

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – COMMUNITY SERVICE LEARNING

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.
3. Write your admission number and the date.
4. This paper consists of TWO sections: A and B.
5. Answer ALL questions in both sections.
6. Answer all questions in English.
7. All answers MUST be written in the spaces provided.
8. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 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											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Learners at **Alliance High School** decided to solve the problem of poor waste disposal in the local Kikuyu market. They used the cycle illustrated below.

Identify issues and
goals to build a plan

A

Implement the solution
to standardize processes

B

Collect data, verify results,
and evaluate effectiveness

C

(a) **Identify** and **Name** the stages labeled A, B, and C in the diagram above. (3 marks)

A: _____

B: _____

C: _____

(b) **Define** the term "Action Research" as used in this context. (2 marks)

(c) **Explain** the importance of the 'Reflect' stage in this cycle. (2 marks)

2. Grade 10 learners from **Kenya High School** visited a village in **Turkana** and observed the following situation:



(a) **Identify** the category of community need shown in the picture _____ (1 mark)

(b) **Mention** two stakeholders the learners should partner with to address this need. (2 marks)

- i. _____
- ii. _____

(c) **State** whether the following is **True** or **False**: "Community mapping involves identifying only the problems in a community without looking at the resources." (1 mark)

_____ -

3. During a tree-planting project in **Narok**, three learners described their leadership approach:

- i. **Amani:** "I make decisions only after the whole group votes and agrees."
- ii. **Baraka:** "I focus on serving the needs of the team members so they can perform their best."
- iii. **Zawadi:** "I change my style depending on whether we are in a crisis or doing routine work."

(a) **Name** the leadership styles described by: (3 marks)

- i. Amani: _____
- ii. Baraka: _____
- iii. Zawadi: _____

(b) **Outline** two qualities of an effective leader in a CSL project. (2 marks)

- i. _____
- ii. _____

4. Look at the two illustrations below showing a learner interacting with community members in **Machakos**.



A



B

(a) **Distinguish** between the "Public Image" presented in Illustration A and Illustration B. (2 marks)

(b) **Explain** why a positive public image is important for a CSL participant. (2 marks)

- i. _____
- ii. _____

5. (a) **Match** the term in Column X with its correct description in Column Y. (4 marks)

Column X (Concept)

Column Y (Description)

- | | |
|-----------------------------|---|
| 1. Intercultural Competence | A. A sense of belonging to a community. |
| 2. Civic Identity | B. Ability to interact effectively with different cultures. |
| 3. Social Cohesion | C. The process of gathering resources for a project. |
| 4. Resource Mobilisation | D. Bonds that bring people in a society together. |

(b) **List** three types of communities a learner belongs to. (3 marks)

- i. _____
- ii. _____
- iii. _____

SECTION B: (50 MARKS)

Answer all questions in this section.

6. Learners at **Mama Ngina Girls' Secondary School** want to start a social enterprise to recycle old clothes into school bags for needy students.

(a) **Identify** and **Name** the first stage of the social entrepreneurship process shown above. (1 mark)

(b) In the stage of **Resource Mobilisation**, **describe** three ways the learners can acquire resources that are not locally available. (6 marks)

- i. _____
- ii. _____
- iii. _____

(c) **Develop** a simple low-cost budget for this project using the table below. (4 marks)

Item	Quantity	Estimated Cost (Ksh)	Total
Old Clothes	50 units	0 (Donated)	0
Sewing Thread	10 rolls		
Needles	1 packet		

(d) **Compare** a Social Enterprise and a traditional Commercial Business. (4 marks)

Social enterprise	Traditional commercial business

7: While working on a CSL project in **Eldoret**, a conflict arises because some members feel that the group leader is favoring their friends when assigning duties.

(a) **Describe** the situation in the community scenario above where conflict has arisen. (2 marks)

(b) **Explain** two approaches the group can use to solve this conflict peacefully. (4 marks)

- i.

- ii.

(c) **Outline** the steps of the **Responsible Decision-Making Process** the group should follow to resolve the issue. (5 marks)

- i.

- ii.

- iii.

(d) **State** two effects of irresponsible decisions in a community project. (4 marks)

- i.

- ii.

8: Study the data collection tool below used by learners in **Mombasa** to track their project progress.

Motor Assembly Check Sheet

Name of Data Recorder: Simon M. Ngugi

Location: Ngara, Kiambu

Data Collection Dates: 1/17 - 1/28

Defect Types Exhibit Occurrence	Dates							TOTAL
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Supplied parts missing								20
Misaligned weld								5
Improper tool procedure								0
Wrong part issued								3
Fillet on parts								0
Welds too weak								8
Incorrect dimensions								2
Adhesive failure								0
Missing machine								1
Spray failure								5
TOTAL		10	13	10	3	2	2	40



X

Y

(a) **Name** the two data collection tools shown in the image. (2 marks)

X _____

Y _____

(b) **Describe** how "Simple Data Analysis" helps in determining the extent of a community problem. (4 marks)

- i. _____
- ii. _____

(c) **Explain** why accurate documentation is essential for the "Implementation Process." (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

9: A school in **Garissa** is hosting an intercultural day. Learners are presenting different elements of their culture.



