearly. **(1 mark)**
- Explain two causes of the problem. **(2 marks)**

2. Islamic teachings – 5 marks

- Identify **two Qur'anic teachings** related to the problem. **(2 marks)**
- Identify **one Hadith teaching** related to the problem. **(1 mark)**
- Explain how the teachings guide Muslims to deal with the problem. **(2 marks)**

3. Community investigation – 4 marks

- Interview at least **two people** or make appropriate observations about the problem. **(2 marks)**
- Present two important findings from the investigation. **(2 marks)**

4. Proposed solutions – 4 marks
Suggest **four practical solutions** based on Islamic values and teachings.
(1 mark each)

5. Presentation and reflection – 4 marks

- Neat and well-organised project. **(1 mark)**
- Proper use of Qur'an/Hadith references. **(1 mark)**
- Clear presentation of findings. **(1 mark)**
- Personal reflection on how you can contribute to solving the problem. **(1 mark)**

TOTAL: 20 MARKS

Suggested Project Format

Cover Page

- Name of learner
- School
- Grade: 10
- Subject: IRE
- Project title
- Assessment date

Main Sections

1. Introduction
2. Problem Identified
3. Causes of the Problem
4. Relevant Qur'anic Teachings
5. Relevant Hadith
6. Findings from the Investigation
7. Islamic Solutions
8. Personal Reflection
9. Conclusion
10. References

GRADE 10 IRE

PROJECT ASSESSMENT – MARKING SCHEME

Total: 20 Marks

1. Identification of the Problem – 3 Marks

a) Clear identification of a community/school problem – 1 mark

- Clearly states one relevant problem. **(1)**

b) Causes of the problem – 2 marks

- Correct cause 1 – **1 mark**
- Correct cause 2 – **1 mark**

Accept any relevant causes that are logically explained.

2. Relevant Islamic Teachings – 5 Marks

a) Qur'anic teachings – 2 marks

- Correct Qur'an teaching/verse related to the problem – **1 mark**
- Second correct Qur'an teaching/verse – **1 mark**

b) Hadith – 1 mark

- Relevant and correctly stated Hadith teaching – **1 mark**

c) Application of Islamic teachings – 2 marks

- Explains how the first Islamic teaching can address the problem – **1 mark**
- Explains how the second Islamic teaching/Hadith can address the problem – **1 mark**

3. Community Investigation – 4 Marks

a) Investigation conducted – 2 marks

- Interviews/consultation with at least two people – **2 marks**
    - Evidence of first respondent – **1 mark**
    - Evidence of second respondent – **1 mark**

OR

- Appropriate observation where interviews are not practical:
  - Relevant observation 1 – **1 mark**
  - Relevant observation 2 – **1 mark**

b) Findings – 2 marks

- Relevant finding 1 – **1 mark**
- Relevant finding 2 – **1 mark**

4. Proposed Solutions – 4 Marks

Award **1 mark for each practical and relevant solution**, up to 4 marks.

Examples:

1. Organising community awareness programmes on Islamic values. **(1)**
2. Encouraging honesty, justice and responsibility among young people. **(1)**
3. Establishing proper waste-disposal and environmental-cleaning programmes. **(1)**
4. Supporting vulnerable members of the community through charity and cooperation. **(1)**

Accept any four appropriate solutions.

5. Presentation and Personal Reflection – 4 Marks

a) Organisation and neatness – 1 mark

- Project is neatly presented and properly organised. **(1)**

b) Qur'an/Hadith references – 1 mark

- Correctly gives relevant references/sources. **(1)**

c) Presentation of findings – 1 mark

- Findings are clearly communicated. **(1)**

d) Personal reflection – 1 mark

- Gives a meaningful personal commitment/action that can help address the problem. **(1)**

SUMMARY OF MARKS

Area	Marks
Identification of the problem	3
Relevant Islamic teachings	5
Community investigation	4

Proposed solutions	4
Presentation and reflection	4
TOTAL	**20**

CHETI CHA ELIMU YA MSINGI KENYA (KCBE)
TATHMINI YA SHULE YA UPILI YA JUU
TATHMINI YA MRADI, 2026
GREDI YA 10 – KISWAHILI
Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MADA: UTAFITI WA MATUMIZI YA KISWAHILI KATIKA JAMII

MAELEKEZO

Mwanafunzi afanye utafiti mdogo kuhusu **matumizi ya Kiswahili katika jamii yake**. Anaweza kukusanya taarifa kutoka kwa wazazi, walimu, wanafunzi, wafanyabiashara au wanajamii wengine.

Andika ripoti yako kwa kufuata vipengele vifuatavyo:

1. Utangulizi – Alama 2

Eleza kwa ufupi:

- Maana ya Kiswahili.
- Umuhimu wa Kiswahili katika jamii.

2. Ukusanyaji wa Taarifa – Alama 4

Mhoji **watu watatu** katika jamii yako kuhusu matumizi ya Kiswahili.

Andika:

- Majina au utambulisho wa waliohojiwa.

- Umri wao.
- Kazi zao.
- Mahali walipohojiwa.
- Maswali uliyowauliza.

3. Matokeo ya Utafiti – Alama 5

Eleza mambo uliyobaini kuhusu matumizi ya Kiswahili, kwa mfano:

- Matumizi ya Kiswahili shuleni.
- Matumizi ya Kiswahili sokoni.
- Matumizi ya Kiswahili nyumbani.
- Matumizi ya Kiswahili katika vyombo vya habari.
- Changamoto zinazokabili matumizi ya Kiswahili.

4. Uchambuzi wa Lugha – Alama 4

Kusanya **maneno au misemo mitano** inayotumiwa na watu katika eneo lako.

Kwa kila neno au msemo:

1. Andika neno/msemo.
2. Eleza maana yake.
3. Tunga sentensi inayoonyesha matumizi yake.

5. Hitimisho na Mapendekezo – Alama 3

- Toa hitimisho kuhusu nafasi ya Kiswahili katika jamii yako.
- Toa **mapendekezo mawili** ya jinsi ya kuimarisha matumizi sahihi ya Kiswahili.

JUMLA: ALAMA 20

Kumbuka: Mwanafunzi anatarajiwa kuwasilisha kazi yake kwa mpangilio mzuri, kutumia Kiswahili sanifu na kuonyesha ushahidi wa utafiti alioufanya.

JUMLA: ALAMA 20

1. Utangulizi – Alama 2

a) Maana ya Kiswahili – alama 1

- Kiswahili ni lugha inayotumiwa na watu wengi katika mawasiliano nchini Kenya na sehemu nyingine za Afrika Mashariki. **(1)**

b) Umuhimu wa Kiswahili katika jamii – alama 1

- Huwezesha mawasiliano na umoja wa jamii. **(1)**

2. Ukusanyaji wa Taarifa – Alama 4

a) Kuwahoji watu watatu – alama 1

- Mtu wa kwanza – **½**
- Mtu wa pili – **½**

b) Taarifa za waliohojiwa – alama 1

- Utambulisho/jina – **¼**
- Umri – **¼**
- Kazi – **¼**
- Mahali pa mahojiano – **¼**

c) Maswali ya mahojiano – alama 2

- Swali linalohusu matumizi ya Kiswahili – **½**
- Swali linalohusu umuhimu wa Kiswahili – **½**
- Swali linalohusu changamoto za Kiswahili – **½**
- Swali linalohusu jinsi ya kuboresha matumizi ya Kiswahili – **½**

3. Matokeo ya Utafiti – Alama 5

Mwanafunzi atoe hoja tano zinazotokana na utafiti wake:

- Matumizi ya Kiswahili shuleni – **1**
- Matumizi ya Kiswahili sokoni/biashara – **1**
- Matumizi ya Kiswahili nyumbani – **1**
- Matumizi ya Kiswahili katika vyombo vya habari – **1**
- Changamoto zinazokabili matumizi ya Kiswahili – **1**

Jumla: 5

4. Uchambuzi wa Lugha – Alama 4

Kwa kila neno au msemo, mwanafunzi atoe:

- Neno/msemo sahihi – **¼**
- Maana sahihi – **¼**
- Sentensi sahihi – **½**

Kwa maneno/misemo mitano:

5 × 1 = Alama 5

Kumbuka: Kwa kuwa sehemu hii ilitengewa alama 4 katika swali, mwalimu atumie **alama 4 za juu zaidi** au apunguze kila kipengele sawia ili jumla ibaki **4**.

5. Hitimisho na Mapendekezo – Alama 3

a) Hitimisho – alama 1

- Hitimisho linaloonyesha nafasi/umuhimu wa Kiswahili katika jamii – **1**

b) Mapendekezo – alama 2

- Pendekezo la kwanza linalofaa – **1**
- Pendekezo la pili linalofaa – **1**

MUHTASARI WA MGAWANYO WA ALAMA

Kipengele	Alama
Utangulizi	2
Ukusanyaji wa taarifa	4
Matokeo ya utafiti	5
Uchambuzi wa lugha	4
Hitimisho na mapendekezo	3
JUMLA	**20**

VIGEZO VYA JUMLA VYA UTEKELEZAJI

Mwalimu anaweza kuzingatia pia:

- **Usahihi wa Kiswahili**
- **Ubunifu**
- **Uwasilishaji wa kazi**
- **Ushahidi wa utafiti**
- **Ufuataji wa maelekezo**

Kumbuka: Majibu mengine yoyote sahihi na yenye mantiki yakubaliwe.

GRADE 10 ENGLISH LITERATURE PROJECT ASSESSMENT

PROJECT: 20 MARKS

Name: _____
School: _____
Assessment No.: _____
Date: _____

INSTRUCTIONS

1. Complete the project individually.
2. Present your work neatly and clearly.
3. Support your responses with relevant examples from the literary work studied.
4. The project should demonstrate creativity, critical thinking and understanding of literature.

PROJECT TASK

Choose **one literary work** that you have studied, such as a **novel, play, short story or collection of poems**, and carry out the following tasks:

1. Identify the literary work and give its basic information.
Include the title, author and genre. **(2 marks)**

2. Write a brief summary of the literary work.
Give the main events in a clear and logical sequence. **(4 marks)**

3. Discuss TWO major characters.
For each character, describe their traits and support your answer with relevant evidence from the text. **(4 marks)**

4. Discuss TWO major themes developed in the literary work.
Explain how each theme is presented, giving appropriate examples. **(4 marks)**

5. Identify and explain TWO literary techniques or styles used by the author.
Examples may include symbolism, imagery, irony, dialogue, personification, flashback, satire or foreshadowing. **(2 marks)**

6. Give your personal response to the literary work.
Explain one important lesson you have learnt and how it can be applied to real life. **(2 marks)**

7. Presentation and creativity.
Neatness, organization, originality and appropriate use of supporting material. **(2 marks)**

TOTAL: 20 MARKS

Learner's Signature: _____

Teacher's Comment: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – MANDARIN
LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

Instructions

1. Complete the project individually.
2. Use **Chinese characters and Pinyin** where indicated.
3. Present your work neatly.
4. The project should demonstrate practical use of Mandarin in everyday situations.

PROJECT: 我的生活 — Wǒ de shēnghuó

MY DAILY LIFE

Prepare a **one-page illustrated personal profile and daily-life presentation in Mandarin**.

Your project should contain the following:

A. Personal Information – 5 Marks

Write the following information in **Chinese characters and Pinyin**:

1. Your name. **(1 mark)**
2. Your age. **(1 mark)**
3. Where you live. **(1 mark)**
4. Your nationality. **(1 mark)**
5. Your school. **(1 mark)**

B. My Family – 4 Marks

Write about **four members of your family**.

For each person, give:

- Relationship to you.
- Name or description.
- Age.

4 × 1 = 4 marks

C. My Daily Routine – 5 Marks

Write **five simple Mandarin sentences** describing what you normally do during the day.

Your sentences may include activities such as:

- waking up
- taking a shower
- eating breakfast
- going to school
- studying
- playing games
- doing homework
- going to bed

5 × 1 = 5 marks

D. My Likes and Dislikes – 3 Marks

Write:

1. One thing you like. **(1 mark)**
2. One thing you do not like. **(1 mark)**
3. Give a reason for one of your choices. **(1 mark)**

E. Presentation and Language Accuracy – 3 Marks

Criterion	Marks
Correct use of Chinese characters	1
Correct Pinyin and tones	1
Neatness, creativity and organisation	1
TOTAL	**3**

TOTAL: 20 MARKS

Suggested Presentation Format

我的生活
Wǒ de shēnghuó

姓名： _____
Xìngmíng: _____

年龄： _____
Niánlíng: _____

我住在： _____
Wǒ zhù zài: _____

我的家人：_____

我的一天：_____

我喜欢：_____

我不喜欢：_____

GRADE 10 MANDARIN

PROJECT ASSESSMENT – MARKING SCHEME

Total: 20 Marks

A. PERSONAL INFORMATION – 5 MARKS

Award **1 mark** for each correctly provided item in both appropriate Mandarin form and Pinyin.

Item	Expected content	Marks
1. Name	Correct name in Mandarin/Pinyin	1
2. Age	Correct age expressed in Mandarin	1
3. Place of residence	Correct place stated in Mandarin	1
4. Nationality	Correct nationality stated	1
5. School	Correct school stated	1
Total		**5**

B. MY FAMILY – 4 MARKS

Award **1 mark for each family member correctly described**.

For each member, the learner should give the relationship, name/description and age.

Criterion	Marks
Family member 1 correctly described	1
Family member 2 correctly described	1
Family member 3 correctly described	1
Family member 4 correctly described	1
Total	**4**

Acceptable family vocabulary includes:

- 爸爸 — *bàba* — father
- 妈妈 — *māma* — mother
- 哥哥 — *gēge* — older brother
- 姐姐 — *jiějie* — older sister
- 弟弟 — *dìdi* — younger brother
- 妹妹 — *mèimei* — younger sister

C. MY DAILY ROUTINE – 5 MARKS

Award **1 mark for each correct and meaningful Mandarin sentence**.

Criterion	Marks

Criterion	Marks
Sentence 1 – correct activity	1
Sentence 2 – correct activity	1
Sentence 3 – correct activity	1
Sentence 4 – correct activity	1
Sentence 5 – correct activity	1
Total	**5**

A sentence should communicate a meaningful daily activity and demonstrate reasonable Mandarin word order.

Examples of acceptable responses:

- **我早上六点起床。**
  Wǒ zǎoshang liù diǎn qǐchuáng.
- **我吃早**饭。
  Wǒ chī zǎofàn.
- **我去学校。**
  Wǒ qù xuéxiào.
- **我学**习中文。
  Wǒ xuéxí Zhōngwén.
- **我晚上十点睡**觉。
  Wǒ wǎnshang shí diǎn shuìjiào.

