



COMPETENCE BASED EDUCATION

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL

GRADE 10 AUGUST ACTIVITIES

★ ★ ★
*Explore. Engage.
Excel.*



LEARNER DETAILS



Name: _____



Admission Number: _____



School: _____



Class: _____

“ **Discover
Your Talent,
Build Your Skills,
Shape Your Future.** ”

AUTHORS: COMPETENCE EDUCATION GROUP



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KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST HOLIDAY ACTIVITIES 2026

GRADE 10 – APPLIED AGRICULTURE

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer **ALL** questions in this section.

1. A learner from **Eldoret** is planning to start maize farming but does not own land.

a) Define the term **agricultural land**. (1 mark)

b) State **two ways** the learner can access land. (2 marks)

- i. _____
- ii. _____

c) Outline **two natural factors** affecting land productivity. (2 marks)

- i. _____
- ii. _____

2. During a practical lesson, learners tested soil and observed poor drainage and low fertility.

a) Identify the **soil property** being tested. (1 mark)

b) State **two methods** of improving this soil condition. (2 marks)

- i. _____
- ii. _____

c) Explain why soil properties are important in crop production. (2 marks)

- i. _____
- ii. _____

3. Match the tools in Column A with their uses in Column B: (3 marks)

Column A

- (i) Secateurs
- (ii) Jembe
- (iii) Panga

Column B

- (a) Digging holes
- (b) Pruning
- (c) Cutting bushes

4. Study the tools shown below carefully



a) Identify **any two tools** shown. (2 marks)

- i. _____
- ii. _____

b) State **one maintenance practice** for each identified tool. (2 marks)

- i. _____
- ii. _____

5. A farmer prepares land through ploughing, harrowing, and leveling.

a) Name the **stage of land preparation** described. (1 mark)

b) Arrange the operations in the correct order. (2 marks)

c) State one importance of proper land preparation. (1 mark)

6. State whether the statements are TRUE or FALSE. If false, correct them.

a) Weeds are always harmful to farmers. _____ (1 mark)

b) Zero tillage reduces soil erosion. _____ (1 mark)

c) Branding is not part of marketing agricultural produce. _____ (1 mark)

7. Four learners from **Nairobi School** made the following statements:

Amina: "Sorting improves quality."

Brian: "Packaging protects produce."

Carol: "Branding helps identification."

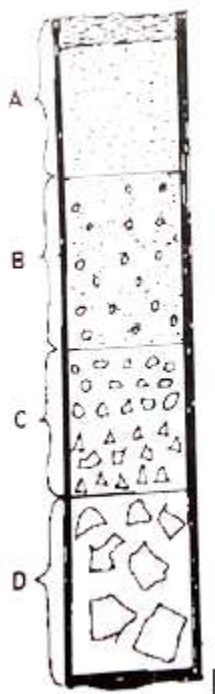
David: "Weighing determines price."

a) Identify the agricultural activity they are describing. (1 mark)

b) List **two benefits** of this activity. (2 marks)

- i. _____
- ii. _____

8. Study the diagram below and use it to answer the questions that follow



6

a) Identify the diagram (1 mark)

b) Name the parts A, B, C and D in the diagram. (2 marks)

- i. _____
- ii. _____

c) State the usual colour of each of the parts labelled A and B

A: _____.

B: _____.

d) A soil sample weighs 25 g before being oven dried. The soil weighs 15 after being oven dried at 105°C. Calculate the

- i. Moisture content of the soil

ii. Percentage moisture content

e) Mention four ways of conserving soil water

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

7

9. A farmer keeps animals for milk and meat production.

a) Distinguish between **dairy and beef breeds**. (2 marks)

Dairy breed	Beef breed

b) Give one example of each. (2 marks)

Dairy breed	Beef breed

10. A trader transporting tomatoes from **Makueni to Nairobi** incurred several costs.

a) Define **marketing expenses**. (1 mark)

b) Mention **three examples** of such expenses. (3 marks)

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

SECTION B (50 MARKS)

(Answer ALL questions)

11. A Grade 10 learner plans to start a poultry farming enterprise.

a) Define **factors of production**. (2 marks)

b) Explain the role of the following:

i) Land (2 marks)

ii) Labour (2 marks)

c) Describe **three ways** the learner can acquire capital. (6 marks)

- i.

- ii.

- iii.

d) Explain **three factors** to consider when selecting this enterprise. (6 marks)

- i.

- ii.

- iii.

12. A group of learners processed mangoes into juice for sale.

a) Define **value addition**. (2 marks)

b) Describe the **process of making mango juice**. (6 marks)

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

c) Explain **three benefits** of value addition. (6 marks)

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

9

d) Identify **two ethical issues** in food processing. (2 marks)

- i. _____
- ii. _____

13. Learners at **Mang'u High School** observed their goats showing signs of illness.

a) List **four signs** of ill health in livestock. (4 marks)

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

b) Explain **four control measures** of livestock diseases. (8 marks)

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

c) State **two benefits** of keeping animals healthy. (2 marks)

- i. _____
- ii. _____

14. Solomon visited a bee rearing farm and observed the following equipment in use



X



Y



Z

10

a) Identify **the items** in the diagram above. (2 marks)

X: _____ Y: _____ Z: _____

b) Explain **three factors** to consider when siting an apiary. (6 marks)

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

c) Describe the **process of harvesting honey**. (6 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

15. Learners visited a market and observed produce being graded, packaged, and labeled.

a) Describe **four ways** of preparing produce for marketing. (8 marks)

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

b) Explain **four market outlets** for agricultural produce. (8 marks)

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

c) Evaluate **four expenses** incurred in marketing agricultural produce. (8 marks)

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



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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a lesson at **Wilson Airport, Nairobi**, learners observed a chart showing early aircraft development.

