

# COMPETENCY-BASED EDUCATION **CBE**

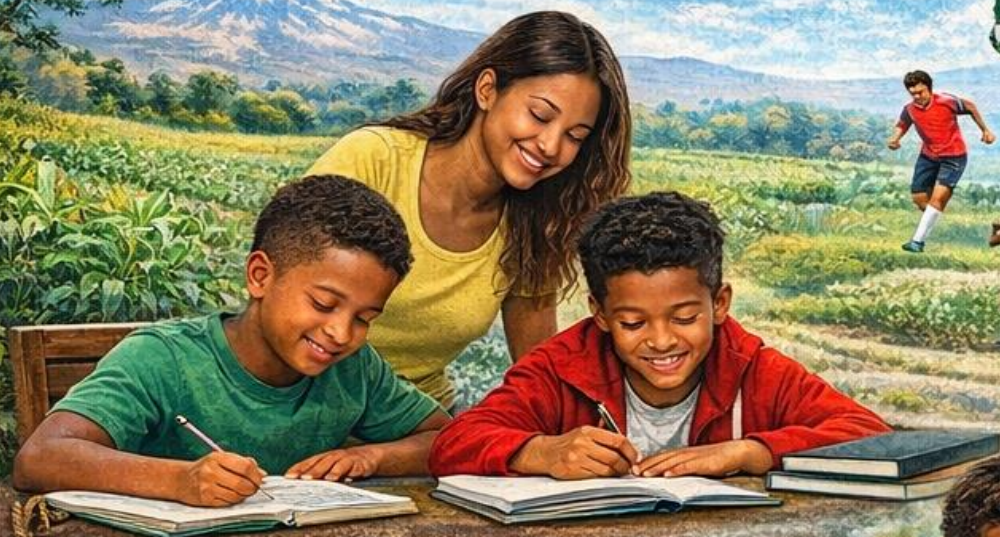
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

## **K.J.S.E.A**

APRIL HOLIDAY ASSIGNMENT 2026

**QUESTION BOOKLET**

**GRADE 9**



THIS BOOKLET CONTAINS ASSIGNMENTS ON:

- SOCIAL STUDIES
- KISWAHILI
- ISLAMIC RELIGIOUS EDUCATION
- HINDU RELIGIOUS EDUCATION
- CHRISTIAN RELIGIOUS EDUCATION
- INTEGRATED SCIENCE
- GERMAN
- ENGLISH
- FRENCH
- AGRICULTURE
- PRETECHNICAL STUDIES
- MANDARIN CHINESE

*"Knowledge is the light that illuminates the path to your future."*



**AUTHORS: COMPETENCE KENYA EDUCATION GROUP**

# MANDARIN ANSWERS

## Section A: Matching Class Items

No.	English Word	Mandarin Correct Answer
1	Pen	bǐ (笔)
2	Book	shū (书)
3	Chair	yǐzi (椅子)
4	Table	zhuōzi (桌子)
5	Bag	shūbāo (书包)

## Section B: Greetings in Mandarin

No.	Mandarin	English Correct Answer
1	Nǐ hǎo	Hello
2	Zǎo ān	Good morning
3	Wǎn ān	Good night
4	Zàijiàn	Goodbye
5	Xièxiè	Thank you

## Section C: Numbers in Mandarin (1–20)

1. yī (一)
2. èr (二)
3. sān (三)
4. sì (四)
5. wǔ (五)
6. liù (六)
7. qī (七)
8. bā (八)
9. jiǔ (九)
10. shí (十)
11. shí yī (十一)
12. shí èr (十二)
13. shí sān (十三)
14. shí sì (十四)
15. shí wǔ (十五)
16. shí liù (十六)
17. shí qī (十七)
18. shí bā (十八)
19. shí jiǔ (十九)
20. èr shí (二十)

## Section D: Family Members in Mandarin

1. Mother: mǔqīn (母亲)
2. Father: fùqīn (父亲)
3. Older brother: gēge (哥哥)

4. Older sister: jiějie (姐姐)
5. Younger brother: dìdì (弟弟)
6. Younger sister: mèimei (妹妹)
7. Grandfather: yéye (爷爷)
8. Grandmother: nǎinai (奶奶)

### Section E: Body Parts in Mandarin

1. Head: tóu (头)
2. Eye: yǎn jing (眼睛)
3. Hand: shǒu (手)
4. Foot: jiǎo (脚)
5. Mouth: zuǐ (嘴)
6. Nose: bízi (鼻子)
7. Ear: ěrduo (耳朵)
8. Leg: tuǐ (腿)

### Section F: Match Chinese Characters to Pinyin

Chinese Character	Correct Pinyin
学生	xuéshēng
老师	lǎoshī
水	shuǐ
火	huǒ
猫	māo

### Section G: Animals in Mandarin

1. Dog: gǒu (狗)
2. Cat: māo (猫)
3. Elephant: dà xiàng (大象)
4. Tiger: lǎohǔ (老虎)
5. Bird: niǎo (鸟)
6. Fish: yú (鱼)

### Section H: Writing (Example Sentences)

- Wǒ jiào Cylus. (我叫Cylus。)
- Wǒ shí sì suì. (我十四岁。)
- Wǒ zhù zài Nairobi. (我住在Nairobi。)
- Wǒ xǐhuān māo. (我喜欢猫。)
- Wǒ xǐhuān tīng yīnyuè. (我喜欢听音乐。)

## SOCIAL STUDIES

### SECTION A: Multiple Choice Answers (ABCD)

1. **D** – Strain on resources (This is a negative effect, others are positive)
2. **A** – Failing to manage emotions
3. **A** – Involves others (Unhealthy relationships do not involve others positively)
4. **B** – Homo Sapiens
5. **C** – Relief (All others influence weather and climate)
6. **D** – Cutting down trees (This worsens climate change)
7. **A** – Respecting human rights (Also C and D could apply: open-mindedness, tolerance)
8. **C** – Family background (Not a primary factor in career selection)
9. **C** – Late Stone Age
10. **B** – Storey buildings (Not evidence of African technology)
11. **A** – Ocean currents (Not a cause of earth movements)
12. **D** – Understanding and empathizing with others' emotions (This helps resolution, not a barrier)
13. **B** – High life expectancy
14. **B** – Good access to education (This is not a cause of poverty)
15. **A** – USA
16. **B** – Disrespecting court orders
17. **A** – Integrity
18. **C** – Headed by a chief (Asante had centralized kingship, not just a chief)
19. **A** – Barter trade
20. **D** – Atlas maps (Atlas is a collection of maps, not a map type)

### SECTION B: Structured Questions – Possible Answers

#### 21a. Economic activities in Tala Town

- i. Farming / Agriculture
- ii. Trading / Business
- iii. Transportation

#### 21b. Missing map elements

- ii. Scale

#### 21c. Likely transported via the airstrip

- tourists

#### 21d. Means of transport

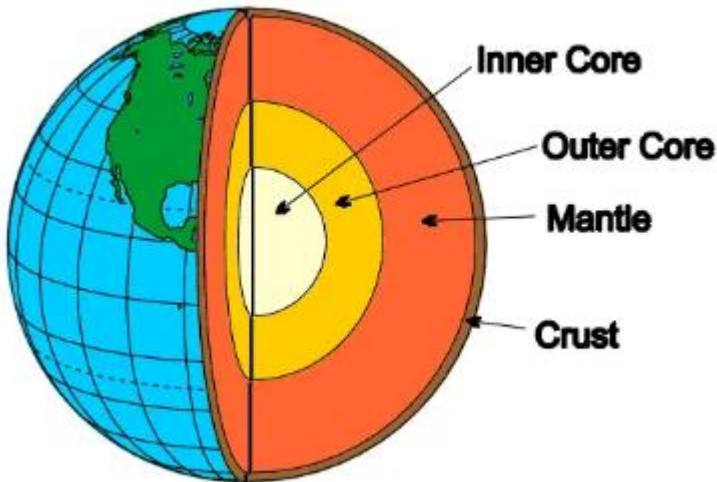
- i. Road / Vehicles
- ii. Railway
- iii. Air transport / Planes

#### 22. Time difference calculation

- Difference in longitude =  $35^{\circ}\text{E} - (-10^{\circ}\text{W}) = 45^{\circ}$
- Each  $15^{\circ} = 1$  hour  $\rightarrow 45 \div 15 = 3$  hours
- Town H is ahead  $\rightarrow 3:10$  p.m. + 3 hours = **6:10 p.m.**

### 23. Internal structure of the Earth

- i. Crust
- ii. Mantle
- iii. Outer core
- iv. Inner core



### 24. Importance of weather

- a) Farmer – Helps plan planting and harvesting
- b) Pilot – Determines safe flying conditions
- c) Fisherman – Influences fishing activities
- d) School children – Affects school attendance / activities