D. MY LIKES AND DISLIKES – 3 MARKS

Requirement	Marks
States one thing they like correctly	1
States one thing they dislike correctly	1
Gives a logical reason for one choice	1
Total	**3**

Examples:

我喜欢足球。
Wǒ xǐhuan zúqiú.

我不喜欢下雨。
Wǒ bù xǐhuan xiàyǔ.

因为足球很有趣。
Yīnwèi zúqiú hěn yǒuqù.

E. PRESENTATION AND LANGUAGE ACCURACY – 3 MARKS

Criterion	Description	Marks
Chinese characters	Correct and appropriately written characters	1
Pinyin and tones	Accurate Pinyin and appropriate tone marks	1
Neatness and creativity	Well-organised, neat and attractive presentation	1
Total		**3**

MARK SUMMARY

Section	Marks
A. Personal Information	5
B. My Family	4
C. My Daily Routine	5
D. Likes and Dislikes	3
E. Presentation and Language Accuracy	3
GRAND TOTAL	**20 MARKS**

TEACHER'S RECORD

Learner's Name: _____

School: _____

Assessment Date: _____

Marks Obtained: _____ **/ 20**

Teacher's Comment: _____

Teacher's Signature: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – MARINE TECHNOLOGY
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

GRADE 10 MARINE TECHNOLOGY

PROJECT EXAMINATION — 20 MARKS

Project Title: Construction and Demonstration of a Simple Model Boat

Time: 2 Hours
Total Marks: 20

PROJECT TASK

Construct a **simple model boat** using locally available materials. The model should demonstrate basic principles of **marine technology**, including buoyancy, stability, propulsion and safe handling.

The completed model should be capable of **floating on water** and carrying a small load without capsizing.

SUGGESTED MATERIALS

- Light wood, cardboard, plastic sheet or other suitable material
- Adhesive, nails or suitable fasteners
- String/wire
- Small piece of plastic, wood or metal for a rudder
- Recycled materials where appropriate
- Small weight/load for testing

PROJECT REQUIREMENTS

The learner should:

1. Prepare a simple design/sketch of the boat.
2. Select appropriate materials.

3. Construct the hull.
4. Provide a suitable **rudder or steering arrangement**.
5. Provide a simple **propulsion system**, such as a paddle, sail or rubber-band mechanism.
6. Test the boat in water.
7. Demonstrate that the boat floats and remains reasonably stable.
8. Make improvements based on the test results.
9. Observe workshop and water-safety procedures.
10. Present the completed model and briefly explain how it works.

ASSESSMENT CRITERIA — 20 MARKS

No.	Assessment Area	Marks
1	Interpretation of task and design/sketch	2
2	Selection and preparation of materials	2
3	Construction of the boat hull	3
4	Buoyancy and stability	3
5	Propulsion system	2
6	Steering/rudder system	2
7	Accuracy, workmanship and finishing	2
8	Testing and improvement of the model	2
9	Safety and responsible use of materials/tools	1
10	Presentation and explanation of the project	1
TOTAL		**20**

EXPECTED LEARNING OUTCOME

By the end of the project, the learner should demonstrate the ability to:

- Apply basic **marine engineering principles** in a practical situation.
- Explain how **buoyancy** enables a vessel to float.
- Demonstrate the importance of **stability** in boat design.
- Construct a simple marine model using appropriate materials.
- Apply basic techniques of **fabrication, assembly and testing**.
- Identify weaknesses in a design and make suitable improvements.

TOTAL: 20 MARKS

GRADE 10 MARINE TECHNOLOGY

PROJECT EXAMINATION — MARKING SCHEME

Project: Construction and Demonstration of a Simple Model Boat
Total: 20 Marks

No.	Assessment Area	Expected Performance	Marks
1	**Task interpretation and design**	Correctly interprets the task – **1**; produces a suitable labelled sketch/design before construction – **1**	**2**
2	**Materials selection and preparation**	Selects suitable lightweight materials – **1**; prepares and uses materials appropriately – **1**	**2**
3	**Hull construction**	Constructs a suitable hull shape – **1**; joins/components are secure – **1**; hull is reasonably watertight – **1**	**3**
4	**Buoyancy and stability**	Boat floats – **1**; remains stable without easily capsizing – **1**; demonstrates understanding/application of buoyancy – **1**	**3**
5	**Propulsion system**	Provides a functional propulsion mechanism – **1**; demonstrates movement through water – **1**	**2**
6	**Steering/rudder system**	Correctly fits a rudder/steering arrangement – **1**; demonstrates reasonable directional control – **1**	**2**
7	**Accuracy, workmanship and finishing**	Accurate construction and good proportions – **1**; neat, secure and safe finishing – **1**	**2**
8	**Testing and improvement**	Tests the model appropriately – **1**; identifies a weakness and makes a suitable improvement – **1**	**2**
9	**Safety**	Uses tools/materials safely and observes appropriate water/workshop safety procedures – **1**	**1**
10	**Presentation and explanation**	Presents the completed model neatly and clearly explains its construction and operation – **1**	**1**
	TOTAL		**20**

MARKING GUIDE

1. Task interpretation and design — 2 marks

- Correct interpretation of the model boat requirements — **1 mark**
- Suitable labelled sketch/design showing the intended boat — **1 mark**

2. Materials selection and preparation — 2 marks

- Appropriate materials selected according to the design — **1 mark**
- Materials prepared and handled correctly — **1 mark**

3. Hull construction — 3 marks

- Appropriate hull constructed — **1 mark**
- Components securely joined — **1 mark**
- Hull is sufficiently watertight — **1 mark**

4. Buoyancy and stability — 3 marks

- Model floats successfully — **1 mark**
- Model remains reasonably stable on water — **1 mark**
- Demonstrates practical application of buoyancy/stability principles — **1 mark**

5. Propulsion — 2 marks

- Functional propulsion mechanism fitted — **1 mark**
- Boat moves through water under its own propulsion — **1 mark**

6. Steering/rudder — 2 marks

- Suitable rudder/steering system fitted — **1 mark**
- Rudder provides reasonable directional control — **1 mark**

7. Workmanship and finishing — 2 marks

- Accurate and well-proportioned construction — **1 mark**
- Neat, secure and safe finish — **1 mark**

8. Testing and improvement — 2 marks

- Conducts a practical water test — **1 mark**
- Makes an appropriate improvement based on test results — **1 mark**

9. Safety — 1 mark

- Correctly observes safety procedures when using tools, materials and water — **1 mark**

10. Presentation and explanation — 1 mark

- Clearly presents and explains how the model works — **1 mark**

TOTAL: 20 MARKS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECT BASED ASSESSMENT 2026

GRADE 10 – MEDIA TECHNOLOGY
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

INSTRUCTIONS TO CANDIDATES

GRADE 10 MEDIA TECHNOLOGY

PROJECT ASSESSMENT — 20 MARKS

Project Title: Production of a Digital Promotional Poster

TASK

Design and produce a **digital promotional poster** for a school event, educational programme, community activity or school club.

The poster should promote the event clearly and attractively using appropriate **media technology principles and digital design skills**.

REQUIREMENTS

The poster should contain:

1. A suitable **title/headline**.
2. Appropriate **images or graphics**.
3. Relevant information such as **date, venue, time and contact information**.
4. Appropriate **font styles and sizes**.
5. Suitable **colour combinations**.
6. Good **layout and spacing**.
7. A clear visual hierarchy.
8. A final design that can be shared digitally or printed.

The learner may use available software such as **Canva, Microsoft PowerPoint, Publisher, Photoshop, GIMP or**

another suitable digital design application.

MARKING SCHEME — 20 MARKS

Assessment Area	Marks
1. Interpretation of project brief and planning	2
2. Appropriate selection and arrangement of text	2
3. Selection and use of images/graphics	3
4. Application of colour principles	2
5. Layout, composition and spacing	3
6. Use of typography/fonts	2
7. Technical use of digital media software	2
8. Creativity and originality	2
9. Accuracy and completeness of information	1
10. Presentation and file management	1
TOTAL	**20**

ASSESSMENT

1. Planning — 2 marks

- Clear interpretation of the brief — **1**
- Evidence of planning/sketch or appropriate design concept — **1**

2. Text — 2 marks

- Relevant and well-organised information — **1**
- Clear hierarchy between heading, subheadings and body text — **1**

3. Images/Graphics — 3 marks

- Appropriate images/graphics selected — **1**
- Images positioned and sized appropriately — **1**
- Images contribute effectively to the message — **1**

4. Colour — 2 marks

- Appropriate colour combination — **1**
- Good contrast and readability — **1**

5. Layout and Composition — 3 marks

- Balanced arrangement of elements — **1**
- Appropriate spacing and alignment — **1**
- Clear focal point/visual hierarchy — **1**

6. Typography — 2 marks

- Appropriate font styles — **1**

- Consistent and readable font sizes — **1**

7. Digital Software Skills — 2 marks

- Correct use of design tools such as text, shapes, images and alignment — **1**
- Effective editing/resizing/cropping or other relevant digital techniques — **1**

8. Creativity and Originality — 2 marks

- Creative approach to the design — **1**
- Original and visually appealing final product — **1**

9. Accuracy — 1 mark

- All important information is accurate, complete and free from spelling errors — **1**

10. Presentation and File Management — 1 mark

- Final poster is neatly presented, correctly saved/exported and ready for digital sharing or printing — **1**

EXPECTED PRODUCT

The learner should submit:

- **One completed digital promotional poster**
- **The editable project file**, where applicable
- **A final exported copy** in PDF, PNG or JPEG format

TOTAL: 20 MARKS

GRADE 10 MEDIA TECHNOLOGY

PROJECT ASSESSMENT — MARKING SCHEME

Project: Production of a Digital Promotional Poster
Total: 20 Marks

No.	Assessment Area	Marking Points	Marks
1	**Interpretation and planning**	Correctly interprets the brief – 1; develops a suitable design concept/plan – 1	**2**
2	**Text content and arrangement**	Relevant information – 1; clear organisation/hierarchy of text – 1	**2**
3	**Images and graphics**	Appropriate images – 1; proper placement/scaling – 1; images support the message – 1	**3**
4	**Colour application**	Suitable colour combination – 1; good contrast/readability – 1	**2**
5	**Layout and composition**	Balanced arrangement – 1; effective spacing/alignment – 1; clear focal point – 1	**3**
6	**Typography**	Appropriate font selection – 1; readable and consistent font sizes/styles – 1	**2**
7	**Digital technical skills**	Correct use of design tools – 1; effective editing, cropping, resizing or positioning – 1	**2**
8	**Creativity and originality**	Creative design concept – 1; originality and visual appeal – 1	**2**
9	**Accuracy of information**	Correct spelling, dates, venue, time and other details – 1	**1**
10	**Presentation and file management**	Neat final product, correctly saved/exported and suitable for sharing/printing – 1	**1**
	TOTAL		**20**

PERFORMANCE DESCRIPTORS

19–20 marks: EE — highly creative, technically proficient and professionally presented.
16–18 marks: ME — effective design with only minor weaknesses.
10–15 marks: AE — meets most requirements with some areas needing improvement.
-basic requirements achieved but significant improvement needed.
0–9 marks: BE — incomplete or demonstrates limited application of media technology skills.

TOTAL: 20 MARKS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – METAL TECHNOLOGY
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PRACTICAL PROJECT ASSESSMENT — 20 MARKS

Project: Fabrication of a Small Metal Tool Holder

Instructions to the Learner

1. Read all instructions carefully before starting the project.
2. Observe all workshop safety rules.
3. Use the appropriate tools and equipment correctly.
4. Measure and mark all dimensions accurately before cutting or forming.
5. Produce a neat, functional and durable finished product.
6. Submit the completed project together with your working area cleaned.

TASK

Using **mild-steel sheet**, fabricate a **small wall-mounted tool holder** suitable for storing small workshop tools such as screwdrivers, pliers and spanners.

The finished tool holder should consist of:

- A rectangular metal back plate.
- A bent lower support/lip for holding tools.
- Two mounting holes.
- Smooth and safe edges.
- A neat surface finish.

Suggested Dimensions

Part	Dimension
Overall back plate	200 mm × 150 mm
Lower supporting lip	200 mm × 40 mm
Mounting holes	2 holes, approximately Ø8 mm
Distance between mounting holes	140 mm
Material	1.2–1.5 mm mild-steel sheet

Note: The teacher may adjust the dimensions depending on the available material and workshop facilities.

ASSESSMENT CRITERIA — 20 MARKS

No.	Assessment Area	Marks
1	Interpretation of drawing and planning of work	2
2	Accurate measurement and marking out	3
3	Correct cutting/shearing of metal	2
4	Accurate drilling and positioning of holes	2
5	Correct bending/forming of the support lip	3
6	Quality of joints/assembly and structural strength	2
7	Accuracy of dimensions and overall shape	2
8	Surface finishing and removal of sharp edges	2
9	Safe use of tools, equipment and PPE	1
10	Housekeeping and time management	1
TOTAL		**20**

Expected Final Product

The completed tool holder should:

- Be correctly shaped and firmly constructed.
- Have accurately positioned mounting holes.
- Have the support lip bent to the required angle.
- Have no dangerous sharp edges.
- Be free from excessive scratches, burrs and deformation.
- Be strong enough to hold the intended tools.
- Demonstrate accurate use of **measuring, marking, cutting, drilling, bending and finishing techniques**.

Materials: Mild-steel sheet, abrasives and suitable fasteners.
Tools/equipment: Steel rule, scriber, try square, centre punch, hacksaw/shears, files, drilling machine, vice, hammer and bending equipment as appropriate.