S



T



- a) Identify any two aircraft types shown. (2 marks)

S: _____

T: _____

b) Classify each identified aircraft as **lighter-than-air** or **heavier-than-air**. (2 marks)

- i. Hot air balloon
- ii. Glider
- iii. Wright plane
- iv. Helicopter

lighter-than-air	heavier-than-air

c) Name one **aviation pioneer** associated with early flight. (1 mark) _____

2. Match aircraft in Column A with their functions in Column B: (3 marks)

Column A

- (i) Helicopter
- (ii) Cargo aircraft
- (iii) Fighter jet

Column B

- (a) Cargo transport
- (b) Vertical take-off
- (c) Defence

3. At **Moi Air Base, Eastleigh**, a learner got injured while using tools.

a) Define **aviation workplace safety**. (1 mark)

b) State **two hazards** in an aviation workshop. (2 marks)

- i. _____
- ii. _____

c) Classify injuries into **two categories**. (2 marks)

- i. _____
- ii. _____

4. **Grade 10 Aviation Technology** learners discussed about the components of a **First-Aid Kit**

a) Identify **two items** in the kit. (2 marks)

- i. _____
- ii. _____

b) State one use of each item identified. (2 marks)

Tool	Use

5. Write True/False in the following statements

- a) Airside is accessible to the general public. _____(1 mark)
- b) Mandatory signs must be obeyed. _____(1 mark)
- c) Landside includes parking areas. _____(1 mark)

6. Learners observed different airport areas.

- a) Name **two main areas** of an airport. (2 marks)

- i. _____
- ii. _____

- b) State one function of each. (2 marks)

Airport area	Function

7. Four learners gave the following statements:

- i. **Amina:** "This part carries passengers."
- ii. **Brian:** "This part provides lift."
- iii. **Carol:** "This part stabilizes the aircraft."
- iv. **David:** "This part supports landing."

- a) Identify the parts described by **any two learners**. (2 marks)

- i. _____
- ii. _____

- b) State one function of each identified part. (2 marks)

Part	Function

8. Study the aviation tools shown below



Q



R

a) Name **two tools** shown. (2 marks)

Q _____

R _____

b) Name two **cutting tools used in aviation**. (2 marks)

- i. _____
- ii. _____

9. A pilot delayed take-off due to bad weather.

a) List **two elements of weather**. (2 marks)

- i. _____
- ii. _____

b) State one effect of each on flight. (2 marks)

Element	Effect

10. During communication practice:

a) Define **ICAO phonetics**. (1 mark)

b) State **three examples** (e.g., Alpha, Bravo...). (3 marks)

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

SECTION B (50 MARKS)

11. A resource person explained aircraft development.

a) Explain **three historical milestones** in aviation. (6 marks)

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

b) Describe contributions of:

i) Wright Brothers (2 marks)

ii) Igor Sikorsky (2 marks)

c) Categorise aircraft into **two main groups** and explain. (4 marks)

d) Evaluate **two functions** of aircraft in aviation. (4 marks)

i.

ii.

12.

a) Explain **four safety measures** in an airport. (8 marks)

i.

ii.

iii.

iv.

b) Describe **three types of safety signs**. (6 marks)

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

c) Outline **three safety rules** when moving in an airport. (6 marks)

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

13. Learners at **Alliance High School** built a model aircraft.

a) Describe functions of the following parts:

i) Wing (2 marks)

ii) Fuselage (2 marks)

iii) Landing gear (2 marks)

b) Explain **three properties of aircraft materials**. (6 marks)

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

c) Describe **four safety precautions** when using tools. (8 marks)

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

14.

a) Identify the **four forces acting on an aircraft**. (4 marks)

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

b) Explain each force. (8 marks)

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

c) Describe **three axes of an aircraft**. (6 marks)

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

15. Learners visited businesses at JKIA.

a) Identify **four airport business services**. (8 marks)

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

b) Explain **four financial concepts** in aviation business. (8 marks)

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

c) Analyse **four consumer rights** in airport operations. (8 marks)

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

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST HOLIDAY ACTIVITIES 2026

GRADE 10 – BIOLOGY

Time: 2 Hours



LEARNER'S DETAILS

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a nature walk at Nairobi National Park, learners used various apparatus to collect specimens.

a) Identify the apparatus used to collect small crawling insects such as beetles from a pit in the ground. _____ (1 Mark)

b) Mention one preservative commonly used for the wet preservation of animal specimens in a school laboratory. _____ (1 Mark)

c) Outline two factors that should influence a learner's choice of a Biology-related career. (2 Marks)

i. _____

ii. _____

2. A Grade 10 learner at Mang'u High School is researching various fields of study within Biology to help decide on a future career.

Match the field of study in Column A with the correct description in Column B. (4 Marks)

COLUMN A: FIELD

COLUMN B: DESCRIPTION

- | | |
|---------------|--|
| i) Entomology | A. Study of the internal structure of organisms. |
| ii) Anatomy | B. Study of insects and their relationship to the environment. |
| iii) Taxonomy | C. Study of the inheritance and variation of traits. |
| iv) Genetics | D. Study of classification and naming of organisms. |

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3. State whether the following statements are TRUE or FALSE. (4 Marks)

- a) An electron microscope has a higher resolution than a light microscope. _____.
- b) Animal cells possess a large central vacuole and a cellulose cell wall. _____.
- c) The cell is considered the basic functional unit of life. _____.
- d) Magnification is the ability of a microscope to distinguish two close points as separate. _____.

4. Kamau, a student at Alliance High School, is observing a plant cell under a light microscope.

- a) Define the term "staining" as used in the preparation of temporary slides. (2 Marks)

- b) Distinguish between resolution and magnification of a microscope. (2 Marks)

5. Three learners are discussing the Chemicals of Life.

Zawadi: "Proteins are tested using Benedict's solution which turns orange-red."

Mutua: "Actually, Zawadi, Benedict's test is for reducing sugars; proteins are tested using the Biuret reagent."