### 25. Ways to preserve historical information

- i. Writing / Documentation
- ii. Oral traditions / Storytelling
- iii. Archaeological records
- iv. Museums / Monuments

### 26. Factors leading to growth of Ancient Egypt

- i. Fertile land (Nile floodplains)
- ii. Access to water (Nile river)
- iii. Favorable climate
- iv. Trade routes / Minerals/powerful kings/trading/agriculture/farming

### 27a. Characteristics of vegetation zone W

- i. Dense forest/canopy/climbers/few undergrowth
- ii. Tall trees / Evergreen
- iii. High rainfall

## **27b. Ancient kingdom in country X**

- Great Zimbabwe Kingdom

## **27c. Crops grown in region Y**

- Millet
- Sorghum
- Wheat
- Barley/grapes

## **27d. Characteristics of climatic region Z**

- Low rainfall / high evaporation/
- High temperatures / Hot

## **28. Differences in population structure (Kenya vs Germany)**

- Kenya: Broad base (high birth rate), Germany: Narrow base (low birth rate)
- Kenya: Low life expectancy, Germany: High life expectancy

## **29. Factors determining population structure**

- Birth rate / fertility rate/
- Death rate / mortality rate
- Migration

## **30. Effects of overexploitation of natural resources**

- Environmental degradation
- Increased poverty
- Food insecurity

## **31. Causes of poverty in Africa**

- Unemployment
- Limited access to education
- Limited access to credit
- Political instability
- Poor infrastructure / Corruption

## **32. Types of indigenous knowledge systems**

- Environmental conservation – Using natural resources sustainably, traditional farming methods
- Arts – Traditional dances, music, sculptures
- Education – Oral teaching, apprenticeship, passing knowledge through generations

## **33. Leadership principles in the Constitution of Kenya**

- Accountability
- Integrity
- Transparency
- Rule of law

## **34. Ways children's rights are violated**

- Child labor
- Denial of education
- Child abuse / neglect
- Early marriages
- Discrimination

**35. Qualities of a global citizen**

- i. Respect for human rights
- ii. Tolerance / Open-mindedness
- iii. Social responsibility
- iv. Environmental awareness
- v. Peaceful conflict resolution

**36. Factors influencing weather and climate**

- i. Latitude
- ii. Altitude
- iii. Ocean currents
- iv. Relief / Mountains
- v. Atmospheric pressure / Winds

**37. Elements of marginal information on a map**

- i. Scale/publisher/copyright/longitudes/latitudes/map series/edition number/grid reference/map series/sheet index
- ii. Key / Legend
- iii. Compass / Direction
- iv. Title / Source

## PRETECHNICAL STUDIES

### SECTION A: Multiple Choice Answers (ABCD)

1. **B** – Ladder
2. **D** – Loading wheeled equipment onto a vehicle
3. **C** – Mariah – “It reduces stability and balance”
4. **A** – Angled at 75° against a stable surface
5. **D** – Securing the trestle on a stable, level surface
6. **C** – Incorrect ladder positioning causing instability
7. **B** – Causes harm when ingested, inhaled, or absorbed
8. **B** – Bleach
9. **C** – Fire hazard if exposed to sparks or heat
10. **A** – Wear gloves, mask, and safety goggles
11. **A** – Properly labelled, ventilated containers away from ignition points
12. **D** – Flammable substance; keep away from heat
13. **D** – Helps identify strengths and areas for improvement
14. **B** – Practice in private and gradually perform in small groups
15. **C** – Graphic design
16. **B** – Front view in true shape and size
17. **A** – Reduce distortion and improve realism
18. **D** – Protractor
19. **C** – Hacksaw
20. **B** –
21. **D** – Allows game creation without complex code
22. **C** – Use keyframes and transitions
23. **B** – Interactive elements and responsive controls
24. **A** – Interactive lessons and quizzes
25. **C** – Tight grain structure
26. **D** – May shrink, warp, or crack
27. **A** – Allow air circulation for seasoning
28. **B** – Cardboard boxes
29. **B** – Reduced pollution and conservation of resources
30. **C** – Reducing environmental impact and plastic waste

### SECTION B: Structured Questions – Suggested Answers

#### 31. Most suitable raised platform to paint a ceiling:

- Ladder or scaffold with a stable base

#### 32. Safety checks when assembling scaffolds:

- a. Ensure all components are intact and not damaged
- b. Check that scaffolds are level and stable
- c. Secure guardrails and toe boards

#### 33. Safety policies for raised platforms:

- a. Wear personal protective equipment (PPE)
- b. Do not overload platforms
- c. Only trained personnel should use platforms

**34. Safety measures when using ramps to move heavy loads:**

- a. Ensure ramp is at safe angle and stable
- b. Use wheel chocks or brakes on wheeled equipment
- c. Avoid overloading the ramp

**35. Pesticides classification and health risks:**

- a. Classified as toxic / hazardous chemical
- b. Can cause poisoning if inhaled, ingested, or absorbed through skin
- c. May lead to respiratory issues, skin irritation, or long-term health effects

**36. Safe storage of hazardous substances in school labs:**

- a. Store in labelled, ventilated, and secure containers
- b. Keep incompatible substances separate
- c. Restrict access to trained personnel only

**37. Handling toxic gas without a mask:**

- a) Immediate risks:
  - Inhalation can cause poisoning, suffocation, or respiratory distress
- b) Corrective measures:
  - a. Evacuate area and ventilate
  - b. Wear appropriate PPE (respirator/mask)
  - c. Follow chemical safety protocols

**38. How involvement in multiple activities helps talent development:**

- a. Builds diverse skills and knowledge
- b. Enhances creativity, problem-solving, and adaptability

**39. Ethical use of talents for social development:**

- a. Benefits the community and promotes teamwork
- b. Encourages responsible and positive contribution to society

**40. Actions to explore technology career options:**

- a. Attend career guidance sessions or workshops
- b. Try internships or hands-on projects
- c. Research tech careers online or visit tech companies

**41. Making oblique cube sketches more realistic:**

- a. Apply shading to indicate depth
- b. Foreshorten depth dimension or adjust proportions

**42. Converting cavalier oblique to cabinet oblique:**

- a. Reduce the depth dimension to half
- b. Redraw receding lines accordingly

**43. Advantages of oblique projection vs perspective:**

- a. Easier and faster to draw
- b. Maintains true dimensions of front face

**44. 3D modeling from oblique drawings:**

- a) Challenges:
  - i. Translating foreshortened depth accurately

- ii. Aligning hidden/obscured features
- b) Overcoming challenges:
  - i. Use measurements and scaled drawings
  - ii. Apply software tools for accuracy

**45. Cabinet oblique drawing:**

- (Learner to draw using half-depth foreshortening of receding lines)

**46. Steps to draw oblique rectangular block with cut-out:**

- a. Draw front face in true shape
- b. Mark cut-out on front face
- c. Draw receding lines with foreshortening
- d. Connect corresponding points to complete block
- e. Add hidden lines and final detailing

**47. Measures for safe waste handling in school:**

- a. Segregate waste into paper, plastic, and hazardous materials
- b. Wear gloves and masks when handling waste
- c. Dispose of or recycle waste according to school guidelines

## GRADE 9 2026 MATHEMATICS

### SECTION A (20 Marks)

#### 1. Write 6,923,478 in words

- Number: 6,923,478
- Step 1: Split into millions, thousands, hundreds
  - ✓ 6,000,000 → Six million
  - ✓ 923,000 → Nine hundred twenty-three thousand
  - ✓ 478 → Four hundred seventy-eight
- Combine: **Six million nine hundred twenty-three thousand four hundred seventy-eight**

Answer: **B**

#### 2. Simplify: $2x + 2y - 4x + 4y$

- Step 1: Group like terms
  - ✓ x terms:  $2x - 4x = -2x$
  - ✓ y terms:  $2y + 4y = 6y$
- Step 2: Combine:  $6y - 2x$

Answer: **B**

#### 3. Angles in triangle: $x^\circ$ , $(x+10)^\circ$ , $(2x+10)^\circ$ ; find largest angle

- Step 1: Sum of angles =  $180^\circ$ 
  - ✓  $x + (x+10) + (2x+10) = 180$
  - ✓  $4x + 20 = 180$
  - ✓  $4x = 160$
  - ✓  $x = 40^\circ$
- Step 2: Find largest angle:  $2x + 10 = 2(40) + 10 = 90^\circ$