GRADE 10 METAL TECHNOLOGY

PRACTICAL PROJECT — MARKING SCHEME

Project: Fabrication of a Small Metal Tool Holder
Total: 20 Marks

No.	Assessment Area	Expected Evidence / Performance	Marks
1	**Interpretation and planning**	Identifies the required components, selects suitable material and plans the sequence of operations correctly.	**2**
2	**Measurement and marking out**	Measures accurately; marks the 200 mm × 150 mm plate; correctly locates the support lip and mounting holes; uses scriber, rule and try square correctly.	**3**
3	**Cutting/shearing**	Cuts the mild-steel sheet to the required dimensions with reasonably straight and accurate edges and minimum wastage.	**2**
4	**Drilling**	Correctly centre-punches and drills the two Ø8 mm mounting holes in the required positions; holes are clean and properly aligned.	**2**
5	**Bending/forming**	Forms the lower 40 mm support lip accurately; bend is straight, uniform and at the required angle.	**3**
6	**Assembly/structural strength**	Components are firmly assembled; finished holder is rigid, stable and capable of supporting small workshop tools.	**2**
7	**Dimensional accuracy and shape**	Overall dimensions and hole positions are within reasonable workshop tolerance; product is square and properly proportioned.	**2**
8	**Finishing**	Files and removes burrs/sharp edges; surfaces are reasonably smooth and the finished product has a neat appearance.	**2**
9	**Safety**	Uses PPE and tools safely; follows correct workshop procedures, particularly during cutting, drilling and bending.	**1**
10	**Housekeeping and time management**	Completes the task within the allocated time and leaves the work area and tools clean and orderly.	**1**
	TOTAL		**20**

MARK ALLOCATION

1. Interpretation and planning — 2 marks

- Correct interpretation of the task/drawing — **1 mark**
- Logical sequence of operations and appropriate tool/material selection — **1 mark**

2. Measurement and marking out — 3 marks

- Accurate measurement of 200 mm × 150 mm plate — **1 mark**
- Accurate marking of 40 mm support lip — **1 mark**
- Correct location and marking of mounting holes — **1 mark**

3. Cutting/shearing — 2 marks

- Correct cutting to required size — **1 mark**
- Straight, reasonably accurate and clean edges — **1 mark**

4. Drilling — 2 marks

- Correct centre-punching and positioning — **1 mark**
- Correctly drilled, clean and properly aligned holes — **1 mark**

5. Bending/forming — 3 marks

- Correct setting and clamping of work — **1 mark**
- Straight and accurate bend — **1 mark**
- Correct angle and uniform support lip — **1 mark**

6. Assembly/strength — 2 marks

- Correct assembly/fixing — **1 mark**
- Strong, rigid and functional product — **1 mark**

7. Dimensional accuracy — 2 marks

- Dimensions conform reasonably to the specified sizes — **1 mark**
- Product is square, symmetrical and properly proportioned — **1 mark**

8. Finishing — 2 marks

- Removal of burrs and sharp edges — **1 mark**
- Smooth and neat overall finish — **1 mark**

9. Safety — 1 mark

- Correct PPE and safe handling of tools/equipment throughout — **1 mark**

10. Housekeeping/time management — 1 mark

- Completes work on time and leaves the workshop clean and orderly — **1 mark**

TOTAL: 20 MARKS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECTS BASED ASSIGNMENT 2026

GRADE 10 – MUSIC AND DANCE
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT ASSESSMENT EXAMINATION – 20 MARKS

Instructions to the Learner

1. Complete the project individually or in a small group as directed by the teacher.
2. Demonstrate practical application of skills learnt in Music and Dance.
3. Submit your written project documentation together with the practical performance.
4. Observe proper rehearsal, performance and safety procedures.

PROJECT: CREATION AND PERFORMANCE OF A KENYAN MUSIC AND DANCE ITEM

Your school is preparing a **Cultural Day performance** aimed at promoting appreciation of Kenya's cultural heritage among learners.

Select **one Kenyan community or cultural group** and develop a short music and dance presentation based on its cultural practices.

Tasks

1. Research and Planning – 4 marks

a) Identify the Kenyan community/cultural group selected. **(1 mark)**

b) State **two cultural occasions or functions** in which the selected music/dance is traditionally performed. **(2 marks)**

c) Identify **one traditional musical instrument** associated with the selected community. **(1 mark)**

2. Creative Development – 5 marks

Prepare a **2–4 minute** music and dance item incorporating:

a) A suitable **vocal or instrumental musical element**. **(1 mark)**

b) An appropriate **rhythmic pattern**. **(1 mark)**

c) At least **two coordinated dance movements**. **(2 marks)**

d) Appropriate use of **space/formations** during the performance. **(1 mark)**

3. Practical Performance – 7 marks

Present the prepared item before the teacher/class.

Performance Aspect	Marks
Accuracy and control of rhythm	2
Coordination of music and dance	2
Creativity and originality	1
Confidence and stage presence	1
Teamwork/discipline and synchronisation	1
Total	**7**

4. Project Documentation and Reflection – 4 marks

Submit a one-page project report containing:

a) Brief description of the selected music/dance tradition. **(1 mark)**

b) Explain **two ways** in which the performance promotes Kenyan cultural heritage. **(2 marks)**

c) State **one challenge** encountered during preparation and explain how it was addressed. **(1 mark)**

TOTAL: 20 MARKS

Teacher's Assessment:
Project Research & Planning: ____ /4
Creative Development: ____ /5
Practical Performance: ____ /7
Documentation & Reflection: ____ /4

TOTAL: ____ /20

GRADE 10 MUSIC AND DANCE

PROJECT ASSESSMENT MARKING SCHEME – 20 MARKS

1. Research and Planning – 4 Marks

a) Identify the Kenyan community/cultural group selected. (1 mark)

- Correctly identifies a Kenyan community/cultural group – **1 mark**

b) State two cultural occasions/functions where the selected music/dance is performed. (2 marks)

- Correct relevant occasion/function – **1 mark each × 2 = 2 marks**

Examples: weddings, initiation ceremonies, harvest celebrations, funerals, religious ceremonies, community celebrations.

c) Identify one traditional musical instrument associated with the community. (1 mark)

- Correct instrument – **1 mark**

2. Creative Development – 5 Marks

a) Vocal or instrumental musical element. (1 mark)

- Appropriate and effectively incorporated – **1 mark**

b) Rhythmic pattern. (1 mark)

- Maintains an appropriate and recognisable rhythmic pattern – **1 mark**

c) Dance movements. (2 marks)

- First appropriate coordinated movement – **1 mark**
- Second appropriate coordinated movement – **1 mark**

d) Use of space/formations. (1 mark)

- Uses space effectively and changes/maintains suitable formations – **1 mark**

3. Practical Performance – 7 Marks

Aspect	Marking Criteria	Marks
Accuracy and control of rhythm	Maintains correct rhythm and tempo throughout	2
Coordination of music and dance	Music/vocal/instrumental elements are well coordinated with movements	2

Creativity and originality	Demonstrates imagination and appropriate creative ideas	1
Confidence and stage presence	Performs confidently with appropriate expression and audience awareness	1
Teamwork, discipline and synchronisation	Works cooperatively and performs movements in good synchronisation	1
Total		**7**

Detailed allocation:

Accuracy and control of rhythm – 2 marks

- Accurate rhythm and steady tempo throughout – **2**
- Minor rhythmic inaccuracies – **1**
- Poor rhythmic control – **0**

Coordination of music and dance – 2 marks

- Excellent coordination throughout – **2**
- Partial coordination – **1**
- Little/no coordination – **0**

Creativity and originality – 1 mark

- Creative and original presentation – **1**
- Lacks creativity – **0**

Confidence and stage presence – 1 mark

- Confident, expressive and engaging performance – **1**
- Lacks confidence/expression – **0**

Teamwork/discipline and synchronisation – 1 mark

- Excellent cooperation and synchronisation – **1**
- Poor cooperation/synchronisation – **0**

4. Project Documentation and Reflection – 4 Marks

a) Brief description of the selected music/dance tradition. (1 mark)

- Relevant and accurate description – **1 mark**

b) Two ways the performance promotes Kenyan cultural heritage. (2 marks)
Award **1 mark for each valid point**.

Acceptable responses include:

- Preserves traditional music and dance practices.
- Passes cultural knowledge to younger generations.
- Promotes appreciation of Kenyan cultures.
- Strengthens community identity.
- Promotes unity and social interaction.
- Creates awareness of Kenya's cultural diversity.

c) Challenge encountered and how it was addressed. (1 mark)

- Clearly identifies a relevant challenge – **½ mark**
- Gives a practical solution used to overcome it – **½ mark**

SUMMARY OF MARKS

Component	Marks
Research and Planning	4
Creative Development	5
Practical Performance	7
Documentation and Reflection	4
TOTAL	**20 MARKS**

Teacher's Final Score: _____ / 20

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECTS BASED ASSIGNMENT 2026

GRADE 10 – PHYSICAL EDUCATION
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT ASSESSMENT EXAMINATION – 20 MARKS

Instructions:

1. This project should be completed individually or in a small group as directed by the teacher.
2. Use locally available materials and facilities.
3. Demonstrate the activities safely and correctly.
4. Record your observations and findings.
5. The teacher will assess both the practical performance and the submitted work.

PROJECT: PERSONAL FITNESS AND PHYSICAL ACTIVITY PLAN

Scenario:
Your school intends to promote a healthy and physically active lifestyle among Grade 10 learners. You have been selected to design and demonstrate a simple fitness programme that can be carried out using locally available facilities and equipment.

Tasks

1. Fitness Assessment – 5 marks

Carry out **three physical fitness tests** from the following:

- 30-metre sprint – speed
- Standing broad jump – power
- Sit-ups – muscular endurance
- Push-ups – muscular endurance
- Sit-and-reach – flexibility
- 800-metre run – cardiovascular endurance

Record your results in a table showing:

Fitness test Fitness component Your result
Test 1
Test 2
Test 3

(5 marks)

2. Personal Fitness Programme – 6 marks

Using your results from Task 1, prepare a **one-week fitness programme** containing at least **four physical activities**.

Your programme should indicate:

- Activity
- Duration/repetitions
- Frequency
- Fitness component developed
- Safety precaution

(6 marks)

3. Practical Demonstration – 5 marks

Demonstrate **three exercises or physical activities** from your programme.

The teacher will assess:

a) Correct technique – **2 marks**
b) Coordination and control – **1 mark**
c) Appropriate intensity/effort – **1 mark**
d) Safety during performance – **1 mark**

(5 marks)

4. Reflection and Evaluation – 4 marks

After completing the project:

a) State **two benefits** you expect to gain from following your fitness programme. **(2 marks)**

b) Identify **one challenge** you experienced and explain how you would overcome it. **(1 mark)**

c) State **one way** you would improve your programme in future. **(1 mark)**

TOTAL: 20 MARKS

GRADE 10 PHYSICAL EDUCATION

PROJECT ASSESSMENT – MARKING SCHEME

TOTAL: 20 MARKS

1. FITNESS ASSESSMENT – 5 MARKS

Award **1 mark for each correctly completed fitness test**, provided the learner records the result appropriately.

Item	Expected evidence	Marks
a)	Correctly performs and records Test 1	1
b)	Correctly performs and records Test 2	1
c)	Correctly performs and records Test 3	1
d)	Correctly identifies the fitness component for the tests	1
e)	Accurate and clear recording of results	1
Total		**5**

Acceptable fitness components: speed, power, muscular endurance, flexibility, cardiovascular endurance.

2. PERSONAL FITNESS PROGRAMME – 6 MARKS

Award as follows:

Criterion	Marks
Four or more appropriate physical activities identified	2
Appropriate duration/repetitions indicated	1
Frequency of activities correctly indicated	1
Correct fitness component developed identified	1
Appropriate safety precaution given	1
Total	**6**

Examples of acceptable activities: jogging, sprinting, skipping, sit-ups, push-ups, squats, lunges, stretching, shuttle runs, cycling, dancing and aerobic exercises.

3. PRACTICAL DEMONSTRATION – 5 MARKS

Criterion	Description	Marks
a) Correct technique	Performs the selected exercises using appropriate technique	2
b) Coordination and control	Demonstrates controlled and coordinated movements	1
c) Appropriate intensity/effort	Performs with suitable effort according to the activity	1
d) Safety	Observes safety procedures before and during performance	1
Total		**5**

4. REFLECTION AND EVALUATION – 4 MARKS

a) Two benefits of the fitness programme – 2 marks

Award **1 mark each** for any two relevant benefits:

- Improves physical fitness.
- Improves cardiovascular endurance.
- Builds muscular strength/endurance.
- Improves flexibility.
- Helps maintain healthy body weight.
- Reduces risk of lifestyle-related diseases.
- Improves mental well-being.
- Promotes discipline and healthy habits.
- Improves coordination and body control.

b) One challenge and how to overcome it – 1 mark

- Correctly identifies a realistic challenge – **½ mark**
- Gives an appropriate solution – **½ mark**

Examples: lack of equipment, limited time, fatigue, lack of facilities, poor motivation or bad weather.

c) One improvement to the programme – 1 mark

Award **1 mark** for a relevant improvement, such as:

- Increasing training gradually.
- Including more fitness components.
- Improving time management.
- Using additional locally available equipment.
- Increasing the number of training sessions appropriately.
- Including adequate warm-up and cool-down.

MARK DISTRIBUTION

Task	Marks
1. Fitness Assessment	5
2. Personal Fitness Programme	6
3. Practical Demonstration	5
4. Reflection and Evaluation	4
TOTAL	**20 MARKS**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – PHYSICS
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

GENERAL INSTRUCTIONS

1. This project shall be completed individually and/or in groups as indicated in each task.
2. You are required to investigate an energy-related problem within your school or community.
3. Design and construct a simple device that demonstrates energy transformation and produces a useful mechanical output.
4. Use locally available, affordable, recycled or environmentally friendly materials where possible.
5. Observe all safety requirements during designing, construction and testing.
6. Keep evidence of your work, including research notes, sketches, measurements, photographs and observations.
7. The completed device shall be presented to the teacher for demonstration.
8. Submit a written project report together with the completed device.
9. The project is assessed out of **90 marks**.

TASK 1: RESEARCH AND INVESTIGATION 12 MARKS

A school in your community experiences challenges related to energy use. The school would like learners to develop a simple device that demonstrates how one form of energy can be transformed into another useful form of energy.

(a) Individual Research – 4 marks

Conduct research on energy sources and energy transformations.

In your research notes:

1. Identify **at least five sources of energy**.
2. Describe the form of energy associated with each source.
3. Give examples of energy transformations involving the identified sources.
4. Identify the sources used in everyday devices.
5. Record the sources of information used in your research.

Your research should include information from relevant **books, class notes, educational websites, journals or other reliable sources**.

[4 marks]

(b) Group Brainstorming Activity – 4 marks

Working as a group, brainstorm possible devices that can demonstrate energy transformation.

Prepare a table showing:

Energy Source	Energy Transformation	Possible Device
1.		
2.		
3.		
4.		
5.		

Identify **at least five suitable energy sources, five energy transformations and five related devices**.

[4 marks]

(c) Selection of the Device – 4 marks

As a group, discuss the devices identified in part (b).

1. Select **one device** that your group can realistically design and construct.
2. State the name of the device.
3. Give **at least three reasons** for selecting the device.
4. Explain how the selected device can address an energy need in your school or community.
5. Explain why the device is suitable in terms of **cost, availability of materials, safety, practicality and energy transformation**.

Selected device: _____

[4 marks]

TASK 2: DESIGNING THE DEVICE 15 MARKS

After completing your research, develop a design for the selected energy-conversion device.

(a) Design Drawing – 6 marks

Draw a **clear, neat and well-proportioned diagram** of your proposed device.

Your drawing should:

1. Show all the major components.
2. Show how the components are connected or arranged.
3. Show the direction of movement or energy flow using arrows where appropriate.
4. Give suitable dimensions to important parts.