Achieng: "And don't forget that Vitamin C is tested using DCPIP, which becomes decolorized."

a) Identify the learner who made a false statement. (1 Mark)

b) List two factors that affect the rate of enzymatic reactions in a cell. (2 Marks)

i. _____

ii. _____

6. A pilot flying over Kisumu is experiencing high energy demands.

a) Define the Respiratory Quotient (RQ). (2 Marks)

b) List four general characteristics of an efficient respiratory surface in animals. (4 Marks)

i. _____

ii. _____

iii. _____

iv. _____

7. Mention three levels of organization in a multicellular organism, starting from the smallest unit.
(3 Marks)

i. _____

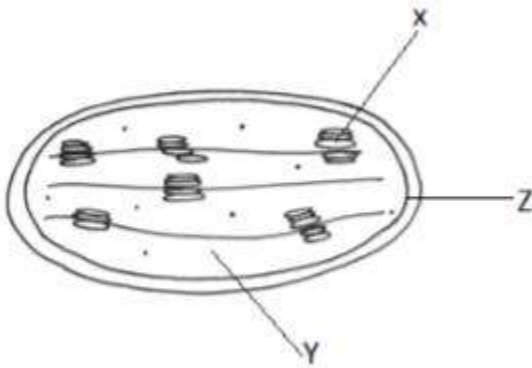
ii. _____

iii. _____

SECTION B: (50 MARKS)

Answer ALL questions in this section.

8. (a) Below is a diagram of an organelle found in green plants.



i) Name the organelle illustrated above. (1 Mark)

ii) State the function of the organelle above. (1 Mark)

iii) Identify the parts labelled. (3 Marks)

X: _____

Y: _____

Z: _____

iv) State two adaptations of the organelle to its function. (2mks)

v) Write the word equation for photosynthesis. (1 Mark)

9. A Grade 10 class is studying a cross-section of a dicotyledonous stem.

a) Name the two main vascular tissues involved in transport. (2 Marks)

i. _____

ii. _____

b) Relate the structure of xylem to its function in transporting water. (3 Marks)

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c) Describe the Girdling experiment and state its purpose. (3 Marks)

10. Plants in the Nakuru region adapt to different environments.

a) Name the sites of gaseous exchange in:

i) A woody stem _____ (1 Mark)

ii) A leaf _____ (1 Mark)

b) Explain the Photosynthetic Theory of the opening and closing of stomata. (4 Marks)

11. Learners at Starehe Boys' Centre are comparing the mouthparts of various insects.

a) Match each insect with its feeding mode. (3 Marks)

Mosquito: _____

Butterfly: _____

Housefly: _____

b) Relate the structure of a hawk's beak to its feeding habit. (2 Marks)

12. A mammalian heart is being studied at a health facility in Mombasa.

a) Name the four chambers of the mammalian heart. (4 Marks)

i. _____

ii. _____

iii. _____

iv. _____

25

b) Describe the pumping mechanism of the heart during ventricular systole. (3 Marks)

c) State the significance of the Rhesus factor in blood transfusion. (3 Marks)

13. A learner is checking their breathing rate after physical exercise.

a) Identify the respiratory surface in the human lung. (1 Mark)

b) Compare inhaled air and exhaled air in terms of Oxygen and Carbon (IV) Oxide. (4 Marks)

c) Explain the concept of oxygen debt. (3 Marks)

14. A group of learners is starting a project on preserving biological specimens for sale to schools.

a) Define the following terms:

i) Revenue (1 Mark)

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ii) Profit (1 Mark)

b) List two ways of ensuring the safety and quality of food products using information found on packaging labels. (2 Marks)

i. _____

ii. _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – BUILDING CONSTRUCTION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

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SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A learner named **Amani** from **Alliance High School** is preparing a site in **Kiambu** for a new classroom block. **Amani** needs to select the correct hand tools for site clearing and stripping.

(a) **Identify** the tools below and **state** their specific use in site preparation. (4 Marks)

Tool	Name	Use
		
		

(b) **Mention** one factor Amani should consider when selecting this building site according to the building code. (1 Mark)

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2. **State** whether the following statements regarding the historical development of buildings are **TRUE** or **FALSE**. (3 Marks)

- Early humans primarily used caves as their first form of permanent shelter. [_____]
- The industrial revolution had no impact on the materials used in modern building construction. [_____]
- Historically, building development has moved from simple natural shelters to complex skyscraper designs. [_____]

3. **Moraa**, a student in **Eldoret**, is moving from manual isometric drawing to CAD.

(a) **Distinguish** between an isometric drawing and a plane shape drawing. (2 Marks)

(b) **List** two types of CAD software Moraa might use to set up her drawing environment. (2 Marks)

- _____
- _____

4. **Select** the correct constituent material for concrete described by the learners below: (4 Marks)

- Kiplagat**: "I am the binding agent that holds everything together when water is added." (_____)
- Atieno**: "I provide bulk and strength; I am often called ballast." (_____)
- Wanjiku**: "I am the fine aggregate used to fill the voids between larger stones." (_____)
- Mutua**: "I trigger the chemical reaction called hydration." (_____)

5. **Match** the tool shown in the images to its primary function in foundation walling. (5 Marks)

- | | |
|------------------------------|---|
| i. Spirit Level | A. Ensuring the wall is perfectly vertical (plumbness). |
| ii. Plumb Bob | B. Checking the horizontal level of the stone courses. |
| iii. Builder's Square | C. Ensuring the corners are set at exactly 90 degrees. |

6. **Match** the plumbing material to its typical property or use. (4 Marks)

- | | |
|-------------------------|---|
| i. Plastic (PVC) | A. High thermal conductivity; used for hot water. |
| ii. Copper/Metal | B. Non-corrosive and lightweight. |
| iii. Ceramic | C. Used for heavy-duty external drainage. |
| iv. Concrete | D. Used for sanitary fixtures like toilet bowls. |

7. Five safety precautions a learner should observe when using a **Pipe Cutter** or **Die Stock** in the workshop. (5 Marks)