(a) **Identify** and **Name** two cultural elements shown in the image. (2 marks)

- i. _____
- ii. _____

(b) **Mention** two common stereotypes or misconceptions that can hinder social cohesion in Kenya. (2 marks)

- i. _____
- ii. _____

(c) **Describe** how a learner can exhibit a "Positive Attitude" when visiting a community with a different culture from their own. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

(d) **Define** the term "Social Cohesion." (2 marks)

SECTION A: MARKING SCHEME (30 MARKS)

1:

(a) **Identification:** A - Plan; B - Act; C - Observe. (3 marks)

(b) **Definition:** Action research is a disciplined process of inquiry conducted *by and for* those taking the action to assist in improving or refining their actions/solving a community problem. (2 marks)

(c) **Importance of Reflection:** It allows learners to look back at the process, evaluate the effectiveness of the action taken, and draw lessons to improve future projects. (2 marks)

2:

(a) **Category:** Social/Environmental/Basic Needs (Water and Sanitation). (1 mark)

(b) **Stakeholders:** County Government (Ministry of Water), local NGOs, Community Elders, School Administration, Ministry of Health. (Any 2 x 1 = 2 marks)

(c) **True/False:** False. (1 mark)

3:

(a) **Leadership Styles:** (3 marks)

- ✓ Amani: Democratic Leadership.
- ✓ Baraka: Servant Leadership.
- ✓ Zawadi: Situational Leadership.

(b) **Qualities:** Integrity, empathy, public speaking skills, ability to collaborate, resilience, accountability. (Any 2 x 1 = 2 marks)

4:

(a) **Distinction:** Illustration A shows a **positive/professional public image** (respectful, appropriately dressed for the task), while Illustration B shows a **negative/casual public image** (uninterested, inappropriate body language). (2 marks)

(b) **Importance:** A positive public image builds trust between the learners and the community, making it easier to implement projects and gather data. (2 marks)

5:

(a) **Matching:** 1-B, 2-A, 3-D, 4-C. (4 marks)

(b) **Types of Communities:** School community, immediate neighborhood (local), regional, national, global, or virtual community. (Any 3 x 1 = 3 marks)

SECTION B: MARKING SCHEME (50 MARKS)

6:

(a) **Stage 1:** Opportunity Identification (Community Needs Assessment). (1 mark)

(b) **Acquiring Resources:** (6 marks)

- i. **Donations:** Seeking voluntary contributions from well-wishers.
- ii. **Partnerships:** Collaborating with local businesses or NGOs.
- iii. **Income Generating Activities:** Organizing small sales to raise funds.
- iv. **Fundraising:** Conducting events like car washes or marathons to raise capital.

(c) **Budgeting:** Award marks for logical estimation (e.g., Thread - 500, Needles - 200) and correct totaling. (4 marks)

(d) **Comparison:** (4 marks)

Social Enterprise: Focuses on "People, Planet, Profit" (Social impact is the primary goal).

Commercial Business: Focuses primarily on maximizing profit for the owners/shareholders.

7:

(a) **Situation:** Conflict of interest/Perceived favoritism in leadership roles and division of labor. (2 marks)

(b) **Approaches:** Dialogue/Negotiation, Mediation by a teacher, Peer counseling, or consensus building. (4 marks)

(c) **Steps:** 1. Identify the problem, 2. Gather information, 3. Identify alternatives, 4. Evaluate the alternatives, 5. Select the best option/Take action. (5 marks)

(d) **Effects:** Project delay, breakdown of team spirit, loss of community trust, wasted resources. (4 marks)

8:

(a) **Tools:**

X: Tally Sheet

Y: Observation Checklist . (2 marks)

(b) **Data Analysis:** Counting tallies helps quantify the problem (shows how many people are affected or how often a problem occurs), which helps in prioritizing the most urgent needs. (4 marks)

(c) Documentation: It ensures that facts are preserved, provides a record for accountability, helps in writing the final reflective report, and allows others to learn from the project. (4 marks)

9:

(a) Elements: Traditional clothing (attire), language, music/dance. (2 marks)

(b) Stereotypes: Ethnic biases (e.g., certain tribes are "greedy" or "untrustworthy") or religious misconceptions. (2 marks)

(c) Positive Attitude: Showing curiosity, practicing empathy, being open-minded, displaying humility, and respecting local customs. (4 marks)

(d) Social Cohesion: The bonds that bring people together in a society, characterized by trust, a sense of belonging, and the willingness to cooperate. (2 marks)