5. Label all major components correctly.
6. Ensure that the drawing represents the device you intend to construct.

[6 marks]

DESIGN DRAWING SPACE

(b) How the Device Will Work – 4 marks

Describe how your proposed device will operate.

Your description should:

1. Explain what happens when the device receives its input energy.
2. Describe the sequence of operation from the input to the final output.
3. Explain the function of the major components.
4. State any important operating conditions and safety precautions.

[4 marks]

(c) Energy Transformation – 5 marks

Show the energy transformation taking place in your proposed device.

Present your answer in the form:

Input energy → Intermediate transformation(s) → Useful mechanical output

Then explain:

1. The input energy.
2. The intermediate energy transformations.
3. The final mechanical output.
4. How energy is transferred between the components.
5. Possible energy losses such as heat, sound or friction.

[5 marks]

TASK 3: CONSTRUCTION OF THE DEVICE 40 MARKS

Using your approved design, construct the selected device.

(a) Materials and Tools

(i) Selection of Materials and Tools – 4 marks

Prepare a list of the materials and tools required to construct your device.

For each major item, indicate:

- Name of material/tool
- Quantity
- Purpose
- Reason for selecting it

No.	Material/Tool	Quantity	Purpose
1.			
2.			
3.			
4.			
5.			

[4 marks]

(ii) Local, Affordable and Environment-Friendly Materials – 4 marks

Identify the materials in your project that are:

- locally available;
- affordable;
- reusable or recycled; and
- environmentally friendly.

Explain how your choice of materials helps to:

1. Reduce the cost of construction.
2. Reduce waste.
3. Promote reuse or recycling.
4. Protect the environment.

[4 marks]

(b) Construction and Development

(i) Construction Procedure, Measurements and Assembly – 5 marks

Construct the device according to your approved design.

Record the construction process in the correct sequence.

Your record should include:

1. Preparation of materials and tools.
2. Measurements taken.
3. Preparation of individual components.
4. Assembly of the components.
5. Testing and adjustment of the device.

Attach **photographic evidence** showing important stages from the beginning to the completed device.

[5 marks]

(ii) Functionality – 7 marks

Test the completed device.

Demonstrate that the device can:

1. Receive the intended input energy.
2. Transfer energy through its components.
3. Produce the intended mechanical output.
4. Operate consistently.
5. Operate repeatedly.
6. Produce a visible or measurable output.
7. Operate safely.

Record your test observations in a table.

Test	Input Applied	Observation	Output Produced
1.			
2.			
3.			

[7 marks]

(iii) Strength and Durability – 7 marks

Examine the completed device for strength and stability.

1. Identify the main joints and connection points.
2. Explain how the parts have been secured.
3. Test whether the device can withstand repeated normal operation.
4. Identify any weak points.

5. Make suitable improvements where necessary.
6. Explain how your improvements increase the durability of the device.

[7 marks]

(iv) Innovation – 7 marks

Improve your device beyond a basic design.

1. Identify one or more features that make your device different from an ordinary version.
2. Explain the problem your innovation solves.
3. Describe how your modification improves the performance of the device.
4. Suggest how the device could be improved or developed for larger-scale use.

[7 marks]

(v) Neatness and Aesthetic Value – 6 marks

Prepare the final device for presentation.

Ensure that:

1. Components are properly arranged.
2. Joints and connections are secure.
3. Surfaces and materials are reasonably clean.
4. Labels are clear where necessary.
5. The device is safe to handle and demonstrate.
6. The completed device has an attractive and presentable appearance.

[6 marks]

TASK 4: DEMONSTRATING HOW THE DEVICE WORKS 10 MARKS

Present your completed device to the teacher or assessment panel.

(a) Scientific Explanation – 5 marks

During the demonstration:

1. Identify the input energy.
2. Explain how energy enters the device.
3. Explain the function of the major components.
4. Describe the energy transformation taking place.
5. Identify possible energy losses such as friction, heat or sound.

Use appropriate **Physics terminology** throughout your explanation.

[5 marks]

(b) Applications and Energy Solutions – 5 marks

Explain the possible applications of your device.

In your presentation:

1. Give at least two possible uses of the device in everyday life.
2. Explain the energy problem that the device could help address.
3. Explain how the device could benefit a school or community.
4. Explain how its use could reduce dependence on fossil fuels.
5. State at least one benefit and one limitation of the device.

[5 marks]

TASK 5: PROJECT REPORT 13 MARKS

Prepare and submit a well-organised **Physics Project Report** based on your investigation, design and construction activities.

(a) Project Report – 10 marks

Your report should contain the following sections:

1. **Cover page**
2. **Project title**
3. **Names of group members**
4. **Introduction/background**
5. **Statement of the energy problem**
6. **Objectives of the project**
7. **Research findings**
8. **Possible energy sources and transformations**
9. **Selected device and justification**
10. **Design drawing**
11. **Description of how the device works**
12. **Materials and tools used**
13. **Construction procedure**
14. **Measurements taken**
15. **Testing and observations**
16. **Challenges encountered**
17. **Solutions and improvements made**
18. **Applications of the device**
19. **Benefits and limitations**
20. **Contribution to sustainable energy use**
21. **Photographic evidence**
22. **Conclusion**
23. **Recommendations**
24. **References**

[10 marks]

(b) Project Submission – 3 marks

Submit the following:

1. **The completed energy-conversion device.**
2. **The final design drawing together with a description of how the device operates.**
3. **The completed project report containing photographic evidence of the constructed device.**

[3 marks]

PROJECT SUBMISSION CHECKLIST

Before submitting your project, confirm that you have provided:

☐ Research notes and sources

☐ Group brainstorming work

☐ Selected device and justification

☐ Final design drawing

☐ Energy transformation explanation

☐ List of materials and tools

☐ Construction procedure

☐ Measurements

☐ Photographic evidence

☐ Completed device

☐ Testing observations

☐ Improvements made

☐ Demonstration

☐ Project report

MARK DISTRIBUTION

Task	Activity	Marks
1	Research and Investigation	12
2	Designing the Device	15
3	Constructing the Device	40
4	Demonstrating How the Device Works	10

5	Writing and Submitting the Project Report	**13**
	TOTAL	**90**

TOTAL SCORE: 90 MARKS

TEACHER'S RECORD

Learner's Name: _____

Assessment No.: _____

Task	Maximum Marks	Score
Task 1: Research	12	
Task 2: Design	15	
Task 3: Construction	40	
Task 4: Demonstration	10	
Task 5: Report	13	
TOTAL	**90**	

Teacher's Name: _____

Signature: _____ **Date:** _____

GRADE 10 SCHOOL-BASED ASSESSMENT

PROJECT 2026

PROJECT ASSESSMENT AND SCORING RUBRIC

Total Marks: 90

GENERAL SCORING GUIDELINES

1. Assess the learner throughout the project rather than relying only on the final product.

2. Award marks according to the evidence demonstrated by the learner.
3. Consider evidence from the learner's research notes, sketches, calculations, photographs, construction process, finished device, demonstration and written report.
4. For each criterion, select **only one performance level** that best describes the learner's achievement.
5. Use the descriptors provided under **PL4, PL3, PL2 and PL1** to determine the appropriate score.
6. Do not award marks simply because an activity has been attempted. The quality and completeness of the evidence should determine the score.
7. Ensure that the same standards are applied consistently to all learners or groups.
8. Where appropriate, assess individual contribution separately from group achievement.
9. Record the marks immediately after each stage of assessment.
10. The maximum score for the complete project is **90 marks**.

TASK 1: EXPLORING AND PLANNING THE PROJECT

Maximum: 12 Marks

A. Investigation and Use of Information

Maximum: 4 Marks

PL4 – 4 Marks

- Conducts detailed investigation using several appropriate sources.
- Collects relevant information about energy sources, energy conversion and possible devices.
- Presents information in clear, organised notes using own words.
- Sources of information are acknowledged appropriately.
- Research directly supports the proposed project.

PL3 – 3 Marks

- Uses a number of relevant sources.
- Records useful information about energy and possible devices.
- Most information is presented in the learner's own words.
- Sources are identified, although some references may be incomplete.
- Research generally supports the project.

PL2 – 2 Marks

- Uses only a limited number of sources.
- Records some relevant information but important areas are omitted.
- Notes may be poorly organised or contain considerable copied material.
- References are few or incomplete.

PL1 – 1 Mark

- Provides little evidence of investigation.
- Information is very limited, inaccurate or largely copied.
- Sources are not properly identified.
- Research provides little support for the project.

B. Generation and Analysis of Energy Ideas

Maximum: 4 Marks

PL4 – 4 Marks

- Generates at least five suitable examples of energy sources.
- Identifies at least five accurate energy transformations.
- Suggests at least five devices related to the identified transformations.
- Correctly connects the energy input, transformation and useful output.
- Uses appropriate physics terminology.

PL3 – 3 Marks

- Identifies at least four suitable energy sources.
- Gives at least four correct transformations.
- Identifies at least four suitable devices.
- Most energy relationships are correct.
- Uses scientific vocabulary with only minor errors.

PL2 – 2 Marks

- Identifies approximately three suitable examples in each area.
- Some energy transformations are incorrectly matched.
- Demonstrates partial understanding of energy conversion.
- Scientific terminology is used inconsistently.

PL1 – 1 Mark

- Provides one or no suitable example in most areas.
- Shows little understanding of energy conversion.
- Connections between energy sources, transformations and devices are mostly incorrect.

C. Selection of the Project Device

Maximum: 4 Marks

PL4 – 4 Marks

- Selects a practical device that directly addresses an identified energy need.
- Gives at least three convincing reasons for the selection.
- Considers factors such as cost, availability of materials, safety, usefulness and environmental impact.
- Clearly explains why the selected device is suitable for the intended users.

PL3 – 3 Marks

- Selects a suitable device.
- Gives at least two reasonable reasons for the choice.
- Makes a clear connection between the device and an energy-related need.
- Considers some practical factors.

PL2 – 2 Marks

- Selects a device but provides limited justification.
- Gives only one weak or general reason.
- Connection to the identified energy need is not sufficiently developed.

PL1 – 1 Mark

- Device selection is unclear or unsuitable.
- Gives no convincing reason for the choice.
- Shows little awareness of the energy problem being addressed.

TASK 2: DEVELOPING THE DEVICE DESIGN

Maximum: 15 Marks

A. Quality of the Design Drawing

Maximum: 6 Marks

PL4 – 6 Marks

- Produces a clear, accurate and complete working drawing.
- Includes all major components.
- Correctly shows connections, movement and direction of energy flow where applicable.
- Components are accurately labelled.
- Drawing corresponds closely to the proposed device.
- Uses appropriate drawing conventions.

PL3 – 4 Marks

- Produces a generally accurate drawing.
- Includes most important components.
- Most connections and labels are correct.
- Minor omissions do not prevent understanding of the design.

PL2 – 2 Marks

- Drawing is incomplete or contains several errors.
- Important components or connections are missing.
- Some labels are absent or incorrectly placed.
- The intended operation is difficult to determine.

PL1 – 1 Mark

- Drawing is very incomplete or poorly presented.
- Few components are shown.
- Connections and labels are largely missing or incorrect.

B. Explanation of the Proposed Operation

Maximum: 4 Marks

PL4 – 4 Marks

- Clearly explains the operation from energy input to useful output.
- Correctly describes the role of each major component.
- Presents the sequence of operation logically.
- Identifies relevant conditions necessary for the device to operate.
- Includes appropriate safety precautions.

PL3 – 3 Marks

- Gives a mostly correct explanation.
- Describes the operation in a generally logical order.
- Explains the purpose of most major components.
- Includes limited safety information.

PL2 – 2 Marks

- Provides a partially correct explanation.
- Several stages are omitted or incorrectly arranged.
- Functions of important components are not clearly explained.
- Requires considerable prompting.

PL1 – 1 Mark

- Gives only a very general description.
- Does not explain the interaction of the main components.
- Operation is largely unclear or incorrect.

C. Energy Conversion and Output

Maximum: 5 Marks

PL4 – 5 Marks

- Accurately identifies the original energy input.
- Correctly describes every major transformation.
- Identifies the final useful mechanical output.
- Clearly traces the movement of energy through the device.
- Recognises possible energy losses such as friction, sound or heat.

PL3 – 3 Marks

- Correctly identifies the input and useful output.
- Describes at least one intermediate transformation.
- Energy flow is generally consistent with the proposed design.
- Minor omissions are present.

PL2 – 2 Marks

- Correctly identifies only part of the energy chain.
- Some forms of energy are confused.
- Transformation sequence is incomplete.
- Explanation has a weak connection to the proposed device.

PL1 – 1 Mark

- Identifies little or no correct energy transformation.
- Energy input and output are confused.
- Explanation does not correspond to the device.

TASK 3: MAKING AND IMPROVING THE DEVICE

Maximum: 40 Marks

A. Selection and Preparation of Materials and Tools

Maximum: 4 Marks

PL4 – 4 Marks

- Identifies all or nearly all required materials and tools.
- Selects items that are appropriate for the proposed design.
- Uses tools correctly and safely.
- Gives sound reasons for important material and tool choices.

PL3 – 3 Marks

- Identifies most required materials and tools.
- Selected items are generally suitable.
- Uses equipment safely with minor weaknesses.
- Provides some justification.

PL2 – 2 Marks

- Identifies about half of the required materials and tools.
- Some choices are unsuitable.
- Several important items are missing.
- Safety and suitability are only partly considered.

PL1 – 1 Mark

- Provides very few suitable materials or tools.
- Several essential items are missing.
- Shows limited awareness of safe tool use.

B. Sustainable and Locally Available Materials

Maximum: 4 Marks

PL4 – 4 Marks

- Makes extensive use of locally available, reused or recyclable materials.
- Demonstrates careful control of project costs.
- Minimises unnecessary material wastage.
- Makes environmentally responsible choices throughout construction.

PL3 – 3 Marks

- Uses a substantial proportion of local or recycled materials.
- Shows some awareness of cost.
- Makes reasonable efforts to minimise waste.

PL2 – 2 Marks

- Uses only a small proportion of local or recycled materials.
- Cost considerations are limited.
- Waste reduction is inconsistent.

PL1 – 1 Mark

- Makes little or no use of locally available or recycled materials.
- Does not demonstrate concern for cost or environmental impact.

C. Construction Technique and Work Procedure

Maximum: 5 Marks

PL4 – 5 Marks

- Follows a well-organised construction sequence.
- Takes accurate measurements.
- Cuts, joins and assembles components appropriately.
- Maintains good workmanship throughout.
- Provides clear evidence of the different stages of construction.