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

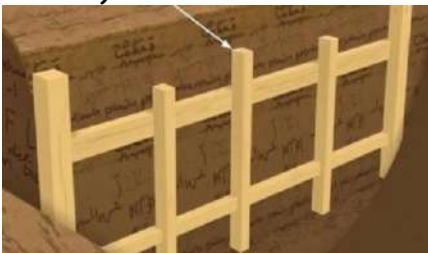
SECTION B: 50 MARKS

(Answer ALL questions in this section)

8. A contractor in **Mombasa** is excavating a trench in **loose, wet soil**.

(a) **Define** the term "Timbering" and **explain** its importance in this scenario. (3 Marks)

(b) **Identify** and **Name** the components labeled **X**, **Y**, and **Z** in the timbering illustration below. (6 Marks)

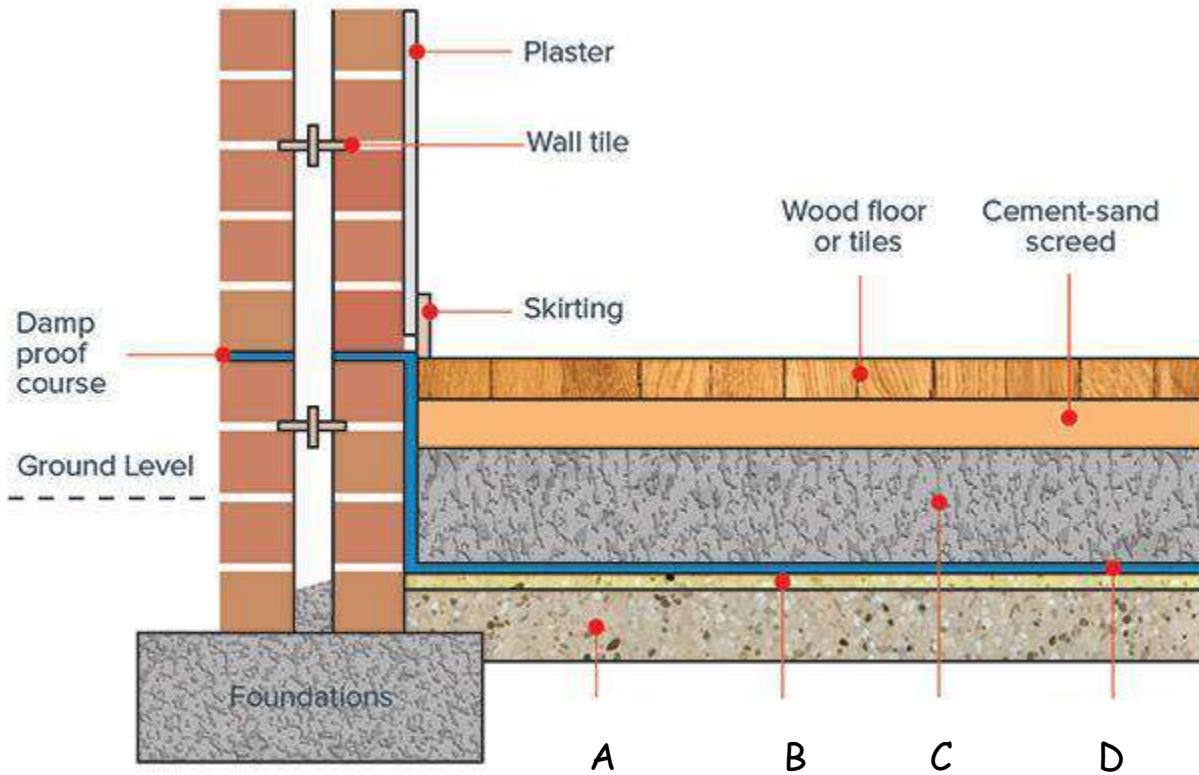


X: _____ Y: _____ Z: _____

(c) **Describe** the procedure for setting out a **Strip Foundation** using the 3-4-5 method. (6 Marks)

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

9. Learners at **Kisumu Senior School** are constructing a solid ground floor.



(a) **Identify** the components **A**, **B**, **C**, and **D** in the cross-section diagram below. (4 Marks)

A: _____

B: _____

C: _____

D: _____

(b) **Explain** the function of the **Damp Proof Membrane (DPM)** in a solid ground floor. (3 Marks)

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

(c) **List** three steps in the process of **curing** a concrete floor. (3 Marks)

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

10. A plumber is required to install a sink in a new building in **Nakuru**.

(a) **Name** the three pipe fittings shown below. (3 Marks)



1. _____ 2. _____ 3. _____

(b) **Describe** the step-by-step procedure for **threading** a GI pipe using a die stock. (6 Marks)

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

(c) **Explain** how to calculate the **radius of a bend** before performing pipe bending. (6 Marks)

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

11. (a) **Illustrate** by sketching a basic building section and **label** the following components: Floor, Wall, Roof, and Foundation. (6 Marks)

(b) **Compare** the use of manual drawing instruments versus CAD software in terms of speed and accuracy. (4 Marks)

Manual drawing instruments	Cad software

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – BUSINESS STUDIES

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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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. A learner at **Kangaru School** is studying the security features of the Kenyan currency.



Identify the features labeled **A** and **B** on the banknote image below. (2 Marks)

Feature 4: _____

Feature 5: _____

2. Four learners at **Amapiano Senior School** are describing economic resources:

- i. **Moraa**: "I am thinking of resources that are provided by nature, like the Tana River."
- ii. **Kiprop**: "I am describing man-made tools like the computers in our lab."
- iii. **Achieng**: "I am talking about the human effort provided by our teachers."
- iv. **Mutua**: "I am referring to the person who combines all these to start a business in Kiambu."

List the four factors of production described by the learners above. (4 Marks)

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

3. In the table below, **match** the business goal setting step in Column A with its correct description in Column B. (4 Marks)

Column A: Step	Column B: Description
i) Specific	A. Ensuring the goal can be tracked with numbers.
ii) Measurable	B. Setting a clear deadline for achievement.
iii) Achievable	C. Defining exactly what needs to be accomplished.
iv) Time-bound	D. Ensuring the goal is realistic given available resources.