Answer: **C**

#### 4. Sum of next three prime numbers after 47

- Next primes: 53, 59, 61
- Sum:  $53 + 59 + 61 = 173$

Answer: **D**

**5. Find g if 957g24 divisible by 11**

- Rule of divisibility by 11: Sum of alternate digits difference divisible by 11
  - ✓ Odd positions:  $9 + 7 + 2 = 18$
  - ✓ Even positions:  $5 + g + 4 = g + 9$
  - ✓ Difference:  $18 - (g + 9) = 9 - g$
  - ✓  $9 - g$  divisible by 11  $\rightarrow 9 - g = 0$  or 11
  - ✓  $9 - g = 0 \rightarrow g = 9$

Answer: **A**

**6. If  $\log_{10} n = -3$ , find n**

- Step 1: Convert to exponential form:
  - ✓  $\log_{10} n = -3 \rightarrow n = 10^{-3} = 0.001$

Answer: **A**

**7. Express 64 in index form**

- Step 1:  $64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6$

Answer: **C**

**8. Evaluate  $12 \times 41 - 1 - 20$**

- Step 1: Multiply:  $12 \times 41 = 492$
- Step 2: Subtract:  $492 - 1 - 20 = 471$

Answer: **B**

**9. Solve inequality  $\frac{2x-1}{3} + \left(\frac{x}{2}\right) > 2$**

**Step 1: Find the least common denominator (LCD) for fractions**

The denominators are 3 and 2. The LCD of 3 and 2 is 6.

$$\frac{2x - 1}{3} = \frac{2(2x - 1)}{6} = \frac{4x - 2}{6}, \quad \frac{x}{2} = \frac{3x}{6}$$

So the inequality becomes:

$$\frac{4x - 2}{6} + \frac{3x}{6} > 2$$

**Step 2: Combine the fractions**

$$\frac{4x - 2 + 3x}{6} > 2$$
$$\frac{7x - 2}{6} > 2$$

**Step 3: Eliminate the denominator (multiply both sides by 6)**

$$7x - 2 > 12$$

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**Step 4: Solve for  $x$** 

$$7x > 12 + 2$$

$$7x > 14$$

$$x > 2$$

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**Step 4: Solve for  $x$** 

$$7x > 12 + 2$$

$$7x > 14$$

$$x > 2$$

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answer: A A

**10. Cube side 2.3 m → capacity in litres**

- Step 1: Volume of cube:  $V = s^3 = 2.3^3 = 12.167 \text{ m}^3$
- Step 2:  $1 \text{ m}^3 = 1000 \text{ L} \rightarrow 12.167 \times 1000 = 12,167 \text{ L}$

Answer: **D**

**11. Area of rhombus with diagonals 12 cm and 16 cm**

- Formula: Area =  $(d_1 \times d_2) / 2 = (12 \times 16) / 2 = 192 / 2 = 96 \text{ cm}^2$

Answer: **C**

**12. Orodi gave 1/5 land to daughter, 1/3 to son, kept 7 acres. Find total land**

- Step 1: Let total land = x acres
- Step 2: Land given away + kept = x  
✓  $1/5 x + 1/3 x + 7 = x$
- Step 3: LCM 5 & 3 = 15 →  $(3x + 5x + 105) / 15 = x \rightarrow 8x / 15 + 7 = x$
- Step 4:  $x - 8x / 15 = 7 \rightarrow 7x / 15 = 7 \rightarrow x = 15$

Answer: **A**

**13. Mutua can dig 8 ha in 3 days → work rate/day**

- Step 1: Work rate = total work / time =  $8 \div 3 = 2.67 \text{ ha/day}$

Answer: **D**

**14. Elsie: 7 km in 35 min (5:35 → 6:10)**

- Step 1: Time =  $6:10 - 5:35 = 35 \text{ min} = 35 \times 60 = 2100 \text{ s}$
- Step 2: Distance = 7 km = 7000 m
- Step 3: Speed = distance / time =  $7000 / 2100 \approx 3.33 \text{ m/s}$

Answer: **D**

**15. Map scale 1:2,000,000 → 3.8 cm**

- Actual length =  $3.8 \times 2,000,000 \text{ cm} = 7,600,000 \text{ cm}$
- Convert to km:  $7,600,000 / 100,000 = 76 \text{ km}$

Answer: **B**

**16. Bulbs flash every 4,6,8,15 s → LCM**

- Step 1: Factor each:  $4=2^2, 6=2 \times 3, 8=2^3, 15=3 \times 5$
- Step 2: LCM =  $2^3 \times 3 \times 5 = 8 \times 3 \times 5 = 120 \text{ s} = 2 \text{ min}$

Answer: **A**

**17. Mutiso's kitchen  $3 \times 5$  m, 260 tiles  $\rightarrow$  area one tile**

- Floor area =  $3 \times 5 = 15 \text{ m}^2$
- Tile area =  $15 / 260 \approx 0.0577 \text{ m}^2 \rightarrow$  option:  $0.0577 \approx 0.0625$

Answer: **D**

**18. D:  $140^0$**

**19. Sum of interior angles of 7-sided polygon**

- Formula:  $(n-2) \times 180 = (7-2) \times 180 = 5 \times 180 = 900^\circ$

Answer: **A**

**20. Median of marks: 7,10,5,9,3,10,12**

- Step 1: Order data: 3,5,7,9,10,10,12
- Step 2: Median = middle value = 9

Answer: **C**

**SECTION B – Worked Solutions**

**21. Determine largest fraction:  $5/6$ ,  $9/11$ ,  $14/17$**

- Convert to decimals:
  - ✓  $5/6 \approx 0.833$
  - ✓  $9/11 \approx 0.818$
  - ✓  $14/17 \approx 0.823$
- Largest =  $5/6$

Answer:  $5/6$

**22. Price increase ratio 10:9, current price KSh 60**

- New price =  $(10/9) \times 60 = 600 / 9 \approx \text{KSh } 66.67$

Answer: KSh 66.67

**23. Jane bought 150 mangoes KSh 30 each, sold 80 @40, rest @25**

- Step 1: Total cost =  $150 \times 30 = 4500$

- Step 2: Revenue:  $80 \times 40 = 3200$ , remaining  $70 \times 25 = 1750$   
     ✓ Total revenue =  $3200 + 1750 = 4950$
- Step 3: Profit =  $4950 - 4500 = 450$
- Step 4: Percentage profit =  $(450/4500) \times 100 \approx 10\%$

Answer: Profit = 450, % Profit = 10%

**24. Number divided by 21 remainder 3, by 28 remainder 3 → smallest number**

- Step 1: Number = multiple of LCM(21,28) + 3
- LCM(21,28) = 84 → Smallest number =  $84 + 3 = 87$

Answer: 87

**25. Textile machines problem**

- Step 1: Current output:  $40 \text{ machines} \times 12 \text{ h} \rightarrow 75 \text{ tonnes}$
- Step 2: Output per machine-hour:  $75 / (40 \times 12) = 75/480 = 0.15625 \text{ t/machine-hour}$

a)  $30 \text{ machines} \times 8 \text{ h} \rightarrow 30 \times 8 \times 0.15625 \approx 37.5 \text{ tonnes}$

b) Produce 100 tonnes in 10h/day → total machine-hours needed =  $100 / 0.15625 = 640 \text{ h}$

- Machines needed =  $640 / 10 = 64 \text{ machines}$
- Additional machines =  $64 - 40 = 24 \text{ machines}$

Answer: a) 37.5 t, b) 24 machines

**26. ANS 113/330**

Answer: 171/500

27.  $Y = 4X = 2$

KISWAHILI PAPER 1

- |       |       |
|-------|-------|
| 1. B  | 26. C |
| 2. A  | 27. B |
| 3. A  | 28. A |
| 4. B  | 29. D |
| 5. C  | 30. A |
| 6. D  | 31. C |
| 7. B  | 32. B |
| 8. A  | 33. B |
| 9. A  | 34. C |
| 10. C | 35. B |
| 11. B | 36. B |
| 12. D | 37. A |
| 13. D | 38. C |
| 14. D | 39. C |
| 15. D | 40. D |
| 16. D | 41. B |
| 17. D | 42. D |
| 18. B | 43. C |
| 19. D | 44. B |
| 20. A | 45. D |
| 21. B | 46. A |
| 22. B | 47. A |
| 23. D | 48. B |
| 24. C | 49. C |
| 25. C | 50. D |

**Sehemu A – Zoezi la 1: Insha (Alama 15)**

Baada ya muda usiokuwa mrefu, tuliamshwa na kelele za wingu likizunguka, ndege walirukaruka na kushirikiana katika shamba la nafaka. Bidii yao ilionyesha jinsi jamii inavyoweza kushirikiana na kufanikisha maendeleo. Hali ya amani na ushirikiano ilirudishwa baada ya juhudi za wazee wa jamii. Siku hiyo shuleni ilianza kwa kelele za wanafunzi wakikaribiana kwa furaha, huku walimu wakitupunguzia hisia za hofu kwa tabasamu lao joto. Madarasa yamepangwa kwa mpangilio mzuri, kioo cha dirisha kikiangaza mwanga wa jua na kuruhusu anga la ndani kuwa na furaha ya kipekee.