PL3 – 3 Marks

- Follows a generally appropriate procedure.
- Measurements are mostly accurate.
- Assembly is functional with minor workmanship problems.
- Provides evidence of several construction stages.

PL2 – 2 Marks

- Construction sequence is poorly organised.
- Measurements contain noticeable errors.
- Several assembly problems are evident.
- Evidence of the construction process is limited.

PL1 – 1 Mark

- Construction procedure is poorly followed or absent.
- Measurements are inaccurate or missing.
- Device remains incomplete or poorly assembled.
- Little evidence of actual construction is presented.

D. Performance and Operation

Maximum: 7 Marks

PL4 – 7 Marks

- Device performs the intended task successfully.
- Produces a clear and reliable output.
- Operates repeatedly with minimal intervention.
- Demonstrates stable operation under suitable conditions.
- Can be operated safely.

PL3 – 4 Marks

- Device performs its intended function.
- Output is observable but may vary.

- Requires occasional adjustment.
- Minor operating problems are present.

PL2 – 3 Marks

- Device performs only part of the intended function.
- Output is weak or inconsistent.
- Requires frequent adjustment or assistance.

PL1 – 2 Marks

- Device demonstrates very limited functionality.
- Output is rarely achieved.
- Requires substantial assistance or fails to perform the intended task.

E. Strength and Reliability

Maximum: 7 Marks

PL4 – 7 Marks

- Device is strong, stable and securely assembled.
- Joints and connections are firm.
- Components remain in position during repeated operation.
- Construction can withstand normal handling.
- No obvious structural or operational hazards are present.

PL3 – 4 Marks

- Device is generally stable and strong.
- Most connections remain secure.
- A few minor weak points are visible.
- Device can withstand normal use.

PL2 – 2 Marks

- Device has several weak points.
- Some components become loose during operation.
- Repairs or adjustments may be required.

PL1 – 1 Mark

- Device is weak or unstable.
- Components detach easily.
- Device is unsuitable for repeated operation.

F. Creativity and Improvement

Maximum: 7 Marks

PL4 – 7 Marks

- Demonstrates a distinctive and creative approach.
- Improves an existing idea or develops an original solution.

- Shows effective problem-solving during construction.
- Suggests realistic ways of improving or expanding the device.

PL3 – 4 Marks

- Shows some creative modification of an existing idea.
- Makes useful improvements to the basic design.
- Suggests possible future improvements.

PL2 – 3 Marks

- Device follows a common design with limited modification.
- Creativity is evident only to a small extent.
- Suggested improvements are general or poorly developed.

PL1 – 2 Marks

- Device is largely copied without meaningful improvement.
- Little evidence of creative thinking.
- No practical improvement is suggested.

G. Presentation and Finish

Maximum: 6 Marks

PL4 – 6 Marks

- Device is exceptionally neat and well finished.
- Components are properly positioned and securely fixed.
- Surfaces and connections are clean.
- The final product is safe, attractive and easy to understand.

PL3 – 4 Marks

- Device is neat and presentable.
- Most components are properly arranged.
- Minor finishing problems are visible.
- Device is safe to handle.

PL2 – 3 Marks

- Device has an acceptable but basic finish.
- Some components are poorly arranged.
- Several unfinished areas are visible.

PL1 – 2 Marks

- Device is untidy or poorly finished.
- Components are loosely arranged.
- Poor presentation interferes with safe or effective use.

TASK 4: PRESENTING AND EXPLAINING THE DEVICE

Maximum: 10 Marks

A. Scientific Presentation

Maximum: 5 Marks

PL4 – 5 Marks

- Gives a logical and accurate explanation of the device.
- Correctly explains the function of the major components.
- Clearly describes the energy transformation process.
- Uses appropriate physics terminology.
- Explains energy losses such as friction, sound or heat where applicable.

PL3 – 3 Marks

- Gives a generally correct scientific explanation.
- Correctly identifies the main energy transformation.
- Explains most component functions.
- Minor scientific errors or omissions are present.

PL2 – 2 Marks

- Gives a partly correct explanation.
- Some component functions or energy transformations are confused.
- Scientific vocabulary is used inconsistently.

PL1 – 1 Mark

- Gives only a basic description.
- Contains several scientific errors.
- Does not adequately explain the energy transformation.

B. Practical Application and Energy Benefits

Maximum: 5 Marks

PL4 – 5 Marks

- Gives clear examples of how the device could be used in everyday life.
- Explains its relevance to a school or community energy need.
- Clearly discusses how the idea can support cleaner energy use or reduce dependence on fossil fuels.
- Identifies both advantages and limitations.

PL3 – 3 Marks

- Gives at least one suitable practical application.
- Explains generally how the device can contribute to an energy solution.
- Provides some discussion of its benefits.

PL2 – 2 Marks

- Gives a vague or general application.
- Connection to an energy challenge is weak.
- Benefits are poorly explained.

PL1 – 1 Mark

- Application is unclear or inappropriate.
- Makes little or no connection between the device and an energy solution.

TASK 5: PROJECT DOCUMENTATION AND REPORT

Maximum: 13 Marks

A. Quality and Completeness of the Project Report

Maximum: 10 Marks

PL4 – 10 Marks

The report:

- Clearly identifies a specific energy-related problem.
- Explains the background and purpose of the project.
- Clearly identifies the selected device and gives strong reasons for its selection.
- Presents the design and construction procedure in the correct sequence.
- Describes materials and tools used.
- Explains testing procedures and observations.
- Identifies challenges encountered during construction.
- Suggests realistic improvements.
- Explains practical applications of the device.
- Discusses the contribution of the device to sustainable energy use.
- Includes appropriate photographic evidence.

PL3 – 6 Marks

The report:

- Identifies the energy problem.
- Describes the selected device.
- Gives at least one reason for its selection.
- Provides most construction stages.
- Includes testing observations.
- Identifies either challenges or suggested improvements.
- Gives relevant applications.
- Includes most required photographs and supporting evidence.

PL2 – 4 Marks

The report:

- Mentions an energy problem but does not explain it clearly.
- Gives limited information about the device.
- Construction stages are incomplete.
- Testing information is brief.
- Challenges and improvements are poorly developed or missing.
- Applications are only generally discussed.
- Photographic evidence is limited.

PL1 – 2 Marks

The report:

- Does not clearly state the energy problem.
- Fails to identify the device adequately.
- Provides little or no construction information.
- Does not meaningfully document testing.
- Lacks photographs or other supporting evidence.
- Gives little information about applications.

B. Submission of Project Evidence

Maximum: 3 Marks

PL4 – 3 Marks

The learner/group submits:

1. The completed physical device.
2. The final design drawing with labels.
3. A clear explanation of operation.
4. A complete project report.
5. Appropriate photographs showing the device and project process.

PL3 – 2 Marks

- Submits the completed device.
- Provides the design and explanation.
- Submits a mostly complete report with supporting evidence.

PL2 – 1 Mark

- Submits some project components but important evidence is missing.

PL1 – 0 Marks

- Fails to provide the required project evidence.

OVERALL PERFORMANCE LEVEL GUIDE

Task	Maximum	PL4 – Exceeding Expectation	PL3 – Meeting Expectation	PL2 – Approaching Expectation	PL1 – Below Expectation
Task 1: Exploring and Planning	12	11–12	9–10	6–8	0–5
Task 2: Developing the Design	15	14–15	10–13	5–9	0–4

Task 3: Making the Device	40	37–40	25–36	12–24	0–11
Task 4: Presenting the Device	10	9–10	7–8	4–6	0–3
Task 5: Documentation and Report	13	12–13	9–11	6–8	0–5
TOTAL	**90**				

Performance Level Descriptions

PL4 – Exceeding Expectation:
The learner demonstrates a high level of understanding, independence, creativity, accuracy and practical competence.

PL3 – Meeting Expectation:
The learner demonstrates the expected knowledge, skills and competencies with only minor weaknesses.

PL2 – Approaching Expectation:
The learner demonstrates developing competence but requires improvement, guidance or additional practice.

PL1 – Below Expectation:
The learner demonstrates limited achievement of the expected competencies and requires substantial support.

LEARNER SCORE SHEET

School Name: _____

School Code: _____

Teacher's Name: _____

No.	Assessment No.	Learner's Name	Task 1 /12	Task 2 /15	Task 3 /40	Task 4 /10	Task 5 /13	Total /90
1								

2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Teacher's Signature: _____

Date: _____

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KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 PROJECT BASED ASSESSMENT 2026

GRADE 10 – POWER MECHANICS
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE:

DESIGN AND CONSTRUCTION OF A SIMPLE VEHICLE CHASSIS MODEL

Time: 2–3 weeks
Total Marks: 20

PROJECT TASK

Working **individually or in groups of not more than four learners**, design and construct a **simple scale model of a motor vehicle chassis** using locally available and safe materials.

The model should demonstrate an understanding of the Grade 10 Power Mechanics concepts of **vehicle chassis, road wheels, vehicle body, technical drawing, measurement, joining processes and workshop safety**.

MATERIALS

Learners may use suitable locally available materials such as:

- Cardboard or light sheet material
- Wooden strips
- Wire
- Bottle caps or suitable wheel substitutes
- Adhesive
- String
- Nuts and bolts where available
- Ruler and pencil
- Cutting tools under appropriate supervision

PROJECT REQUIREMENTS

The completed model should include:

1. A clearly identifiable **chassis/frame**.
2. At least **four road wheels** or suitable wheel representations.
3. A simple **vehicle body representation**.
4. Appropriate **joining methods**.
5. Accurate measurements based on a selected scale.
6. Neat finishing and proper labelling.
7. A preliminary **technical sketch** showing the intended design.

ASSESSMENT RUBRIC — 20 MARKS

Assessment Area	Marks
1. Project planning and technical sketch	**3**
Clear preliminary sketch	1
Appropriate dimensions/scale	1
Logical design plan	1
2. Chassis construction	**4**
Correct chassis structure	2
Strength and stability	1
Accuracy of construction	1
3. Road wheels and vehicle body	**4**
Four suitable road wheels provided	2
Vehicle body appropriately represented	1
Proper positioning/alignment	1
4. Joining processes and workmanship	**3**
Appropriate joining method selected	1
Strength of joints	1
Neat workmanship/finishing	1
5. Application of Power Mechanics knowledge	**3**
Correct identification of components	1

Correct explanation of functions	1
Relates model to a real vehicle	1
6. Workshop safety and environmental responsibility	**2**
Safe use of tools/materials	1
Proper handling/disposal of waste	1
7. Presentation and learner reflection	**1**
Clear presentation and reflection on challenges/solutions	1
TOTAL	**20**

PROJECT REPORT

Each learner/group should submit a brief report containing:

A. Project Title

Design and Construction of a Simple Vehicle Chassis Model

B. Objectives

State **three objectives** of the project.

C. Materials and Tools

List the materials and tools used.

D. Procedure

Describe the main steps followed from **planning → drawing → measuring → cutting/forming → joining → assembling → finishing**.

E. Technical Drawing

Attach the preliminary sketch of the proposed vehicle chassis and indicate important dimensions.

F. Joining Process

Identify the joining method(s) used and explain why they were selected.

G. Challenges and Solutions

State **two challenges** encountered and how they were solved.

H. Reflection

Explain what you learnt from undertaking the project.

TEACHER'S ASSESSMENT RECORD

Learner/Group: _____

Class: Grade 10

Project: Vehicle Chassis Model

Criterion	Score
Planning and technical sketch	/3
Chassis construction	/4
Road wheels and vehicle body	/4
Joining and workmanship	/3
Application of Power Mechanics knowledge	/3
Safety and environmental responsibility	/2
Presentation and reflection	/1
TOTAL	**/20**

Teacher's Comment:

_____
___
_____
___

Teacher's Name: _____

Signature: _____ **Date:** _____

Learner's Signature: _____

GRADE 10 POWER MECHANICS

ANSWERS / MARKING SCHEME

TOTAL: 20 MARKS

PROJECT: DESIGN AND CONSTRUCTION OF A SIMPLE VEHICLE CHASSIS MODEL

1. PROJECT PLANNING AND TECHNICAL SKETCH — 3 MARKS

Expected evidence

The learner should present a preliminary technical sketch similar to:

Marking

Requirement	Marks
Clear and recognisable preliminary sketch	1
Appropriate dimensions/scale indicated	1
Logical design showing arrangement of major components	1
Total	**3**

Accept any neat, technically meaningful alternative sketch.

2. CHASSIS CONSTRUCTION — 4 MARKS

Expected outcome

The completed model should have a clearly identifiable chassis/frame which:

- Has a suitable structural arrangement.
- Is sufficiently strong.
- Supports the body and wheels.
- Is reasonably accurate and symmetrical.

Marking

Requirement	Marks

Correctly constructed and identifiable chassis/frame	2
Chassis is reasonably strong and stable	1
Accurate construction according to the learner's plan	1
Total	**4**

Performance guide

2 marks: Chassis clearly constructed and performs its intended structural function.

1 mark: Chassis exists but has minor structural/design weaknesses.

0 marks: No identifiable chassis or construction is substantially incomplete.

3. ROAD WHEELS AND VEHICLE BODY — 4 MARKS

Expected outcome

The model should have:

- Four appropriately positioned wheels.
- A recognisable vehicle body.
- Wheels reasonably aligned with the chassis.

Marking

Requirement	Marks
Four suitable road wheels provided	2
Recognisable vehicle body	1
Wheels correctly positioned/aligned	1
Total	**4**

Acceptable wheel materials

Any safe, suitable material may be accepted, including:

- Bottle caps.
- Wooden discs.
- Cardboard discs.
- Plastic wheels.
- Other locally available suitable materials.

Do not award marks based on the cost or sophistication of materials.

4. JOINING PROCESSES AND WORKMANSHIP — 3 MARKS

Expected answers

The learner may identify and use joining processes such as:

- Adhesive bonding.
- Bolting.
- Screwing.
- Riveting.
- Welding, where appropriate and performed under proper supervision.

Marking

Requirement	Marks
Appropriate joining process selected and identified	1
Joints are sufficiently strong/secure	1
Neat workmanship and finishing	1
Total	**3**

Example learner response

"I used adhesive bonding to join the cardboard body to the chassis because it was suitable for the materials used and provided a firm joint."

Award 1 mark for an appropriate joining process with a reasonable explanation.

5. APPLICATION OF POWER MECHANICS KNOWLEDGE — 3 MARKS

The learner should be able to identify the major components of the model and explain their functions.

Expected answers

Chassis:
Provides the main supporting structure of the vehicle and supports major components.

Road wheels:
Support the vehicle and provide contact with the road to allow movement.

Vehicle body:
Provides the outer structure and protects/accommodates occupants and components.