4. **Zawadi**, a Grade 10 student in **Namanga**, wants to open a bank account.

i) **Distinguish** between a *Savings Account* and a *Fixed Deposit Account*. (2 Marks)

Savings account	Fixed deposit account

ii) **Mention** one trend in Kenyan banking that allows Zawadi to transact without visiting a physical branch. (1 Mark)

5. **State** whether the following statements about taxation in Kenya are **TRUE** or **FALSE**. (4 Marks)

- a) KRA stands for Kenya Revenue Authority. [_____]
- b) Every Kenyan citizen must register for a PIN to be tax compliant. [_____]
- c) Custom duties are taxes levied on goods produced and sold within Kenya. [_____]
- d) Filing tax returns is an optional ethical practice for businesses. [_____]

35

6. In the box below, **design** a simple product label for a new juice brand called "Nairobi Zest," ensuring it includes at least three essential labeling elements. (3 Marks)

7. i) **Define** the term "Opportunity Cost." (2 Marks)

ii) **Outline** two limitations of international trade to a country like Kenya. (2 Marks)

iii) **List** two source documents used in recording business transactions. (2 Marks)

8. Study the image below showing a business giving back to a local school in **Kakamega**.



Identify the concept being demonstrated. (1 Mark)

SECTION B (50 MARKS)

(Answer ALL questions in this section)

9. Juma operates a small hardware shop alone, while Sara and Ali have combined their capital to run a pharmacy.

a) Identify the type of business ownership for Juma and for Sara/Ali. (2 Marks)

Juma	Sara and Ali

b) Explain three advantages Juma enjoys as a sole proprietor. (6 Marks)

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

c) Describe two challenges Sara and Ali might face in their partnership. (4 Marks)

- i. _____
- ii. _____

10. A production unit in **Thika** produced 500 units of bags. The fixed costs were Ksh 10,000 and the variable costs were Ksh 40 per bag. a) **Calculate** the total cost of production. (3 Marks)

b) **Determine** the unit cost (average cost) of one bag. (2 Marks)

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c) **Justify** the importance of *Division of Labour* in this Thika factory. (4 Marks)

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

11. **The Statement of Financial Position.** Below is a list of items for **Mombasa Traders** as of 31st December 2025:

Motor Van: Ksh 800,000

Cash at Bank: Ksh 150,000

Creditors: Ksh 50,000

Stock: Ksh 100,000

Loan from KCB: Ksh 200,000

a) **Classify** the items above into Assets and Liabilities. (4 Marks)

ITEM	CATEGORY

b) **Prepare** a Statement of Financial Position for Mombasa Traders and **determine** the Capital (Net Worth). (6 Marks)

12. A Kenyan exporter in **Eldoret** is sending flowers to the Netherlands.

a) **Explain** the difference between *Balance of Trade* and *Balance of Payments*. (4 Marks)

Balance of trade	Balance of payment

b) **Name** two digital applications or platforms used to facilitate modern international trade payments. (2 Marks)

- i. _____.
- ii. _____.

c) **Outline** three ethical issues that may arise in international trade. (3 Marks)

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

13. A supermarket in **Mandera** received complaints about expired milk.

a) **Explain** why consumer satisfaction is important for business sustainability. (4 Marks)

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

b) **Describe** two remedies available to a consumer who bought expired goods. (4 Marks)

- i. _____
- ii. _____

c) **Identify** the document shown below used to collect feedback from customers. (2 Marks)

 Fit Small Business

Customer Satisfaction Template

1. How likely are you to recommend our company to a friend or colleague?

Not at all likely					Extremely likely					
0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☒

2. Overall, how would you rate your satisfaction with the products you received?

1	Very Unsatisfied
2	Unsatisfied
3	Neutral
4	Satisfied
5	Very Satisfied

3. What best describes our products? Select all that apply.

- High-quality
- Durable
- Convenient
- Useful
- Affordable

- Unreliable
- Poor quality
- Over-priced
- Not as advertised
- Other

KENYA CERTIFICATE OF BASIC EDUCATION**SENIOR SCHOOL ASSESSMENT****AUGUST ASSIGNMENT 2026****GRADE 10 – CHEMISTRY****Time: 2 Hours****LEARNER'S DETAILS**