Wanafunzi walikusanyika kwa bidii katika kila darasa, wakishirikiana katika mafunzo ya pamoja, mazoezi ya kimichezo, na mradi wa bustani ya shule. Ushirikiano huu unaonyesha wazi jinsi kila mwanafunzi anavyoweza kuchangia maendeleo ya jumuiya ya shule. Wakati wa mapumziko, shamba la michezo lilijaa furaha na kicheko cha watoto, huku mpira ukirushwa kwa ustadi mkubwa, na kila mmoja akijifunza maadili ya ushirikiano na heshima.

Walimu walitumia mbinu mbalimbali za kufundisha ili kuhakikisha kila mwanafunzi anapata ufahamu wa kina. Majaribio ya sayansi yalifanywa kwa makini, mijadala ya kihistoria ili kuimarisha ufahamu, na michezo ya kuigiza ili kuendeleza ubunifu na ujifunzaji wa vitendo. Hii ilionyesha umuhimu wa kujitolea, kushirikiana, na kutumia maarifa kwa faida ya wote.

Shule yetu pia ina maktaba yenye vitabu vingi vya somo, riwaya, na vifaa vya kiteknolojia ambavyo vinawawezesha wanafunzi kupata maarifa ya kina. Kwa kutumia maktaba hii, wanafunzi wanajifunza kutafuta habari kwa njia sahihi, kuandika ripoti, na kuendeleza akili zao. Matukio ya tamaduni na kihistoria hufanyika mara kwa mara, na kuhakikisha wanafunzi wanathamini urithi wa kitaifa na fahari ya asili yao.

Vilevile, shule yetu ina bustani ya mimea na miti, ambapo wanafunzi wanajifunza kuhusu kilimo cha kisasa, umuhimu wa uhifadhi wa mazingira, na njia za kudhibiti uharibifu wa udongo. Bidii ya wanafunzi katika bustani hii inatoa somo la maisha, likiwafundisha kuwa kila mchango mdogo una thamani katika kuendeleza maendeleo ya jamii. Aidha, shule hutoa michezo mbalimbali ikiwemo soka, mpira wa kikapu, na mbio, ambazo huchangia afya ya mwili na kukuza mshikamano wa kikundi.

Katika kila somo, kutoka hisabati hadi sayansi, historia hadi lugha, walimu wanahimiza kufikiri kwa kina, kufanya majaribio, na kutoa maoni yao kwa ujasiri. Hii inasaidia kuongeza uwezo wa kifikra na kujenga ujasiri wa mwanafunzi. Shule yetu pia ina vituo vya afya na usafi, ambavyo vinahimiza maadili ya afya na kuishi kwa usafi, jambo linalosaidia kuzuia magonjwa na kudumisha ustawi wa kila mwanafunzi.

Kwa ujumla, shule yetu ni mahali pa amani, maendeleo, na furaha. Ni mahali ambapo kila mwanafunzi anapewa nafasi ya kujifunza, kujenga maadili mema, na kushirikiana katika maendeleo ya pamoja. Bidii, mshikamano, na heshima kwa kila mmoja vinajengeka kila siku, na hivyo kuunda jamii ndogo yenye thamani kubwa ya maadili na maarifa. Tunaweza kusema bila shaka kuwa shule yetu ni chimbuko la maarifa, hifadhi ya maadili, na kiini cha maendeleo ya kijamii.

**Jibu linategemea ubunifu wa mwanafunzi, lakini lazima liwe na:**

- Kifungu kilichoanzishwa
- Lugha fasihi (maneno ya kuvutia)
- Mawazo yanayohusiana na hadithi/kisa kilichopewa

**Sehemu B – Fasihi (Alama 35)**

## Zoezi la II: Fasihi Simulizi (Alama 10)

1. **Kipera cha hadithi:** Lwanda Magere (shujaa wa jamii ya Wajaluo)
2. **Mtu anayezungumziwa:** Lwanda Magere
3. **Sifa tatu za kipera:**
  - ✓ Jasiri sana
  - ✓ Ana nguvu za kiajabu (ngozi ya jiwe)
  - ✓ Ana uwezo wa kulinda jamii yake na mifugo
4. **Mbinu mbili za lugha:**
  - ✓ Tashbihi (kulinganisha hali ya Lwanda na majani wakati wa tufani)
  - ✓ Methali au methali zilizojumuishwa (mfano: "kivuli chake kilitiririka damu")
5. **Mandhari:**
  - ✓ Vita na mashujaa
  - ✓ Ujasiri na hofu
  - ✓ Mapenzi na uaminifu

## Zoezi la III: Novela (Alama 10)

6. **Aina mbili za mandhari:**
  - ✓ Shida za kifamilia
  - ✓ Afya na ustawi wa kijamii
7. **Mbinu mbili za lugha:**
  - ✓ Maelezo ya hisia (machozi ya Deno, msongo wa mawazo)
  - ✓ Mazungumzo (dialogue)
8. **Sifa mbili za mwandishi:**
  - ✓ Anaeleza hisia kwa kina
  - ✓ Anaandika kwa mtindo wa kueleza matukio kwa undani
9. **Kazi iliyofanywa na mama:**
  - ✓ Kumupeleka Deno katika zahanati na kumhudumia wakati wa ugonjwa
10. **Maudhui:**
  - Msongo wa mawazo na athari zake
  - Uhusiano kati ya watoto na wazazi
  - Shida za familia na changamoto za kijamii

## Zoezi la IV: Tamthilia (Alama 10)

11. **Sifa za wahusika:**
  - Mishi: mwenye mawazo na huzuni
  - Mabula: mthubutu, mwenye ujasiri, anapanga kutatua changamoto
12. **Aina ya mandhari:**
  - Mandhari ya kijamii na kihisia
13. **Methali mbili zilizotumika:**
  - "Lisilo budi hutendwa"
  - "Ahadi baada ya ahadi lakini wapi" (methali ya methali/ methali ya hekima)
14. **Maudhui:**

- Changamoto za maisha ya kila siku
- Masuala ya ulevi na mikahawani
- Hali ya kutafuta suluhu

15. **Wahusika wakuu:**

- Mishi
- Mabula

**Zoezi la V: Ushairi (Alama 5)**

16. **Ujumbe wa shairi:**

- Kuhakikisha usalama barabarani kwa kufuata sheria, kuangalia kwa uangalifu, na kutumia mikanda ya usalama.

17. **Mishororo:**

- Neno "ni wajibu wetu sote" linarudiwa mwishoni mwa kila beti (refrain).

18. **Kibwagizo:**

- mistari inayorudiwa mwishoni mwa kila beti: *"Salama barabarani, ni wajibu wetu sote."*

# INTEGRATED SCIENCE paper 1

## SECTION A – MULTIPLE CHOICE (ABC D)

1. **C** – “What is energy transformation” – Chemistry? (Energy transformation is Physics, not Chemistry)
2. **A** – Volume
3. **A** – Ammeter
4. **B** – Body tube
5. **D** – Condenser
6. **B** – Class B
7. **A** – Ammeter
8. **A** – To prevent bumping of the solution
9. **C** – Sour milk – turns red
10. **B** – 2–3
11. **C** – Temperature drops to 90°C
12. **D** – Iron – Na (Incorrect; correct is Fe)
13. **C** – Scum
14. **B** – Sacrificial protection (this is a preventive method, not an effect)
15. **C** – Copper
16. **C** – 8
17. **A** – Oxygen
18. **B** – Fats
19. **B** – Sweat gland
20. **A** – X (Cell membrane)
21. **C** – Osmosis
22. **A** – Oxygen
23. **B** – Chloroplast
24. **D** – Ovary
25. **C** – Switch
26. **A** – When one bulb is faulty, the others continue to light (parallel arrangement)
27. **A** – Windmill (generator)
28. **C** – Steel nail
29. **A** – Electrical energy → Mechanical energy
30. **B** – Making broad straps of backpacks

## SECTION B – STRUCTURED QUESTIONS

### 31. Basic and Derived Quantities

a) Fill in missing letters:

- **E**: Candela (SI unit for light intensity)
- **F**: Speed (derived quantity)
- **G**: m<sup>3</sup> (cubic meter for volume)/derived
- **H**: Mol (unit for amount of substance)

b) **Density Calculation:**

Given: Mass = 400 g = 0.4 kg

Volume = 80 cm × 50 cm × 1 m = convert to m<sup>3</sup>:

- 80 cm = 0.8 m, 50 cm = 0.5 m, 1 m = 1 m

- Volume =  $0.8 \times 0.5 \times 1 = 0.4 \text{ m}^3$   
Density = Mass / Volume =  $0.4 \text{ kg} / 0.4 \text{ m}^3 = \mathbf{1 \text{ kg/m}^3}$

### 32. Photosynthesis Experiment

a) Why keep the plant in darkness?