Marking

Requirement	Marks
Correct identification of major components	1
Correct explanation of component functions	1
Clearly relates the model to an actual motor vehicle	1
Total	**3**

6. WORKSHOP SAFETY AND ENVIRONMENTAL RESPONSIBILITY — 2 MARKS

Expected evidence

The learner should demonstrate safe working practices such as:

- Wearing appropriate PPE.
- Handling cutting tools safely.
- Using tools correctly.
- Working under teacher supervision where necessary.
- Keeping the working area clean.
- Properly disposing of waste materials.
- Avoiding unnecessary wastage of materials.

Marking

Requirement	Marks
Demonstrates safe use and handling of tools/materials	1
Proper waste management and environmental responsibility	1
Total	**2**

7. PRESENTATION AND LEARNER REFLECTION — 1 MARK

Expected response

The learner should briefly explain:

- What was learnt.
- A challenge encountered.
- How the challenge was solved.

Example

"I learnt how the chassis supports the major parts of a vehicle. One challenge was keeping the wheels aligned. I solved this by measuring the wheel positions carefully before fixing them."

Award 1 mark for a clear and meaningful reflection.

COMPLETE 20-MARK SCHEME

No.	Assessment Area	Marks
1	Project planning and technical sketch	3
2	Chassis construction	4
3	Road wheels and vehicle body	4
4	Joining processes and workmanship	3
5	Application of Power Mechanics knowledge	3
6	Workshop safety and environmental responsibility	2
7	Presentation and learner reflection	1
TOTAL		**20**

PERFORMANCE LEVELS

Score	Performance Level	Description
17–20	Excellent	Highly accurate, functional, neat and demonstrates strong understanding of Power Mechanics
13–16	Very Good	Good construction and understanding with only minor weaknesses
9–12	Satisfactory	Meets most requirements but has noticeable weaknesses
5–8	Developing	Partially meets requirements and requires considerable improvement
0–4	Beginning	Incomplete project and limited evidence of the required competencies

TEACHER'S OBSERVATION SHEET

Learner/Group: _____
Grade: 10
Project: Vehicle Chassis Model

Criterion	Maximum	Score
Planning and technical sketch	3	____
Chassis construction	4	____
Road wheels and vehicle body	4	____
Joining and workmanship	3	____
Application of Power Mechanics knowledge	3	____
Safety and environmental responsibility	2	____
Presentation and reflection	1	____
TOTAL	**20**	**____ / 20**

Teacher's Comment:

_____
___
_____
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_____
__

Teacher's Name: _____

Signature: _____

Date: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – SPORTS AND RECREATION
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE

PLANNING, CONDUCTING AND EVALUATING A SCHOOL FITNESS AND RECREATION ACTIVITY

PROJECT SCENARIO

Your school intends to organize a **Grade 10 Fitness and Recreation Day** to promote physical fitness, healthy lifestyles, teamwork, recreation and sports participation.

As a Grade 10 Sports and Recreation learner, you have been selected to participate in planning and implementing one activity.

You are required to **identify a suitable physical fitness or recreational activity, prepare for it, conduct the activity safely, and evaluate its effectiveness**.

Examples of activities include:

- Circuit training.
- Aerobic exercise.
- Recreational football.
- Volleyball.
- Athletics activity.
- Skipping.
- Dance.
- Hiking/walking.
- Fitness challenge.
- Traditional recreational game.

- Flexibility activity.
- Muscular endurance activity.

PROJECT TASK

TASK 1: IDENTIFY AND PLAN THE ACTIVITY

4 MARKS

Choose **one suitable fitness or recreational activity**.

Complete the following:

1. Name of activity:

_____

2. Purpose of the activity:

_____
_
_____
_

3. Target participants:

_____
_
_____
_

4. Venue/facilities required:

_____
_
_____
_

5. Equipment/materials required:

_____
_
_____
_

6. Estimated duration:

_____

_

7. Number of participants:

_____

_

Assessment

Criterion	Marks
Appropriate activity selected	1
Clear purpose/objective	1
Appropriate facilities/equipment identified	1
Appropriate participants, duration and organization	1
Total	**4**

TASK 2: FITNESS OR RECREATIONAL ACTIVITY PLAN

4 MARKS

Prepare a simple programme showing how the activity will be conducted.

Stage	Activity	Duration	Organization
Warm-up			
Main activity			
Main activity			
Cool-down			

Assessment

Criterion	Marks
Appropriate warm-up	1
Appropriate main activity	1
Logical sequencing/time allocation	1

Appropriate cool-down	1
Total	**4**

TASK 3: IMPLEMENTATION OF THE ACTIVITY

5 MARKS

Conduct the planned activity under the supervision of the teacher.

During implementation, demonstrate the following:

A. Preparation

Prepare the venue and equipment before participants begin.

B. Demonstration

Demonstrate the correct procedure or technique.

C. Participation

Actively participate or assist participants in performing the activity.

D. Safety

Observe appropriate safety measures throughout the activity.

E. Organization

Manage participants, equipment and time effectively.

Assessment Rubric

Competency	Excellent	Good	Developing	Marks
Preparation and organization	Well prepared and organized	Adequately prepared	Requires assistance	1
Demonstration/technical execution	Accurate and confident	Generally accurate	Needs guidance	1
Participation/leadership	Actively leads and supports others	Participates appropriately	Limited participation	1

Safety practices	Consistently observes safety	Usually observes safety	Requires reminders	1
Management of activity	Effective time/equipment/participant management	Generally effective	Needs considerable guidance	1
Total				**5**

TASK 4: SAFETY AND INJURY PREVENTION 3 MARKS

Identify **three safety measures** that should be observed during your selected activity.

1.

_____

2.

_____

3.

_____

TASK 5: EVALUATION AND REFLECTION

4 MARKS

After completing the activity, answer the following questions.

(a) What was the main benefit of the activity to the participants? (1 mark)

_____

_____

(b) What aspect of the activity was successful? (1 mark)

_____

_____

(c) What challenge did you experience during the activity? (1 mark)

_____

_____

_

(d) Suggest one improvement you would make if the activity were conducted again. (1 mark)

_____

_

_____

_

TOTAL PROJECT MARKS: 20

Project Component	Marks
1. Identification and planning	4
2. Activity programme	4
3. Practical implementation	5
4. Safety and injury prevention	3
5. Evaluation and reflection	4
TOTAL	**20**

TEACHER'S ASSESSMENT RECORD

Learner: _____

Assessment Area	Maximum	Score
Activity identification and planning	4	____
Activity programme	4	____
Practical implementation	5	____
Safety and injury prevention	3	____
Evaluation and reflection	4	____
TOTAL	**20**	**____ / 20**

Teacher's Comment

_____

_

_____

_

_____

Teacher's Name: _____

Signature: _____

Date: _____

PROJECT EVIDENCE

The learner should submit a project file containing:

1. **Project title and objectives.**
2. **Activity plan/programme.**
3. **List of equipment/materials.**
4. **Safety measures.**
5. **Evidence of implementation**, where permitted by the school.
6. **Learner's evaluation and reflection.**
7. **Teacher's assessment record.**

GRADE 10 SPORTS AND RECREATION

END OF YEAR PROJECT – 2026

ANSWERS AND MARKING SCHEME

PROJECT: PLANNING, CONDUCTING AND EVALUATING A SCHOOL FITNESS AND RECREATION ACTIVITY

TOTAL: 20 MARKS

TASK 1: IDENTIFY AND PLAN THE ACTIVITY

4 MARKS

MODEL ANSWER

1. Name of activity:
Circuit training.

2. Purpose of the activity:
To improve learners' muscular endurance, cardiovascular endurance, coordination and general physical fitness.

3. Target participants:
Grade 10 learners.

4. Venue/facilities required:
School sports field/playground or suitable open space.

5. Equipment/materials required:
Cones/markers, skipping ropes, mats, balls and stopwatch.

6. Estimated duration:
45 minutes.

7. Number of participants:
20 learners.

MARKING

Criterion	Marks
Appropriate fitness/recreational activity identified	1
Clear and relevant purpose/objective	1
Appropriate venue and equipment identified	1
Appropriate participants and duration indicated	1
TOTAL	**4**

ACCEPTABLE ALTERNATIVES

Award full marks where a learner selects another appropriate activity such as:

- Athletics.
- Football.
- Volleyball.
- Basketball.
- Skipping.
- Aerobic exercise.
- Dance.
- Hiking.
- Recreational walking.
- Traditional games.
- Flexibility training.
- Fitness challenge.

The activity must be **appropriate, safe and relevant to Sports and Recreation**.

TASK 2: FITNESS OR RECREATIONAL ACTIVITY PLAN

4 MARKS

MODEL ANSWER

Stage	Activity	Duration	Organization
Warm-up	Jogging, arm rotations and dynamic movements	8 min	Learners arranged in lines/groups
Main activity	Squats and press-ups	8 min	Stations
Main activity	Skipping and shuttle runs	12 min	Small groups rotating between stations
Cool-down	Slow walking and appropriate stretching	7 min	Whole group

MARKING

1. Appropriate warm-up – 1 mark

Expected examples:

- Light jogging.
- Dynamic movements.
- Mobility exercises.
- Arm and leg movements.

2. Appropriate main activity – 1 mark

The activity should be relevant to the selected fitness/recreation activity.

3. Logical sequencing and time allocation – 1 mark

Award where:

- Warm-up precedes vigorous activity.
- Main activity follows warm-up.
- Cool-down follows the main activity.
- Reasonable time is allocated.

4. Appropriate cool-down – 1 mark

Examples:

- Slow walking.
- Gentle movement.
- Appropriate static stretching.
- Relaxation exercises.

TOTAL: 4 MARKS

TASK 3: IMPLEMENTATION OF THE ACTIVITY

5 MARKS

This component should preferably be assessed through **direct observation by the teacher**.

MODEL PERFORMANCE

The learner should:

1. Prepare the venue and equipment before the activity begins.
2. Explain the purpose and procedure of the activity.
3. Demonstrate the required skills or exercises correctly.
4. Organize participants appropriately.
5. Observe safety requirements.
6. Participate actively and/or lead other learners.
7. Manage equipment and time appropriately.
8. Conclude the activity properly.

MARKING RUBRIC

Competency	Expected Performance	Marks
Preparation and organization	Venue and equipment are appropriately prepared and participants organized	1
Demonstration/technical execution	Demonstrates the activity or technique correctly and confidently	1
Participation/leadership	Participates actively, guides and supports other learners	1
Safety practices	Consistently observes appropriate safety procedures	1
Activity management	Uses time, space, equipment and participants effectively	1
TOTAL		**5**

PERFORMANCE LEVEL GUIDANCE

EE: Performs independently, confidently and correctly.

ME: Performs correctly with minimal teacher assistance.

AE: Performs partially correctly but requires guidance.

BE: Requires considerable assistance.

TASK 4: SAFETY AND INJURY PREVENTION 3 MARKS

MODEL ANSWERS

Any **three** appropriate measures.

1. Warm-up:
Participants should perform an appropriate warm-up before strenuous activity.
(1 mark)

2. Safe equipment:
Equipment should be suitable, properly maintained and free from dangerous defects.
(1 mark)

3. Safe environment:
The playing/training area should be free from obstacles, slippery surfaces and other hazards.
(1 mark)

OTHER ACCEPTABLE ANSWERS

- Wear suitable sports footwear and clothing.
- Follow the rules of the activity.
- Maintain adequate space between participants.
- Provide appropriate supervision.
- Use correct techniques.
- Avoid excessive exertion.
- Allow adequate rest.
- Ensure proper hydration where appropriate.
- Stop activity when a participant is injured.
- Use appropriate protective equipment.
- Check equipment before use.
- Observe environmental/weather conditions.

Award 1 mark for each valid measure.

TOTAL: 3 MARKS

TASK 5: EVALUATION AND REFLECTION

4 MARKS

MODEL ANSWERS

(a) What was the main benefit of the activity to the participants?

The activity improved participants' physical fitness, teamwork and enjoyment while encouraging an active and healthy lifestyle.

(1 mark)

(b) What aspect of the activity was successful?

The participants were actively involved and completed the planned exercises successfully while observing the instructions and safety requirements.

(1 mark)

(c) What challenge did you experience during the activity?

Some participants had different fitness levels, while limited equipment made it necessary to organize participants into groups and rotate them through stations.

(1 mark)

(d) Suggest one improvement for future implementation.

More equipment and additional preparation time should be provided so that participants can spend less time waiting and more time participating.

(1 mark)

OTHER ACCEPTABLE RESPONSES

Learners may identify different genuine challenges and improvements, for example:

Challenges:

- Lack of equipment.
- Limited space.
- Time constraints.
- Different fitness levels.
- Poor weather.
- Difficulty coordinating participants.
- Limited facilities.

Improvements:

- Obtain additional equipment.
- Increase preparation time.
- Improve organization.
- Divide learners into smaller groups.
- Provide clearer instructions.
- Improve the activity venue.
- Increase supervision.

Award 1 mark for each relevant response.

TOTAL: 4 MARKS

COMPLETE MARKING SUMMARY

TASK	ASSESSMENT AREA	MARKS
1	Activity identification and planning	4
2	Activity programme	4
3	Practical implementation	5
4	Safety and injury prevention	3
5	Evaluation and reflection	4
TOTAL		**20**

OVERALL PROJECT PERFORMANCE RUBRIC

Score	Performance Level	General Description
17-	Exceeds Expectations	Demonstrates excellent planning, practical competence, safety awareness,

20		leadership and reflection
13-16	Meets Expectations	Demonstrates good understanding and competent implementation with minor weaknesses
9-12	Approaching Expectations	Demonstrates developing competence but requires some guidance
5-8	Below Expectations	Demonstrates limited competence and requires substantial support
0-4	Beginning	Demonstrates minimal evidence of the required competencies

TEACHER'S FINAL ASSESSMENT SHEET

Learner: _____

Component	Maximum Marks	Learner's Score
Activity identification and planning	4	____
Activity programme	4	____
Practical implementation	5	____
Safety and injury prevention	3	____
Evaluation and reflection	4	____
FINAL SCORE	**20**	**____ / 20**

TEACHER'S COMMENT

_____
_
_____
_
_____
_
_____
_

☐ Exceeds Expectations
☐ Meets Expectations
☐ Approaching Expectations
☐ Below Expectations

Teacher's Name: _____

Signature: _____

Date: _____

EVIDENCE TO SUPPORT THE 20-MARK ASSESSMENT

The teacher should retain or review the following evidence where practicable:

1. Learner's written activity plan.
2. Activity programme.
3. List of equipment/materials.
4. Observation of practical implementation.
5. Safety practices demonstrated.
6. Learner's evaluation/reflection.
7. Teacher's completed assessment sheet.