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

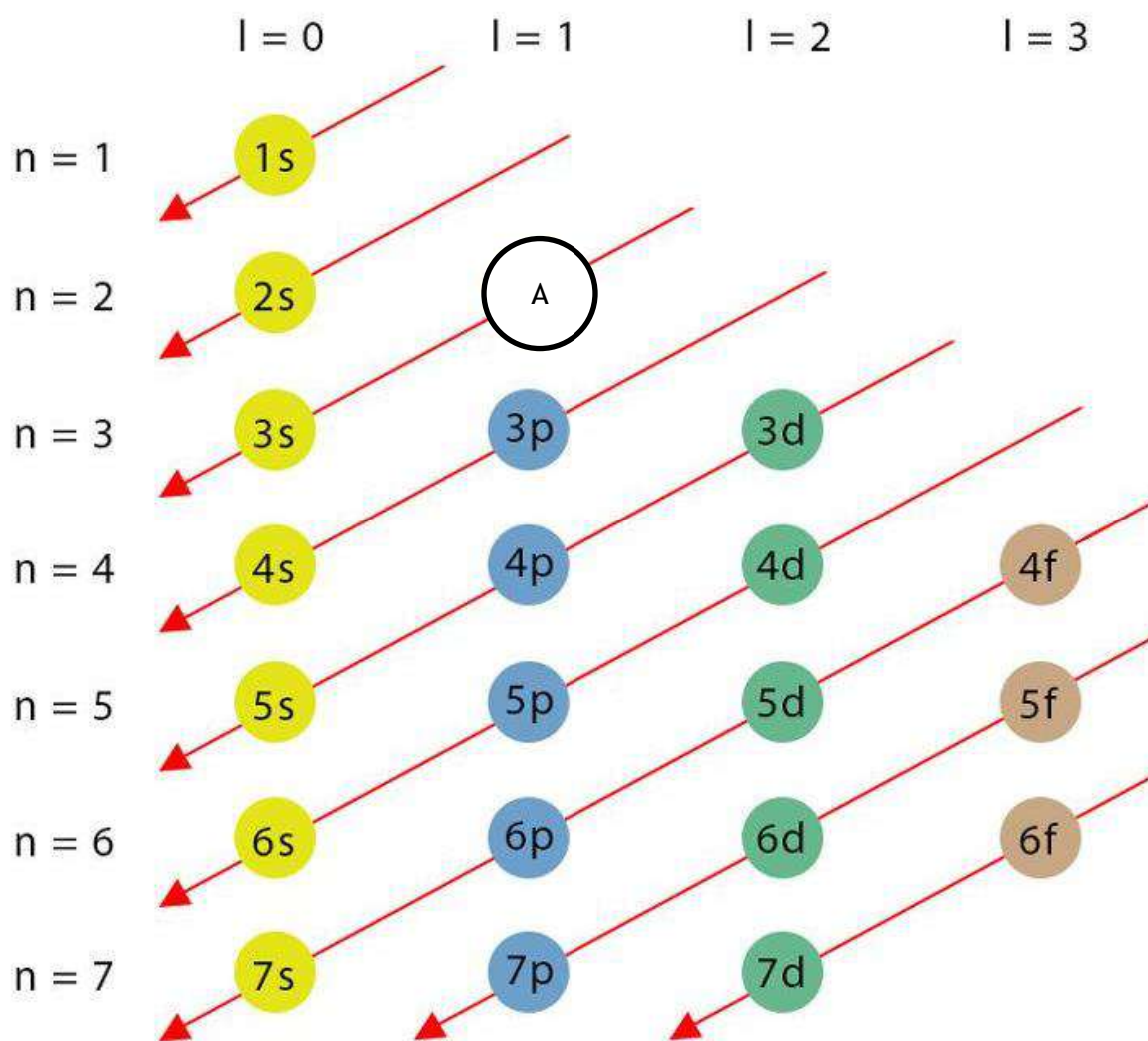
1. Three learners are observing samples of Group II elements (Magnesium and Calcium) placed in beakers of water.

Kibet: "The Calcium is reacting much faster than the Magnesium."**Maina:** "I can see bubbles of a colorless gas forming on the surface of both metals."**Ochieng:** "When I add phenolphthalein indicator, the water turns pink."(a) **Identify** the colorless gas mentioned by Maina. _____ (1 Mark)

(b) **Name** the product formed that causes the water to turn pink in Ochieng's observation. (1 Mark)

(c) **Explain** why Kibet observed a faster reaction with Calcium than with Magnesium. (2 Marks)

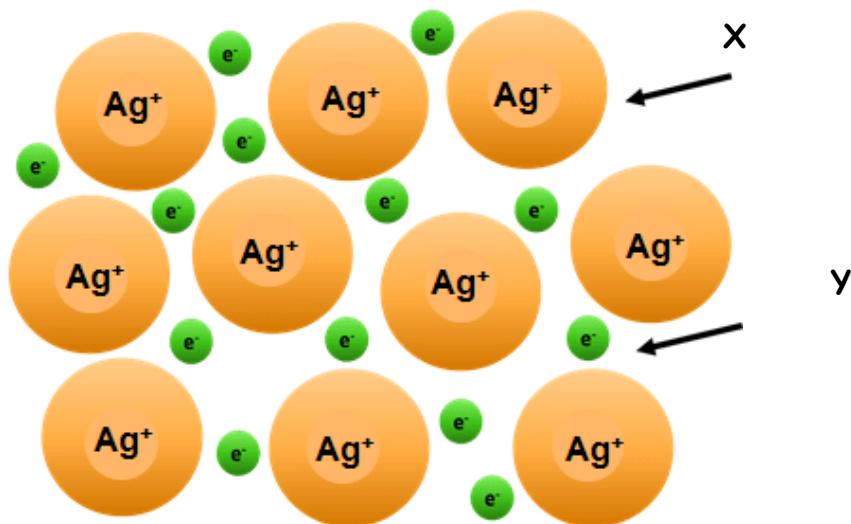
2. Study the diagram below showing the filling order of electrons in sub-orbitals.



(a) **Identify** the sub-orbital labeled A. (1 Mark)

(b) **Write** the full electronic configuration for an atom with atomic number 16 using **s** and **p** notation. (2 Marks)

3. Look at the illustration below representing the structure of Silver metal.



42

(a) **Name** the parts labeled X (the positive centers) and Y (the moving particles). (2 Marks)

X: _____

Y: _____

(b) **Select** one property of Aluminium that makes it suitable for making overhead electric cables. (1 Mark)

4. Amina from **Mama Ngina Girls** is performing a "Mystery Salt" identification test. She is given four containers. (a) **Match** the salt to its solubility category in water: (4 Marks)

Salt Name	Solubility Category
i) Potassium Nitrate	A. Insoluble
ii) Barium Sulphate	B. Soluble
iii) Silver Chloride	C. Insoluble
iv) Sodium Carbonate	D. Soluble

5. (a) **Identify** the color of the Universal Indicator in a solution of pH 12. (1 Mark)

(b) Write **True or False** in the following statement: Ethanoic acid is a strong acid because it fully dissociates in water. [_____] (1 Mark)

6. (a) **Define** "Relative Atomic Mass" (R.A.M). (2 Marks)

(b) **Calculate** the R.A.M of an element with two isotopes: Isotope A (mass 35, abundance 75%) and Isotope B (mass 37, abundance 25%). (2 Marks)

SECTION B (50 MARKS)

43

(Answer ALL questions in this section)

7. At Kapsabet Boys High School, a group of learners is preparing Copper (II) Sulphate crystals by reacting Copper (II) Oxide with dilute Sulphuric (VI) acid.