- To deplete starch in leaves (eliminate previous photosynthesis effects)

b) Role of sodium hydroxide?

- Absorbs carbon (IV) oxide

c) Word equation for photosynthesis:

- Carbon dioxide + Water  $\rightarrow$  Glucose + Oxygen

d) Condition being tested:

- Carbon dioxide availability

e) Results after 3 hours sunlight:

- Leaf A: Turns blue/black with iodine (starch present)
- Leaf B: Does not turn blue/black (starch absent)

f) Purpose of each step:

- Boiling in water: Kills leaf cells and stops chemical reactions
- Boiling in ethanol: Removes chlorophyll for better visibility of starch test

### 33. Plant Structure – Identify R, S, T

a) R: Leaf Stalk/petiole

b) S: Leaf margin

c) T: vein

#### Functions of vascular bundles:

- Phloem: Transports food (sugars) from leaves to other parts
- Xylem: Transports water and minerals from roots to leaves

### 34. Separation of Ethanol and Water

a) Apparatus Y: Liebig's condenser

b) Distillate substance V: Ethanol

c) Part for cold water in: Z

d) Separation method: fractional distillation

e) Method when drying clothes: Evaporation

### **35. Rusting Experiment**

- a) Test tube showing rusting: Tube with water and air (test tube 1)
- b) Reason for boiling water in test tube 3: To remove dissolved oxygen (prevent rusting)
- c) Rust prevention using zinc coating: Galvanization
- d) Physical property of metals for jewellery: Malleability or lustre OR they appear shiny

### **36. Properties of Magnets**

- a) Pole repelled: North pole
- b) Reason: Like poles repel each other
- c) Uses of magnets:
  - Magnetic compasses
  - Electric motors
  - Lifting heavy metallic objects
  - Closing fridge doors

### **37. Electric Circuit Practical**

- a) Learners were investigating: Conductivity of solids / whether material conducts electricity
- b) Solid non-metal that allows bulb to light: Graphite (pencil lead)
- c) Electrical appliances for heating: Electric iron, kettle
- d) Non-renewable sources of energy: Coal, oil

**TASK 1 – TESTING FOR STARCH IN A LEAF**

**(a) Purpose of steps:**

**(i) Boiling the leaf in water:**

Kills the leaf cells and stops enzyme activity; also softens the leaf.

**(ii) Placing the leaf in ethanol:**

Removes chlorophyll (green pigment) so that the iodine colour change can be seen clearly.

**(b) Why rinse the leaf in warm water after ethanol:**

Softens the leaf after ethanol treatment because ethanol makes the leaf hard and brittle.

**(c) Colour change if starch is present:**

The leaf turns **blue-black**.

**(d) Observation:**

Leaf X turns blue-black after adding iodine solution.

**(e) Conclusion from observation:**

Starch is present in the leaf, which indicates that photosynthesis has occurred.

**(f) Why must the plant be exposed to sunlight before the test:**

Sunlight is required for photosynthesis to produce glucose, which is later stored as starch in the leaf.

**(g) Three conditions necessary for photosynthesis:**

1. Sunlight
2. Water
3. Carbon dioxide (CO<sub>2</sub>)

*(Optional additional conditions: Chlorophyll, suitable temperature)*

**TASK 2 – HEATING OF ICE**

**(a) Table to record data (example values; learners record actual readings):**

Time (minutes)	Temperature (°C)
0	0
2	0
4	0
6	0
8	4
10	6
12	8

**Explanation:**

Temperature remains constant at 0°C while ice is melting (latent heat of fusion). After all ice has melted, the temperature rises gradually.

**(b) Line graph:**

- **X-axis:** Time (minutes)
- **Y-axis:** Temperature ( $^{\circ}\text{C}$ )
- Graph shows a **horizontal line at  $0^{\circ}\text{C}$**  during melting, then slopes upwards after ice has melted.

**(c) Describe the shape of the graph & temperature during melting:**

- Shape: Initially horizontal at  $0^{\circ}\text{C}$ , then increases linearly after melting.
- Temperature remains **constant** during the melting process.

**(d) Why temperature is constant during melting:**

The heat energy is used to **break intermolecular bonds** (latent heat of fusion) rather than increasing the temperature of the ice.

**(e) Practical application of heating curves:**

- Designing refrigeration and heating systems.
- Understanding melting and freezing points in cooking, ice-making, or material science.
- Determining latent heat for industrial applications.

**SECTION A –**

1. C
2. D
3. D
4. C
5. B
6. D
7. B
8. B
9. A
10. D
11. C
12. A
13. A
14. C
15. B
16. B
17. D
18. A
19. B
20. D

**SECTION B –**

21. A
22. D
23. A
24. C

25. B
26. A
27. B
28. A
29. D
30. A

**SECTION C –**

31. C
32. A
33. D
34. C
35. B
36. D
37. C
38. D
39. C
40. B
41. C
42. B
43. B
44. C
45. C
46. A
47. C
48. B
49. B
50. A

**SECTION A: COMPOSITION (15 marks)**

**Task 1 – Sample Letter to Principal Seeking Grade 10 Admission**

**Format Example:**

Your Name  
Your Address  
Date: 6th March 2026

The Principal  
[Name of Senior School]  
[School Address]

Dear Sir/Madam,

RE: APPLICATION FOR ADMISSION INTO GRADE 10

I am writing to seek admission into Grade 10 at your esteemed institution following my successful completion of the Junior School Education Assessment. I have always admired your school's academic excellence and co-curricular activities.

I am a hardworking and disciplined student, committed to excelling in both studies and extra-curricular activities. I believe that joining your school will provide me with the opportunity to develop my skills and contribute positively to the school community.

I have attached my academic results and other relevant documents for your perusal. I sincerely request you to consider my application favorably.

Thank you for your kind consideration.

Yours faithfully,  
[Your Name]  
[Signature]

**Marking Guide:**

- Proper address & date (2 marks)
- Correct opening & closing salutations (2 marks)
- Clear purpose of the letter (3 marks)
- Polite and formal language (3 marks)
- Grammar, spelling, and presentation (5 marks)

**SECTION B – LITERACY ANALYSIS (35 marks)**

**TASK 2: ORAL LITERATURE – Story (10 marks)**

1. Opening formula: *"Long ago, when the world was still wild and untamed..."*

2. Type of narrative: *Fable / Animal story / Narrative*
3. How Guok was different: *He was thoughtful, observant, and curious; did not fight for food like other wolves.*
4. One trait of Guok: *Curious / Thoughtful / Observant*
5. How Guok knew where humans lived: *He followed the scent of roasted meat.*
6. Why he took the bone: *He was hungry / Hunger drove him forward.*
7. What Guok found astonishing: *Humans shared meals, protected one another, and did not fight for food.*
8. Meaning of “kept wild animals at bay”: *Kept them away / Protected humans from wild animals.*

### **TASK 3: POETRY (5 marks)**

9. Main idea: *Importance of personal hygiene for health and self-worth.*
10. Two similes:
  - “Germs cling like shadows on my skin”
  - “It flows over me like a gentle river”
11. Point of view: *First person (I / my)*
12. Main message of second stanza: *Brushing teeth and maintaining dental hygiene protects health and builds confidence.*

### **TASK 4: PLAY (10 marks)**

13. Tim’s reaction: *He questioned Martha’s choice and suggested she should study medicine instead.*
14. Statement proving Martha’s passion: *“I love music. It makes me feel alive. I can’t imagine doing anything else.”*
15. Character trait of Tim and Jack: *Practical / Logical / Focused on wealth and conventional careers*
16. Stylistic devices:
  - a) Simile: *“My heart dances to the rhythm of music like leaves dancing to the wind.”*
  - b) Metaphor: *“Music is clearly a fire within you.”*
17. Reason for visiting Career Coach: *She was confused and needed guidance on her choice of career.*
18. How Career Coach helped: *Encouraged her to follow her passion and listen to her heart.*
19. Two themes: *Following your passion / Peer pressure / Career guidance / Making wise choices*

### **TASK 5: NOVELLA (10 marks)**

20. Reason children dropped out: *Many children dropped out to herd cattle or work on farms due to poverty.*
21. Three things proving family poverty:
  - *Small mud-walled house*
  - *Leaking roof*
  - *Only one meal a day*
22. Work of Kijusa’s parents:
  - *Father: Charcoal burner*
  - *Mother: Worked on farms / Casual labor*
23. Meaning of phrase “not been a walk in the park”: *His journey was difficult / Full of challenges*
24. How Kijusa paid university fee: *Through a government scholarship*
25. Main goal of Kijusa: *To succeed in education and help his family escape poverty*