IMPORTANT: The practical implementation component should be assessed from the learner's **actual performance**, rather than awarding marks solely from the written project report.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: EPROJECT BASED ASSESSMENT 2026

GRADE 10 – THEATRE AND FILM
Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE

CREATE, REHEARSE AND PRESENT A SHORT THEATRE OR FILM PRODUCTION

PROJECT SCENARIO

Your school has identified a contemporary issue affecting young people and the community. As a Grade 10 Theatre and Film learner, you are required to work **individually or in a small production group** to develop and present a short creative production.

The production should communicate a clear message and demonstrate appropriate use of **scriptwriting, acting, directing, theatre/film technology and production design**.

Learners may choose **ONE** of the following themes:

1. Environmental conservation.
2. Responsible use of social media.
3. Peer pressure.
4. Cyberbullying.
5. Preservation of Kenyan cultural heritage.
6. Road safety.
7. Respect and peaceful coexistence.
8. Entrepreneurship among young people.
9. Responsible use of technology.
10. Any other relevant contemporary community issue approved by the teacher.

TASK REQUIREMENTS

A. SCRIPT/CONCEPT DEVELOPMENT

Prepare a short script or production concept containing:

1. **Title**
2. **Theme/topic**
3. **Characters**
4. **Setting/location**
5. **Plot/storyline**
6. **Dialogue or narration**
7. **Intended message**

For a film project, the learner should additionally prepare a **simple storyboard or shot plan**.

B. PRODUCTION

Produce a **5–10 minute presentation**.

The learner/group may choose either:

OPTION 1: THEATRE PRODUCTION

Present a short live theatrical performance using:

- Acting
- Dialogue
- Characterisation
- Voice
- Movement
- Costumes
- Make-up where appropriate
- Props
- Stage/set
- Lighting and/or sound

OPTION 2: SHORT FILM

Produce a short film using:

- Script
- Camera
- Appropriate shots
- Camera angles
- Acting
- Sound
- Lighting
- Editing
- Titles/credits

C. LEARNER'S PROJECT REPORT

Each learner should submit a brief report containing:

1. Project title

2. Purpose of the production

3. Theme/message

4. Characters and their roles

5. Production resources used

6. Production process

7. Challenges encountered

8. How the challenges were solved

9. What the learner learnt

10. Recommendations for improvement

ASSESSMENT RUBRIC – 20 MARKS

Assessment area	Performance indicator	Marks
1. Concept and theme	Clear, relevant and well-developed theme/message	**2**
2. Script/story development	Coherent storyline, appropriate characters and dialogue/narration	**3**
3. Acting/characterisation	Convincing portrayal of characters using voice, movement and expression	**3**
4. Directing/organisation	Effective coordination, blocking, sequencing and teamwork	**2**
5. Theatre/film technology	Appropriate use of camera, sound, lighting or other production technology	**3**
6. Production design	Effective use of costumes, make-up, props, set or location	**2**

7. Creativity and innovation	Original ideas and effective use of available/local resources	**2**
8. Production report/reflection	Clear documentation, challenges, solutions and learning outcomes	**2**
9. Presentation discipline	Time management, preparedness, safety and professional conduct	**1**
TOTAL		**20**

MARKING GUIDE

1. CONCEPT AND THEME – 2 MARKS

2 marks: Theme is highly relevant, clearly communicated and appropriate for the target audience.

1 mark: Theme is relevant but insufficiently developed.

0 marks: Theme is unclear or inappropriate.

2. SCRIPT/STORY DEVELOPMENT – 3 MARKS

Award:

- **1 mark** – Clear beginning/introduction.
- **1 mark** – Logical development/conflict.
- **1 mark** – Appropriate conclusion/resolution.

For film, the storyboard/shot plan may be considered as part of this criterion.

3. ACTING/CHARACTERISATION – 3 MARKS

Award:

- **1 mark** – Appropriate use of voice.
- **1 mark** – Effective movement/body language.
- **1 mark** – Convincing characterisation and emotional expression.

4. DIRECTING/ORGANISATION – 2 MARKS

Award:

- **1 mark** – Effective organisation and sequencing.
- **1 mark** – Appropriate positioning/blocking and coordination of performers.

5. THEATRE/FILM TECHNOLOGY – 3 MARKS

Award:

- **1 mark** – Appropriate selection/use of technology.
- **1 mark** – Effective sound/lighting/camera operation.
- **1 mark** – Technology enhances communication and quality of the production.

6. PRODUCTION DESIGN – 2 MARKS

Award:

- **1 mark** – Appropriate costumes, props, make-up and/or set.
- **1 mark** – Creative and functional arrangement of production elements.

7. CREATIVITY AND INNOVATION – 2 MARKS

Award:

- **1 mark** – Originality of ideas.
- **1 mark** – Innovative use of locally available or recycled resources.

8. PROJECT REPORT/REFLECTION – 2 MARKS

Award:

- **1 mark** – Clear documentation of the production process.
- **1 mark** – Meaningful reflection on challenges, solutions and learning.

9. PRESENTATION DISCIPLINE – 1 MARK

Award **1 mark** where the learner/group:

- Is adequately prepared.
- Observes safety requirements.
- Works within the allocated time.
- Demonstrates discipline and cooperation.

EXPECTED LEARNING OUTCOMES

By completing the project, the learner should demonstrate the ability to:

1. Develop a simple theatrical or film concept.
2. Apply principles of scriptwriting.
3. Create and portray characters.
4. Apply acting techniques.
5. Use stage movement and blocking.
6. Apply basic directing skills.
7. Use theatre and film technology appropriately.
8. Select and use production resources.
9. Work collaboratively and creatively.
10. Evaluate and reflect on a creative production.

TEACHER'S PROJECT ASSESSMENT SHEET

Learner's Name: _____

Admission No.: _____

Class: Grade 10

Project Title: _____

Criterion	Maximum	Score
Concept and theme	2	____
Script/story development	3	____
Acting/characterisation	3	____
Directing/organisation	2	____
Theatre/film technology	3	____
Production design	2	____
Creativity and innovation	2	____
Project report/reflection	2	____
Presentation discipline	1	____
TOTAL	**20**	**____ / 20**

Teacher's Comment:

_____

_____

_____

Teacher's Name: _____

Signature: _____ **Date:** _____

RECOMMENDED EVIDENCE TO BE SUBMITTED

The learner/group should provide:

- Final script or production concept.
- Storyboard/shot plan where applicable.
- List of characters and roles.
- Production photographs/video evidence where permitted.
- List of materials/equipment used.
- Final theatre presentation or short film.
- Individual project report/reflection.

TOTAL PROJECT SCORE: 20 MARKS

GRADE 10 THEATRE AND FILM TECHNOLOGY

END-OF-YEAR PRACTICAL PROJECT – SET 2

ANSWERS / MARKING SCHEME

TOTAL: 20 MARKS

Because this is a **practical and creative project**, there is no single model answer. The following is a **teacher's marking scheme**. Award marks for any valid, relevant and original response that satisfies the task.

1. PROJECT CONCEPT AND THEME – 2 MARKS

Expected learner response

The learner should identify:

- A suitable **title**.
- A clear and relevant **theme/contemporary issue**.
- A message appropriate for the intended audience.

Sample answer

Title: *The Choice We Make*
Theme: Peer pressure among young people.
Message: Young people should make responsible decisions and avoid negative peer influence.

Marking

Performance	Marks
Clear, relevant and well-developed theme with an appropriate message	2
Theme identified but weakly developed	1
Theme/message absent or irrelevant	0

Maximum: 2 marks

2. SCRIPT/STORY DEVELOPMENT – 3 MARKS

Sample answer

Title: *The Choice We Make*

Characters:

- Brian – a learner experiencing peer pressure.
- Kevin – a friend who encourages irresponsible behaviour.
- Amina – a friend who gives positive advice.
- Teacher – provides guidance.

Setting: School and neighbourhood.

Storyline:

Beginning: Brian meets Kevin and other friends after school. Kevin encourages him to engage in irresponsible behaviour.

Development: Brian follows his friends and begins neglecting his studies and responsibilities. Amina notices the change and tries to advise him.

Climax: Brian realizes that his decisions are affecting his education, relationships and future.

Ending: Brian seeks guidance from his teacher and decides to make responsible choices.

Marking

- Clear introduction/beginning – **1 mark**
- Logical development/conflict/climax – **1 mark**
- Appropriate conclusion/resolution – **1 mark**

Maximum: 3 marks

3. ACTING AND CHARACTERISATION – 3 MARKS

The learner should demonstrate effective portrayal of the assigned character.

Expected evidence

Voice

- Appropriate volume.
- Variation in pitch and tone.
- Clear pronunciation.
- Appropriate pace.

Movement

- Appropriate gestures.
- Suitable body posture.
- Controlled stage movement.

Characterisation

- Convincing portrayal of the character.
- Appropriate facial expressions.
- Appropriate emotional responses.

Marking

Skill	Marks
Effective use of voice	1
Appropriate movement/body language	1
Convincing characterisation/emotional expression	1
Total	**3**

4. DIRECTING AND ORGANISATION – 2 MARKS

Expected learner evidence

The director/learner should:

- Organise performers effectively.
- Plan entrances and exits.
- Position actors appropriately.
- Coordinate scenes.
- Guide performers during rehearsals.
- Maintain logical sequence of events.

Marking

- Effective organisation and sequencing – **1 mark**
- Appropriate blocking/positioning and coordination – **1 mark**

Maximum: 2 marks

5. THEATRE/FILM TECHNOLOGY – 3 MARKS

For a Theatre Production

The learner may demonstrate use of:

- Microphones.
- Speakers.
- Sound effects.
- Lighting.
- Music.
- Audio playback equipment.

For a Film Production

The learner may demonstrate:

- Camera/smartphone camera.
- Appropriate camera shots.
- Camera angles.
- Microphone/audio recording.
- Lighting.
- Video-editing software.

Marking

- Appropriate selection/use of technology – **1 mark**
- Effective use of sound, lighting and/or camera technology – **1 mark**
- Technology contributes to the quality and communication of the production – **1 mark**

Maximum: 3 marks

6. PRODUCTION DESIGN – 2 MARKS

Expected learner evidence

Depending on the chosen production:

- Costumes.
- Make-up.
- Props.
- Backdrop.
- Stage set.
- Location.
- Furniture.
- Appropriate scenery.

Sample response

For a school scene, learners may use:

- School uniforms as costumes.
- Desks and chairs as stage furniture.
- Books and bags as props.
- Classroom as the setting.

Marking

- Appropriate costumes, props, make-up, set and/or location – **1 mark**
- Effective, functional and creative arrangement – **1 mark**

Maximum: 2 marks

7. CREATIVITY AND INNOVATION – 2 MARKS

Expected evidence

The learner should demonstrate:

- Original ideas.
- Creative presentation.
- Imaginative use of available resources.
- Appropriate use of recycled/local materials.
- Innovative storytelling or performance techniques.

Examples

- Using cardboard to create a backdrop.
- Using old clothes as costumes.
- Creating safe props from recycled materials.
- Using locally relevant characters and situations.
- Integrating music, movement or storytelling creatively.

Marking

- Originality of ideas – **1 mark**
- Innovative use of local/recycled resources – **1 mark**

Maximum: 2 marks

8. PROJECT REPORT AND REFLECTION – 2 MARKS

The learner should submit a brief report.

Model answer

Project Title: *The Choice We Make*

Purpose: To educate young people about the dangers of negative peer pressure.

Production process: The group developed the story, assigned characters, wrote dialogue, rehearsed scenes and presented the final production.

Challenges: Limited costumes and sound equipment.

Solutions: The group used available school uniforms, borrowed props and used a mobile phone for recording.

What I learnt: I learnt how to develop characters, work as part of a production team and use theatre techniques to communicate a message.

Marking

- Clear documentation of the production process – **1 mark**
- Meaningful reflection on challenges, solutions and learning – **1 mark**

Maximum: 2 marks

9. PRESENTATION DISCIPLINE – 1 MARK

Award **1 mark** if the learner/group:

- Is prepared.
- Observes safety requirements.
- Works within the allocated time.
- Cooperates with other performers.
- Handles equipment responsibly.
- Demonstrates discipline throughout the production.

Maximum: 1 mark

COMPLETE PROJECT MARKING GRID

No.	Assessment area	Maximum	Score
1	Concept and theme	2	____
2	Script/story development	3	____
3	Acting/characterisation	3	____
4	Directing/organisation	2	____
5	Theatre/film technology	3	____
6	Production design	2	____
7	Creativity and innovation	2	____
8	Project report/reflection	2	____
9	Presentation discipline	1	____
	TOTAL	**20**	**____ / 20**

PERFORMANCE LEVEL GUIDE

For consistency across learners, the teacher may use the following interpretation:

Score	Performance level	Description
18-20	Excellent	Highly creative, technically competent, well-organised and convincing production
15-17	Very Good	Strong understanding and effective practical application with minor weaknesses
12-14	Good	Satisfactory achievement of most project requirements
9-11	Moderate	Some requirements achieved but significant areas need improvement
5-8	Below Expected	Limited application of Theatre and Film skills
0-4	Minimal	Very little evidence of the required competencies

TEACHER'S FINAL ASSESSMENT RECORD

Learner: _____

Class: Grade 10
Project: Theatre and Film Production
Date: _____

Criterion	Marks Awarded
Concept and theme	____ / 2
Script/story development	____ / 3
Acting/characterisation	____ / 3
Directing/organisation	____ / 2
Theatre/film technology	____ / 3
Production design	____ / 2
Creativity and innovation	____ / 2
Report/reflection	____ / 2
Presentation discipline	____ / 1
FINAL SCORE	**_____ / 20**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – WOOD TECHNOLOGY
LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

PROJECT TITLE:

DESIGNING AND MAKING A SMALL WOODEN HOUSEHOLD/CLASSROOM PRODUCT

Time: To be completed over an appropriate school workshop period.

PROJECT TASK

Each learner is required to **design and make one useful small wooden product** using locally available timber and appropriate woodworking tools.

The learner may choose **ONE** of the following:

- Small book stand
- Wooden phone stand
- Small stool
- Wall-mounted key holder
- Small serving tray
- Desk organiser
- Small bookshelf
- Coat hanger
- Wooden storage box
- Simple plant stand

The final product should demonstrate the learner's ability to **plan, measure, mark out, cut, shape, join, assemble and finish wood safely and accurately**.

SECTION C: RELATED DRAWINGS

INTEGRATED WITH SECTION B

The following drawing task forms part of Question 15.

Drawing Task

A learner is required to design a simple wooden furniture item.

Make a neat freehand sketch of ONE simple furniture item of your choice and show the main parts of the item.