(a) **Identify** the type of reaction taking place. (1 Mark)

(b) **Explain** why the Copper (II) Oxide is added in excess to the acid. (2 Marks)

(c) **Describe** the purpose of the "filtration" step in this process. (1 Mark)

(d) **Outline** the remaining steps needed to obtain pure crystals from the resulting solution. (2 Marks)

- i.

- ii.

- iii.

- iv.

(e) **State** the color of the Copper (II) Sulphate crystals formed. (1 Mark)

8. Study the trend in melting points for Period 3 elements (Na, Mg, Al, Si, P, S, Cl, Ar) shown in the graph below.

(a) **Name** the element with the highest melting point in Period 3. (1 Mark)

(b) **Explain** why Silicon has a much higher melting point than Phosphorus. (2 Marks)

(c) **Describe** the trend in atomic radius from Sodium to Argon and **give a reason** for this trend. (2 Marks)

44

(d) **Distinguish** between *Ionization Energy* and *Electron Affinity*. (2 Marks)

9. (a) **Draw** a dot and cross diagram to show the bonding in a Hydroxonium ion (H_3O^+). (2 Marks)

(b) **Identify** which bond in H_3O^+ is a *Dative Covalent bond* and **explain** how it is formed. (2 Marks)

(c) **Compare** the electrical conductivity of molten Sodium Chloride and liquid Carbon Tetrachloride. Give a reason. (2 Marks)

10. A student at **Lenana School** is cleaning rusted iron gates using a commercial "Rust Remover" which contains phosphoric acid.

(a) **Mention** two safety precautions the student should take when handling the rust remover. (2 Marks) 15

- i. _____
- ii. _____

(b) **Describe** how Chemistry has helped in the "Entertainment Industry" and "Sports Industry." (2 Marks)

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

(c) **Examine** three effects of drug and substance abuse on a learner's health. (3 Marks)

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

(d) **Outline** the role of Chemistry in the manufacturing of inorganic fertilizers to boost Kenyan agriculture. (4 Marks)

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

11. **Define the following terms.** (2 Marks)

a) **Cation**

b) Anion

12. State one application of Chemistry in each of the following fields. (3 Marks)

a) Agriculture

b) Clothing Industry

46

c) Medicine

13. Describe the contributions of the following scientists to the development of Atomic Theory. (3 Marks)

a) John Dalton

b) J. J. Thomson

c) Ernest Rutherford

14. Lithium has two isotopes with mass numbers 6 and 7 respectively. If the Relative Atomic Mass (R.A.M.) of lithium is 6.94, calculate the percentage abundance of each isotope. (3 Marks)

15. An element P has two isotopes with relative abundances of 65% and 35%. If the mass numbers of the isotopes are X and 31 respectively, determine the value of X given that the Relative Atomic Mass (R.A.M.) of P is 30. (3 Marks)

16. Write the electron arrangement of the alkali metals using the s and p notation. (3 Marks)

a) Lithium

b) Sodium

c) Potassium

17. Explain how electron spin contributes to the stability of an atom. (2 Marks)

18. Briefly explain the contribution of the following scientists to the development of the Periodic Table. (2 Marks)

a) Dmitri Mendeleev

b) Henry Moseley

19. Using dots (·) and crosses (×) to represent electrons, illustrate how the following atoms form ions. (3 Marks)

a) Aluminium

b) Oxygen

48

c) Fluorine

20. Derive the chemical formulae for the following compounds. (3 Marks)

a) Aluminium chloride

b) Ammonium sulphate

c) Magnesium nitride

d) Silicon (IV) oxide

e) Sulphur (IV) oxide

f) Nitrogen (II) oxide

21. Write and balance the chemical equations for the following reactions. (4 Marks)

49

a) Iron + Sulphur $\rightarrow$ Iron(II) sulphide

b) Sodium hydroxide + Nitric(V) acid $\rightarrow$ Sodium nitrate + Water

22. Balance the following chemical equations. (12 Marks)

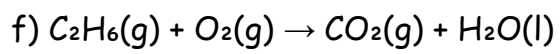
a) $\text{Mg(s)} + \text{HCl(aq)} \rightarrow \text{MgCl}_2\text{(aq)} + \text{H}_2\text{(g)}$

b) $\text{Na(s)} + \text{H}_2\text{O(l)} \rightarrow \text{NaOH(aq)} + \text{H}_2\text{(g)}$

c) $\text{NaOH(aq)} + \text{H}_2\text{SO}_4\text{(aq)} \rightarrow \text{Na}_2\text{SO}_4\text{(aq)} + \text{H}_2\text{O(l)}$

d) $\text{CuCO}_3\text{(s)} + \text{HNO}_3\text{(aq)} \rightarrow \text{Cu(NO}_3)_2\text{(aq)} + \text{CO}_2\text{(g)} + \text{H}_2\text{O(l)}$

e) $\text{H}_2\text{S(g)} + \text{O}_2\text{(g)} \rightarrow \text{SO}_2\text{(g)} + \text{H}_2\text{O(l)}$





KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – COMPUTER STUDIES

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A learner is studying computer architecture.