## CREATIVE ARTS AND SPORTS

### SECTION A –

1. B
2. C
3. A
4. D
5. C
6. B
7. D
8. A
9. B
10. A
11. B
12. D
13. D
14. C
15. A
16. B
17. C
18. A
19. B
20. D
21. C
22. A
23. B
24. A
25. D
26. B
27. A
28. B
29. A
30. C
31. C
32. D
33. B
34. A
35. C
36. A
37. B
38. D
39. C
40. A

### SECTION B – OPEN ENDED / SHORT ANSWERS

#### PART I: PERFORMING ARTS

41. Notes on Descant Recorder in F-major:  
i) Identify notes played:

- a) D      b)G      c)C      d)F

ii) Write down the notes in F-major:

- F, G, A, B<sup>b</sup>, C, D, E, F

42. Three types of variation in melodies:

- Rhythmic variation
- Harmonic variation
- Melodic variation/dynamic

43. Two note extension methods:

- Tied notes
- Dotted notes

44. Entrepreneurial opportunities in Performing Arts:

- Music lessons / tutoring/selling music records,organizing music festivals.,MCeeing,Dance studies
- Event entertainment / performance/choreography lessons/digital content creation,podcasting,music streaming

Career opportunities:

- Musician / singer
- Actor / actress
- Dancer / choreographer
- Composer / songwriter
- Stage manager / sound technician

45. Identify keyboard notes:

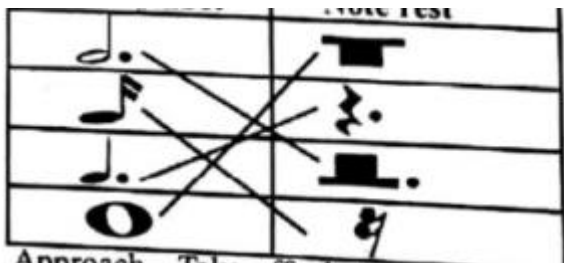
- W: E
- X: C
- Y: A
- Z: F

46. Roles of songs in storytelling:

- Emphasize emotions in the story
- Help the audience remember the story/attract attention/makes the story interesting/

47. Match notes and equivalent rests (possible answers):

- Semibreve – Semibreve rest
- Minim – Minim rest
- Crotchet – Crotchet rest
- Quaver – Quaver rest



## PART II: SPORTS

48. Four phases of triple jump:
  - i) Hop
  - ii) Step
  - iii) Jump
  - iv) Landing
49. Three field events in athletics:
  - i) Shot put
  - ii) Javelin throw
  - iii) Discus throw
50. Handball dribbling:
  - a) Definition: *Bouncing the ball continuously with one hand while moving*
  - b) Types of dribbles:
    - i) Low dribble
    - ii) High dribble
51. Netball:
  - a) Number of players: 7
  - b) Two types of landing:
    - i) One-foot landing
    - ii) Two-foot landing
52. Volleyball equipment:
  - i) Volleyball
  - ii) Net

## PART III: VISUAL ARTS

53. Basketry:
  - a) Technique: *coiling*
  - b) Other items using weaving:
    - i) Mats
    - ii) Baskets
    - iii) Trays / Fans
  - c) Materials for basketry:
    - i) Reeds
    - ii) Sisal fibers
54. Carving a javelin:
  - a) Tools:
    - i) Carving knife
    - ii) Adze / Chisel
  - b) Materials:
    - i) Wood
    - ii) Bamboo
55. Correct order of montage steps:
  - i) Design on a surface where to paste pictures
  - ii) Collect pictures for montage
  - iii) Sort out the pictures
  - iv) Arrange the pictures to form a good composition
56. Colour wheel:
  - X: yellow orange
  - Y: red orange

## CRE

### SECTION A –

1. D – Selfishness
2. A – Pride
3. B – Brought the covenant box to Jerusalem
4. B – Solomon
5. C – Nain
6. D – Demonstrated their faith in God
7. C – Nicodemus
8. A – Share details with strangers
9. D – Unruly behaviour
10. A – Political support
11. D – Hebrews
12. B – Birds and sea creatures
13. C – Cutting down trees
14. A – Zachariah and Elizabeth
15. B – Help the elderly
16. D – Eternal life was granted
17. A – Have many wives
18. C – Covenant
19. A – Nature
20. D – Invites Satan into our life

### SECTION B – SHORT ANSWERS / OPEN ENDED

#### 21. Five acts of mercy that show God's love (5 Marks)

- i. Feeding the hungry
- ii. Visiting the sick
- iii. Giving clothes to the needy
- iv. Comforting the grieving
- v. Helping the poor

#### 22. God's promises to Abraham

##### a) Importance to Christians today (5 Marks)

- i. Shows God's faithfulness
- ii. Encourages trust in God's plan
- iii. Gives hope for future blessings
- iv. Inspires obedience to God
- v. Strengthens faith in God's protection

##### b) Ways to apply God's promises in daily life (3 Marks)

- i. Pray with confidence
- ii. Obey God's commands
- iii. Encourage others in faith

### **23. Values from the parable of the talents (5 Marks)**

- i. Responsibility
- ii. Hard work / diligence
- iii. Faithfulness
- iv. Stewardship
- v. Accountability

### **24. Bullying in schools**

#### **a) Define bullying (2 Marks)**

*Bullying is repeated aggressive behavior intended to hurt, intimidate, or dominate another person physically, verbally, or socially.*

#### **b) Two forms of bullying (2 Marks)**

- i. Physical bullying (hitting, pushing)
- ii. Verbal bullying (name-calling, insults)

#### **c) Five causes of bullying (5 Marks)**

- i. Desire for power or control
- ii. Peer pressure
- iii. Jealousy/envy
- iv. Lack of parental guidance
- v. Low self-esteem

#### **d) Three effects of bullying (3 Marks)**

- i. Low self-confidence
- ii. Depression or anxiety
- iii. Poor academic performance

### **25. Causes of suicide in society (5 Marks)**

- i. Peer pressure / bullying
- ii. Depression or mental illness
- iii. Family problems / conflicts
- iv. Substance abuse
- v. Loss of a loved one / grief

### **26. Being born again**

#### **a) What they learned from the preacher (1 Mark)**

*They learned that one must accept Jesus Christ and repent from sin to be spiritually renewed.*

#### **b) Meaning of being born again (2 Marks)**

*It means receiving spiritual rebirth through faith in Jesus Christ, leaving behind sin and starting a new life in God.*

#### **c) What they did after hearing the message (1 Mark)**

*They repented, prayed, and accepted Jesus Christ as their Lord and Savior.*

## **27. Lord's Supper**

### **a) Four terms for the Lord's Supper (4 Marks)**

- i. Holy Communion
- ii. Eucharist
- iii. Breaking of Bread
- iv. Last Supper

### **b) Five significance of the Lord's Supper (5 Marks)**

- i. Reminds Christians of Jesus' sacrifice
- ii. Strengthens faith
- iii. Promotes fellowship among believers
- iv. Offers spiritual nourishment
- v. Forgives sins / renews covenant with God

## **28. Failures of King Solomon (5 Marks)**

- i. Marrying many foreign wives
- ii. Worshipping foreign gods
- iii. Heavy taxation on the people
- iv. Allowing idolatry in Israel
- v. Political oppression

## **29. Life skills that help live a sexually pure life (5 Marks)**

- i. Self-control / discipline
- ii. Courage to say no
- iii. Decision-making
- iv. Respect for self and others
- v. Goal setting / planning

## **30. Christian virtues to demonstrate at work (3 Marks)**

- i. Honesty
- ii. Diligence
- iii. Integrity

## **31. Similarities in Genesis 1 and 2 (3 Marks)**

- i. God is the creator of everything
- ii. Humans are created by God
- iii. God gave humans responsibility over creation

## **32. Reasons Bible was translated into local languages (3 Marks)**

- i. To make it understandable to everyone
- ii. To promote spiritual growth in the community
- iii. To enable people to worship in their own language

## **33. How the Bible enhances growth**

### **a) Spiritual growth (2 Marks)**

- Guides believers to obey God and grow in faith

**b) Moral growth (2 Marks)**

- Teaches right from wrong and encourages ethical behavior

**c) Intellectual growth (2 Marks)**

- Enhances understanding, critical thinking, and knowledge of God's word

**34. Messages to:**

**a) Tax collectors (2 Marks)**

- Repentance and honesty in collecting taxes
- Avoid cheating or extortion

**b) Soldiers (2 Marks)**

- Avoid oppression
- Be content with their pay / fairness in service

**35. Ways Christians apply teachings of Jesus on prayer and fasting (3 Marks)**

- i. Praying regularly and sincerely
- ii. Fasting to draw closer to God
- iii. Helping the needy while fasting and praying