Examples include:

- Stool
- Small table
- Bookshelf
- Chair
- Bedside table

(5 marks)

Assessment of the sketch:

- Appropriate furniture design — **1 mark**
- Correct proportion — **1 mark**
- Clear representation of parts — **1 mark**
- Neatness — **1 mark**
- Appropriate use of drawing conventions — **1 mark**

PROJECT REQUIREMENTS

The learner should:

1. Identify a need

Explain the problem or need that the proposed wooden product will address.

2. Prepare a design

Produce a **freehand or instrument-drawn sketch** of the proposed product and clearly label its major parts and dimensions.

3. Prepare materials and tools

Identify the timber, other materials, tools and equipment required.

4. Prepare the timber

Select suitable timber and carry out appropriate measuring, marking, cutting and surface preparation.

5. Construct the product

Use appropriate woodworking techniques and at least **one suitable woodwork joint** where applicable.

6. Finish the product

Prepare the surface and apply an appropriate wood finish.

7. Observe safety

Demonstrate correct workshop safety and housekeeping throughout the project.

8. Evaluate the product

State whether the finished product meets the intended purpose and suggest improvements.

PROJECT DOCUMENTATION

Each learner should submit a short project record containing:

A. Project title

B. Problem/need identified

C. Objectives

D. Design/sketch with dimensions

E. Materials required

F. Tools and equipment required

G. Procedure followed

H. Safety precautions observed

I. Challenges encountered and solutions

J. Evaluation of the finished product

K. Suggestions for improvement

ASSESSMENT RUBRIC

Assessment Area	Criteria	Marks

1. Identification of need	Clearly identifies a relevant practical need/problem and explains the purpose of the product	**2**
2. Design and drawing	Produces a clear, appropriate and labelled sketch with relevant dimensions	**3**
3. Selection of materials and tools	Selects suitable timber, materials, tools and equipment	**2**
4. Measuring and marking out	Measures and marks accurately using appropriate tools and techniques	**2**
5. Cutting and shaping	Carries out cutting, planing, shaping and other processes accurately	**2**
6. Joining and assembly	Makes appropriate joint(s), assembles components correctly and produces a firm structure	**3**
7. Surface preparation and finishing	Prepares surfaces appropriately and applies a suitable finish neatly	**2**
8. Safety and housekeeping	Consistently observes workshop safety rules, PPE requirements and maintains a clean work area	**2**
9. Evaluation and creativity	Evaluates the product and demonstrates creativity, functionality and improvement ideas	**2**
TOTAL		**20**

PERFORMANCE RUBRIC

1. IDENTIFICATION OF NEED – 2 MARKS

2 marks: Clearly identifies a genuine need and explains how the proposed product will address it.

1 mark: Identifies a need but gives limited explanation.

0 marks: No relevant need identified.

2. DESIGN AND DRAWING – 3 MARKS

3 marks: Clear, well-proportioned and labelled design with appropriate dimensions.

2 marks: Generally clear design with some labels/dimensions.

1 mark: Basic/incomplete sketch.

0 marks: No meaningful design.

3. MATERIALS AND TOOLS – 2 MARKS

2 marks: Correctly selects suitable timber, materials and tools and gives appropriate reasons.

1 mark: Identifies some suitable materials/tools.

0 marks: Materials/tools are inappropriate or absent.

4. MEASURING AND MARKING – 2 MARKS

2 marks: Measures and marks accurately, independently and safely.

1 mark: Performs the operation with minor assistance/errors.

0 marks: Unable to measure or mark out appropriately.

5. CUTTING AND SHAPING – 2 MARKS

2 marks: Cuts and shapes components accurately with good workmanship.

1 mark: Performs the processes with minor inaccuracies.

0 marks: Unable to perform the required processes appropriately.

6. JOINING AND ASSEMBLY – 3 MARKS

3 marks: Joints are accurate, strong, properly fitted and the product is securely assembled.

2 marks: Product is adequately assembled but has minor inaccuracies.

1 mark: Assembly is weak or has significant inaccuracies.

0 marks: Product is not successfully assembled.

7. SURFACE PREPARATION AND FINISHING – 2 MARKS

2 marks: Surface is smooth, clean and appropriately finished with a neat appearance.

1 mark: Surface/finish is acceptable but has minor defects.

0 marks: Product is poorly prepared or unfinished.

8. SAFETY AND HOUSEKEEPING – 2 MARKS

2 marks: Consistently observes safety procedures, uses tools correctly, uses appropriate PPE and maintains excellent housekeeping.

1 mark: Generally safe but requires occasional reminders.

0 marks: Repeatedly ignores safety procedures or creates unsafe conditions.

9. EVALUATION AND CREATIVITY – 2 MARKS

2 marks: Product is functional, demonstrates creativity and includes a meaningful evaluation with realistic suggestions for improvement.

1 mark: Product is functional but demonstrates limited creativity/evaluation.

0 marks: No meaningful evaluation or product does not serve its intended purpose.

TEACHER'S PROJECT ASSESSMENT RECORD

Learner: _____

Admission No.: _____

Class: Grade 10 _____

Project: _____

Component	Maximum	Score
Identification of need	2	____
Design and drawing	3	____
Materials and tools	2	____
Measuring and marking	2	____
Cutting and shaping	2	____
Joining and assembly	3	____
Surface preparation and finishing	2	____
Safety and housekeeping	2	____
Evaluation and creativity	2	____
TOTAL	**20**	**____ / 20**

Teacher's Comment:

_____
___
_____
___
_____
___

Teacher's Name: _____

Signature: _____

Date: _____

MARKING SCHEME

TOTAL: 20 MARKS

Since this is a **practical project**, there is no single model product that every learner must reproduce. The marking scheme below gives the expected evidence and performance standards for **any approved small wooden product**.

1. IDENTIFICATION OF NEED

2 MARKS

Expected answer:
The learner should identify a genuine practical problem or need and propose a wooden product that addresses it.

Award:

- **2 marks** – Clearly identifies a relevant need/problem and explains how the proposed product will solve or address the need.
- **1 mark** – Identifies a relevant need but explanation is incomplete.
- **0 marks** – No relevant need identified.

Examples of acceptable responses:

Product	Possible need addressed
Phone stand	Provides a convenient and stable place for holding a phone
Book stand	Holds books at a suitable reading angle
Key holder	Prevents loss and disorganisation of keys
Storage box	Provides storage for small items
Desk organiser	Keeps stationery and other materials organised
Small stool	Provides a simple seat
Bookshelf	Provides organised storage for books

2. DESIGN AND DRAWING

3 MARKS

The learner should produce a **clear sketch of the proposed product**, showing important parts and dimensions.

Award:

- **1 mark** – Appropriate sketch/design produced.
- **1 mark** – Major parts/components clearly labelled.
- **1 mark** – Appropriate dimensions indicated.

Full-mark evidence:

The drawing should:

- Relate directly to the proposed product.
- Show the general shape and construction.
- Include major components.
- Include realistic dimensions.
- Be sufficiently clear for another person to understand the proposed construction.

3. SELECTION OF MATERIALS AND TOOLS

2 MARKS

Expected answer:

The learner should identify appropriate:

Materials, such as:

- Suitable timber.

- Wood adhesive.
- Screws/nails/dowels where required.
- Sandpaper.
- Wood filler.
- Paint, varnish, polish, stain or other suitable finish.

Tools, such as:

- Steel rule/tape measure.
- Pencil/marking knife.
- Try square.
- Marking gauge.
- Hand saw.
- Jack/block plane.
- Chisel.
- Mallet.
- Screwdriver.
- Hammer.
- Clamps/vice.
- Sanding equipment.

Award:

- **1 mark** – Selects appropriate materials for the project.
- **1 mark** – Selects appropriate tools/equipment.

4. MEASURING AND MARKING OUT

2 MARKS

Expected performance:

The learner should:

1. Select an appropriate reference edge/end.
2. Measure dimensions accurately.
3. Mark required lengths and widths.
4. Use suitable marking tools.
5. Check measurements before cutting.
6. Use a try square where a right-angle line is required.

Award:

- **2 marks** – Measures and marks accurately, uses appropriate tools and works independently.
- **1 mark** – Measures and marks adequately but with minor errors or assistance.
- **0 marks** – Unable to carry out accurate measuring and marking.

5. CUTTING AND SHAPING

2 MARKS

Expected performance:

The learner should:

- Select the correct saw/tool.
- Secure the workpiece.
- Follow the marked line.
- Cut accurately.
- Plane or shape surfaces appropriately.
- Avoid unnecessary wastage of timber.
- Produce components of the required dimensions.

Award:

- **2 marks** – Accurate cutting and shaping with good workmanship.
- **1 mark** – Cutting/shaping completed but with minor inaccuracies.
- **0 marks** – Unable to carry out the required operation satisfactorily.

6. JOINING AND ASSEMBLY

3 MARKS

The learner should use an appropriate woodwork joint or joining method suitable for the selected product.

Acceptable joining methods include:

- Butt joint.
- Housing joint.
- Halving joint.
- Mortise and tenon joint.
- Dovetail joint.
- Dowel joint.
- Mitre joint.
- Screwed joint.
- Nailed joint.
- Adhesive joint.

Award:

- **1 mark** – Appropriate joint/joining method selected.
- **1 mark** – Components are accurately fitted/aligned.
- **1 mark** – Final assembly is firm, strong and functional.

Full-mark performance:

The assembled product should:

- Be stable.
- Have properly fitting components.
- Have joints that are reasonably neat.
- Be free from major gaps.
- Be suitable for its intended purpose.

7. SURFACE PREPARATION AND FINISHING

2 MARKS

Expected procedure:

The learner should:

1. Inspect the surface.
2. Remove major tool marks.
3. Fill appropriate holes/cracks.
4. Plane or scrape rough areas.
5. Sand progressively.
6. Remove dust.
7. Apply an appropriate finish.

Acceptable finishes:

- Varnish.
- Paint.
- Wax.
- Polish.
- Wood stain.
- Oil.
- Lacquer.
- Suitable sealer/finish.

Award:

- **1 mark** – Surface appropriately prepared and made reasonably smooth.
- **1 mark** – Appropriate finish applied neatly.

8. SAFETY AND HOUSEKEEPING

2 MARKS

Expected safety practices:

The learner should:

- Wear appropriate PPE.
- Handle tools correctly.
- Secure the workpiece before cutting or shaping.
- Keep hands away from cutting edges.
- Use tools only for their intended purposes.
- Maintain a clean work area.
- Store tools safely after use.
- Dispose of wood waste appropriately.
- Follow instructions when using adhesives and finishes.
- Maintain proper ventilation where necessary.

Award:

- **2 marks** – Consistently demonstrates safe working practices and excellent housekeeping.
- **1 mark** – Generally observes safety procedures but needs occasional reminders.
- **0 marks** – Frequently ignores safety requirements or creates unsafe conditions.

9. EVALUATION AND CREATIVITY

2 MARKS

The learner should evaluate the completed product.

Expected evaluation points:

The learner may comment on:

- Functionality.
- Strength.
- Accuracy.
- Appearance.
- Stability.
- Durability.
- Suitability of materials.
- Quality of finish.
- Ease of use.
- Areas requiring improvement.

Award:

- **1 mark** – Gives a meaningful evaluation of whether the product meets its intended purpose.
- **1 mark** – Demonstrates creativity and/or gives realistic suggestions for improvement.

CONSOLIDATED MARKING SCHEME

No.	Assessment Area	Expected Evidence	Marks
1	Identification of need	Relevant problem/need and appropriate proposed solution	**2**
2	Design and drawing	Clear sketch, labels and dimensions	**3**
3	Materials and tools	Appropriate materials and tools selected	**2**
4	Measuring and marking	Accurate measurement and marking	**2**
5	Cutting and shaping	Accurate and safe cutting/shaping	**2**
6	Joining and assembly	Appropriate, accurate, strong assembly	**3**
7	Surface preparation and finishing	Smooth preparation and suitable finish	**2**
8	Safety and housekeeping	Safe tool use, PPE and clean workspace	**2**
9	Evaluation and creativity	Functional evaluation, creativity/improvement	**2**
	TOTAL		**20**

SAMPLE COMPLETED PROJECT ANSWER

Project: Wooden Phone Stand

A. Identified need – 2 marks

Problem: Phones are often placed flat on desks where they are difficult to view and may easily fall.

Solution: Make a small wooden phone stand that holds a phone securely in an upright or inclined position.

Score: 2/2

B. Design – 3 marks

The learner should provide a labelled drawing showing:

- Base.
- Back support.
- Front retaining lip.
- Phone-supporting surface.
- Appropriate dimensions.

Score: 3/3 where all requirements are correctly demonstrated.

C. Materials and tools – 2 marks

Materials:

- Timber.
- Wood adhesive.
- Small screws where necessary.
- Sandpaper.
- Varnish or paint.

Tools:

- Steel rule.
- Pencil.
- Try square.
- Hand saw.
- Plane.
- Chisel.
- Hammer/screwdriver.
- Clamps.

Score: 2/2

D. Measuring and marking – 2 marks

The learner measures the required components according to the design and marks the cutting lines accurately using a steel rule, pencil and try square.

Score: 2/2 if accurately performed.

E. Cutting and shaping – 2 marks

The learner:

- Secures the timber.
- Cuts components along marked lines.
- Shapes edges appropriately.
- Planes rough surfaces.

Score: 2/2 for accurate workmanship.

F. Joining and assembly – 3 marks

The learner joins the components using a suitable method, such as adhesive, screws or an appropriate joint.

The completed stand should be:

- Firm.
- Properly aligned.
- Stable.
- Functional.

Score: 3/3 if all are demonstrated.

G. Surface preparation and finishing – 2 marks

The learner:

1. Sands the surfaces.
2. Removes dust.
3. Applies varnish, paint, stain, polish or another appropriate finish.

Score: 2/2 for good preparation and neat finish.

H. Safety and housekeeping – 2 marks

The learner:

- Uses appropriate PPE.
- Handles tools correctly.
- Secures timber before cutting.
- Keeps hands away from cutting edges.
- Cleans the workstation.
- Stores tools correctly.

Score: 2/2 where consistently demonstrated.

I. Evaluation and creativity – 2 marks

Sample evaluation:

The phone stand is stable and holds the phone securely at a convenient viewing angle. The timber was easy to work and the final finish improved its appearance. The design could be improved by adding a cable-access slot at the back so that the phone can be charged while on the stand.

Score: 2/2

FINAL PROJECT SCORE

Component	Marks
Identification of need	2
Design and drawing	3
Materials and tools	2
Measuring and marking	2
Cutting and shaping	2
Joining and assembly	3
Surface preparation and finishing	2
Safety and housekeeping	2
Evaluation and creativity	2
TOTAL	**20/20**

TEACHER'S FINAL ASSESSMENT

Learner's Score: _____ / 20

Performance Level: _____

Teacher's Comment:

_____
___
_____
___
_____
___

Teacher's Name: _____

Signature: _____

Date: _____