## **ISLAMIC RELIGIOUS EDUCATION – GRADE 9 ANSWERS**

### **1. Three ways in which the Quran was preserved during the life of the Prophet (S.A.W.)**

- i. Memorization (Hifz) by the Prophet and companions
- ii. Writing down on parchments, bones, leaves, and stones
- iii. Oral recitation and teaching to the companions

### **2. Three other names of the Quran**

- i. Al-Kitab (The Book)
- ii. Al-Furqan (The Criterion)
- iii. Al-Dhikr (The Reminder)

### **3. Three pillars of Islam**

- i. Shahada (Faith in Allah and His Messenger)
- ii. Salah (Prayer)
- iii. Zakah (Almsgiving) / Sawm (Fasting) / Hajj (Pilgrimage) – any one acceptable

### **4. Three roles of Angels in Islam**

- i. Deliver messages from Allah to the Prophets
- ii. Record human deeds (good and bad)
- iii. Protect and guide human beings

### **5. Two reasons why the Quran was revealed**

- i. To guide mankind to the right path
- ii. To provide laws, ethics, and moral conduct

### **6. Three roles of Angel Jibril (A.S.) in delivering the Quran**

- i. Conveyed Allah's revelations to Prophet Muhammad (S.A.W.)
- ii. Explained meanings of verses when needed
- iii. Assisted in memorization and clarification of the Quran

### **7. Two main stages in which the Quran was revealed**

- i. Meccan period – focus on faith, Tawheed, and moral guidance
- ii. Madinan period – focus on laws, social, political, and economic guidance

### **8. Three lessons from Surah Al-Fatiha**

- i. Importance of praising and glorifying Allah
- ii. Seeking guidance to follow the straight path
- iii. Understanding that Allah is the Most Merciful and Compassionate

### 9. Three circumstances that led to the revelation of Surah Al-Fil

- i. The army of Abraha attacked the Kaaba with elephants
- ii. To reassure the Prophet's community about Allah's protection
- iii. To highlight Allah's power and ability to protect His house

### 10. Three etiquettes to observe when reading the Quran

- i. Perform ablution (Wudu) before touching the Quran
- ii. Read with respect and humility
- iii. Recite with correct pronunciation (Tajweed)

### 11. Two methods used by the Prophet (S.A.W.) to teach Hadith

- i. Oral narration to companions
- ii. Practical demonstration (showing by example)

### 12. Differences between Hadith and Sunnah

Hadith	Sunnah
Sayings, actions, and approvals of the Prophet Muhammad (S.A.W.)	Practices and traditions established by the Prophet Muhammad (S.A.W.)
Recorded in books by scholars	Implemented in daily life by Muslims
Provides guidance and rulings	Shows how the Prophet lived and applied guidance

### 13. Three contributions of Hadith to Islamic thought and culture

- i. Provides guidance on daily life and religious obligations
- ii. Helps understand the Quran and its teachings
- iii. Preserves Islamic moral and ethical values

### 14. Meaning of Tawheed

*Belief in the oneness of Allah – that He has no partners, equals, or associates*

### 15. Two categories of Tawheed

- i. Tawheed al-Rububiyyah (Oneness of Lordship)
  - ii. Tawheed al-Uluhiyyah (Oneness of Worship)
- (Tawheed al-Asma wa Sifat – Oneness of Names and Attributes is also acceptable)*

### 16. Three significances of Tawheed

- i. Strengthens faith in Allah
- ii. Protects from polytheism (Shirk)
- iii. Promotes moral and righteous behavior

### 17. Two common forms of Shirk al-Akbar

- i. Associating partners with Allah in worship
- ii. Believing in false gods or idols

## **18. How the Quran condemns shirk**

*The Quran repeatedly warns that associating partners with Allah is a grave sin (Shirk) that leads to misguidance and eternal punishment. Allah commands worship to be directed to Him alone and emphasizes that no one shares His divinity or attributes.*

## **19. Three ways in which human rights are protected in Islam**

- i. Right to life – Islam forbids unjust killing
- ii. Right to property – Islam prohibits stealing and ensures fair ownership
- iii. Right to freedom of religion – Islam allows freedom to practice one's faith

## 1. Meaning of Dharma and example

**Meaning:** Dharma is the moral, ethical, and religious duties or righteous conduct that a person must follow in life according to Hindu teachings.

**Example:** A student studying diligently and respecting teachers fulfills their dharma as a student (Shishya Dharma).

## 2. Four aims of life (Purusharthas)

- i. **Dharma** – Righteous living, fulfilling one’s duties
- ii. **Artha** – Pursuit of wealth and prosperity through honest means
- iii. **Kama** – Fulfillment of desires and enjoyment of life in moderation
- iv. **Moksha** – Liberation from the cycle of birth and death (spiritual freedom)

## 3. Difference between Karma and Moksha

Karma	Moksha
Refers to a person’s actions and deeds in life	Refers to liberation from the cycle of birth and death
Determines one’s future life or rebirth	Ultimate spiritual goal of freedom from samsara
Can be good or bad depending on actions	Is the result of accumulated good karma and spiritual practice

## 4. Two major Hindu scriptures and their importance

- i. **Bhagavad Gita** – Teaches duty, righteousness, and devotion to God; guidance for moral life
- ii. **Vedas** – Contains hymns, rituals, and knowledge; forms the foundation of Hindu beliefs

## 5. Four major Hindu deities and significance

- i. **Brahma** – Creator of the universe; worshiped for wisdom and knowledge
- ii. **Vishnu** – Preserver of the universe; protects devotees from evil
- iii. **Shiva** – Destroyer and transformer; worshiped for spiritual growth and meditation
- iv. **Ganesha** – Remover of obstacles; worshiped before starting any new venture or task

## 6. Concept of Trimurti

The Trimurti refers to the three principal deities in Hinduism – **Brahma (creator), Vishnu (preserver), and Shiva (destroyer)** – who represent the cycle of creation, preservation, and destruction in the universe.

## 7. Role of Ganesha and festival dedicated to him

**Role:** Ganesha removes obstacles, brings success, wisdom, and prosperity.

**Festival:** Ganesh Chaturthi – celebrates his birth with prayers and rituals.

## 8. Importance of Puja in Hindu households

- Puja is a ritual of worship that strengthens devotion to God
- It promotes spiritual discipline and family unity
- It provides a daily opportunity for reflection, gratitude, and prayer

## 9. Three major Hindu festivals and deity/event

- i. **Diwali** – Celebrates Lord Rama’s return to Ayodhya and victory of good over evil
- ii. **Holi** – Festival of colors; celebrates Lord Krishna and love and forgiveness
- iii. **Navratri** – Honors Goddess Durga and her victory over evil forces

## 10. Practice of yoga and spiritual benefits

- Yoga involves physical postures (asanas), breathing exercises (pranayama), and meditation
- **Spiritual benefits:** Enhances self-discipline, mental focus, inner peace, and connection with the divine

## 11. Importance of Ahimsa (non-violence) and example

**Importance:** Ahimsa promotes peace, prevents harm to living beings, and encourages compassion.

**Example:** A Hindu avoiding harming animals and practicing vegetarianism.

## 12. Significance of respect for elders and family members

- Encourages harmony and unity in the family
- Ensures care for the elderly and weak
- Preserves cultural and moral values across generations

## 13. Truthfulness (Satya) in everyday life

- Guides a Hindu to speak honestly and avoid deceit
- Encourages integrity in personal, social, and professional life
- Builds trust and strengthens relationships

## 14. Role of charity (Dana) and example

**Role:** Dana involves giving to those in need and supporting society

**Example:** Donating food to the poor, offering clothes to the needy, or contributing to temple funds

## 15. Impact of self-discipline (Tapas) on spiritual growth

- Helps control desires and develop willpower
- Promotes focus on spiritual practices such as meditation and study of scriptures
- Leads to inner strength, moral integrity, and progress toward Moksha

## FRENCH ANSWERS

### 1. Dialogue comprehension

a) Comment s'appelle le collègue ?

Le collègue s'appelle **Collège Saint-Pierre de Kisumu**.

b) Est-ce que c'est un petit collègue ?

NON

c) Combien d'élèves y a-t-il dans ce collègue ?

Il y a **six cents élèves**.

d) Combien d'enseignants y a-t-il ?

Il y a **quarante enseignants**.

e) Combien de bureaux y a-t-il ?

Il y a **cinq bureaux**.

f) À quelle heure commencent les cours ?

Les cours commencent à **sept heures quarante-cinq**.

g) À quelle heure se terminent les cours ?

Les cours se terminent à **quinze heures trente**.

h) Que font les élèves sur le terrain de sport ?

Les élèves jouent **au football et au basketball** pendant les pauses.

### 2. Personal responses in French

a) Comment tu t'appelles ? **Je m'appelle [Votre Nom]**.

b) Es-tu un garçon ou une fille ? **Je suis un garçon / une fille**.

c) Quel âge as-tu ? **J'ai [votre âge] ans**.

d) D'où viens-tu ? **Je viens du Kenya**.

e) Quelle langue parles-tu à la maison ? **Je parle [Kiswahili / Anglais / autre] à la maison**.

f) Comment s'appelle ton école ? **Mon école s'appelle [Nom de l'école]**.

### 3. Present tense verb conjugation

a) Je **vais** au collège pour apprendre le français.

b) Tu **es** dans la bibliothèque ?

c) Il **a** deux sœurs et un frère.

d) Quel âge **a-t-elle** ?

e) Nous **sommes** au parc après les cours.

f) Vous **êtes** prêts pour la récréation ?

g) Elles n'**ont** pas de cahiers.

h) Mes cousins **ont** des vélos rouges.

#### 4. Compass directions in French

- i. North: **Nord**
- ii. South: **Sud**
- iii. East: **Est**
- iv. West: **Ouest**

#### 5. Use of sa, son, ses

- a) **Sa** mère est infirmière.
- b) Nous aimons **nos** cahiers de français. (*“nos” is more accurate; if using sa/son/ses, context would be third person*)
- c) **Son** stylo est sur la table.
- d) Où sont **ses** chaussures ?
- e) Il joue avec **son** frère.
- f) **Ses** élèves sont en retard aujourd’hui.
- g) **Sa** voiture est garée devant l’école.
- h) Elle parle avec **ses** amies de la classe.

#### 6. Quelle heure est-il ?

*(Sample answers – students write the time shown in a picture or given clock)*

- a) Il est **huit heures**.
- b) Il est **dix heures quinze**.
- c) Il est **treize heures trente**.
- d) Il est **quinze heures quarante**.
- e) Il est **sept heures cinquante-cinq**.
- f) Il est **seize heures dix**.

#### 7. Short composition «MON ÉCOLE» (*Example, ~70–80 words*)

**Mon école s’appelle Collège Saint-Pierre de Kisumu. Elle est située à l’ouest du Kenya, près du lac Victoria. Il y a six cents élèves et quarante enseignants. Les cours commencent à sept heures quarante-cinq et se terminent à quinze heures trente. Il y a vingt-deux salles de classe et un grand terrain de sport. Pendant les pauses, nous jouons au football et au basketball. J’aime mon école parce qu’elle est grande et agréable, et les enseignants sont très gentils.**

**SECTION A: WRITING & COMPOSITION**

**1. Short composition „MEINE SCHULE“ (10 points)**

*Example composition (~70–80 words):*

**Meine Schule heißt Grundschule von Nabwani. Sie liegt in Vihiga, im Westen Kenias. Es gibt 550 Schüler und 36 Lehrer. Die Schule hat 21 Klassenräume, 4 Büros und einen großen Schulhof. Ich mag meine Schule, weil die Lehrer freundlich sind und der Schulhof groß ist. Wir lernen viele Fächer und haben auch Pausen, um Fußball und Basketball zu spielen. Ich bin stolz auf meine Schule.**

**2. Personal information in German (6 points)**

a) Wie heißt du?

**Ich heiße [Dein Name].**

b) Bist du ein Junge oder ein Mädchen?

**Ich bin ein Junge / Ich bin ein Mädchen.**

c) Wie alt bist du?

**Ich bin [Alter] Jahre alt.**

d) Woher kommst du?

**Ich komme aus Kenia.**

e) Welche Sprachen sprichst du?

**Ich spreche Englisch und Kiswahili.**

f) Wie heißt deine Schule?

**Meine Schule heißt [Name der Schule].**

**3. German greetings – match with English (5 points)**

a) Guten Morgen → **4) Good morning**

b) Auf Wiedersehen → **1) Goodbye**

c) Gute Nacht → **2) Good night**

d) Guten Tag → **3) Good afternoon**

e) Hallo → **5) Hello**

**4. Classroom items – match with German (5 points)**

a) Chair → **2) Stuhl**

b) Desk → **5) Tisch**

c) Book → **3) Buch**

d) Blackboard → **1) Tafel**

e) Notebook → **4) Heft**

### 5. Body parts in German (6 points)

- a) Head → **der Kopf**
- b) Hand → **die Hand**
- c) Leg → **das Bein**
- d) Eye → **das Auge**
- e) Ear → **das Ohr**
- f) Mouth → **der Mund**

### 6. Family members – match with English (6 points)

- a) Mutter → **4) Mother**
- b) Bruder → **5) Brother**
- c) Vater → **1) Father**
- d) Schwester → **2) Sister**
- e) Onkel → **3) Uncle**
- f) Tante → **6) Aunt**

### 7. Fill in the blanks – „sein“ or „haben“ (8 points)

- a) Ich **bin** in der Schule.
- b) Du **hast** viele Freunde.
- c) Er **ist** 12 Jahre alt.
- d) Wir **haben** ein großes Klassenzimmer.
- e) Sie **sind** im Park.
- f) Ihr **habt** Hausaufgaben.
- g) Sie (pl.) **sind** im Unterricht.
- h) Ich **habe** einen Rucksack.

### 8. Reading comprehension (8 points)

- a) Wie viele Schüler gibt es? → **550 Schüler**
- b) Wie viele Lehrer gibt es? → **36 Lehrer**
- c) Wo liegt die Schule? → **In Vihiga, im Westen Kenias**
- d) Wann beginnt der Unterricht? → **Um 8 Uhr**
- e) Wann endet der Unterricht? → **Um 15 Uhr**
- f) Wie kommen Paul und Marie zur Schule? → **Mit dem Bus**
- g) Wie viele Klassenräume gibt es? → **21 Klassenräume**
- h) Gibt es einen Schulhof? → **Ja**

## AGRICULTURE ANSWERS

1. D. Organic gardening
2. C. Use of inorganic fertilizers
3. C. Food production
4. B. Aquaculture
5. A. Integrated farming
6. D. Herbicides
7. B. Standing hay
8. D. Rotting
9. A. Singeing
10. A. Uprooting
11. D. Bananas
12. A. Honeycombs
13. A
14. D. Drying
15. C. Increase cost of production
16. B. Uprooting
17. B. Pasture
18. A. Earthing up
19. C. Scaling
20. B. Beans
21. D. Leftover food
22. C. Sweet potato vines
23. C. Compost manure
24. D. Billboards
25. C. Granaries
26. A. Sandwich
27. D. Surface run-off
28. C. Caterpillar
29. B. Time
30. D. Mulching

## SECTION B –

### 31. Importance of organic gardening (4 Marks)

- i. Improves soil fertility naturally
- ii. Reduces environmental pollution
- iii. Provides healthy and safe food
- iv. Encourages sustainable agriculture

### 32. Benefits of integrated farming (5 Marks)

- i. Provides diverse sources of income
- ii. Reduces risk of crop or livestock failure
- iii. Improves soil fertility through crop-livestock interaction
- iv. Ensures food security for the household
- v. Promotes efficient use of farm resources

### 33. Examples of vegetative planting materials (3 Marks)

- i. Stem cuttings (e.g., sweet potato vines)

- ii. Root tubers (e.g., cassava)
- iii. Bulbs (e.g., onions, garlic)/suckers

**34. Equipment needed to prepare honey (4 Marks)**

- i. Hive tool
- ii. Bee brush
- iii. Smoker
- iv. Honey extractor

**35. Multi-purpose agricultural tool practices (4 Marks)**

- i. pruning
- ii. Weeding
- iii. slashing
- iv. Planting seeds/digging holes and earthing up

**36. Examples of meals (3 Marks)**

- i. Breakfast
- ii. Lunch
- iii. Dinner

**37. Reason for garnishing leftover food (1 Mark)**

- To improve appearance and make it more appealing for consumption

**38. Things crops compete with weeds for (4 Marks)**

- i. Water
- ii. Nutrients/minerals
- iii. Light
- iv. Space

**39. Chicken house construction**

a) Name the two parts (2 Marks)

- i. Coop (sleeping area)/roof
- ii. Run/yard (exercise area)

b) Advantages of using a fold (4 Marks)

- i. Protects chickens from predators
- ii. Provides shelter from harsh weather
- iii. Facilitates feeding and watering
- iv. Reduces disease and injury

**40. Mechanical weed control tools (4 Marks)**

- i. Hoe
- ii. Mattock
- iii. Spade
- iv. Hand pullers

**41. Examples of organic manure (2 Marks)**

- i. Farmyard manure
- ii. Compost

- iii. Poultry droppings
- iv. Green manure

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