(a) Identify the functional unit labelled CPU (1 mk)

(b) Name TWO components inside the CPU (2 mks)

i) _____

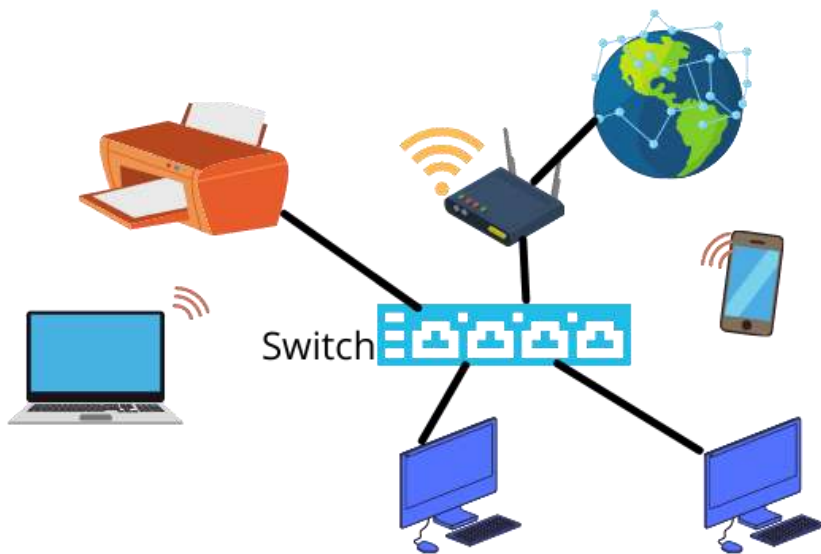
ii) _____

(c) State ONE function of the ALU (1 mk)

(d) Define the term "computer architecture" (2 mks)

52

2. Study the diagram:



A school in **Turkana** is setting up a LAN.

(a) Name the type of network shown (1 mk)

(b) Identify TWO devices used in the diagram (2 mks)

i) _____

ii) _____

(c) State ONE advantage of LAN (1 mk)

(d) Explain ONE function of a router (2 mks)

3. Three learners describe programming:

Aisha: "It is writing instructions for a computer"

Brian: "It is only typing code"

Kevin: "It is solving problems using algorithms"

53

(a) Identify the correct definition (1 mk)

(b) State TWO stages of program development (2 mks)

i) _____

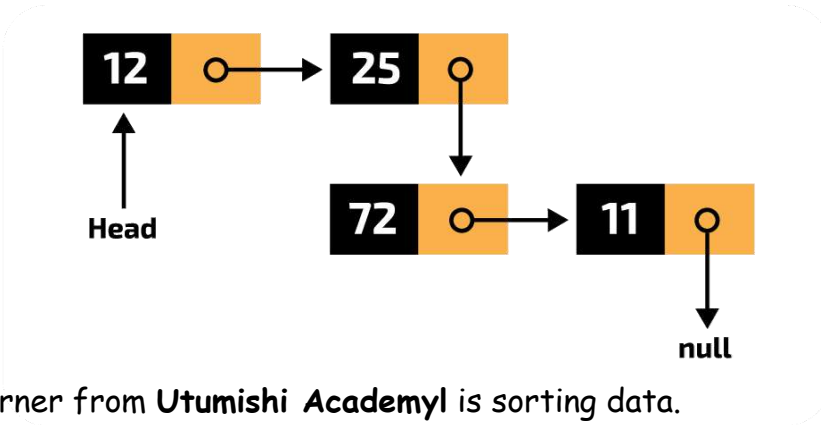
ii) _____

(c) Define an algorithm (2 mks)

(d) State whether the following statement is True or False:

Programming does NOT involve problem solving: _____ (1 mk)

4. Observe the illustration shown below



A learner from Utumishi Academy is sorting data.

54

(a) Name the structure above (1 mk)

(b) State TWO sorting methods (2 mks)

i) _____

ii) _____

(c) Define searching in programming (2 mks)

(d) Distinguish between list and tuple (1 mk)

5. Mwangi is connecting the keyboard to the CPU Box as shown



(a) Identify the cable used (1 mk) _____

(b) Name TWO input devices (2 mks)

i) _____

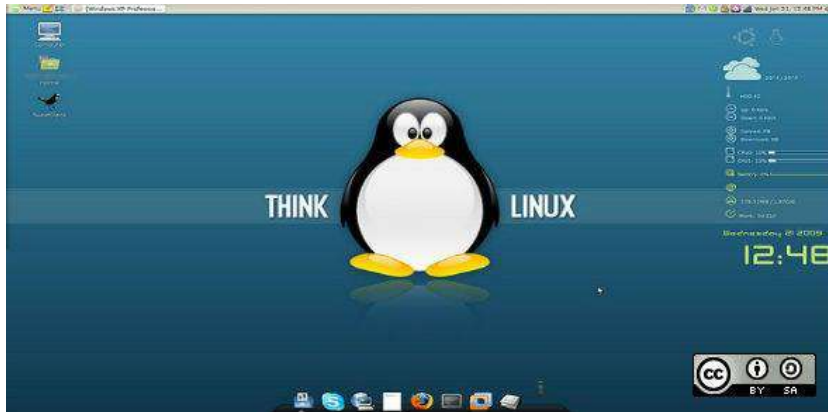
ii) _____

(c) State ONE safety precaution when setting up a computer (2 mks)

55

(d) Define a peripheral device (1 mk)

6. A learner in **Garissa School** uses her laptop for daily school assignments.



(a) Name the type of operating system used in her computer (1 mk)

(b) State TWO functions of OS (2 mks)

i) _____

ii) _____

(c) Explain file management (2 mks)

(d) State TRUE or FALSE: OS manages hardware resources _____ (1 mk)

SECTION B: (50 MARKS)

7. A school in Mombasa County is setting up internet access.

(a) Explain THREE types of networks (3 mks)

i) _____

ii) _____

iii) _____

(b) Describe TWO transmission media used in networking (4 mks)

i) _____

ii) _____

(c) State the functions of the following devices in networking: (3 mks)

Device	Function
Router	
Switch	
Modem	

8. Study the flowchart:

Start → Input A,B → Process A+B → Output Sum → End

(a) Convert into pseudocode (4 mks)

(b) State TWO characteristics of an algorithm (2 mks)

57

- i) _____
- ii) _____

(c) Distinguish between flowchart and pseudo code (4 mks)

Flow chart	Pseudo code

9. A technician at **Nairobi School ICT lab** is assembling a PC.

(a) Identify FOUR CPU components (4 mks)

- i) _____
- ii) _____
- iii) _____
- iv) _____

(b) Explain the fetch-decode-execute cycle (3 mks)

- i) _____
- ii) _____
- iii) _____

(c) Compare RISC and CISC (3 mks)

RISC	CISC

10.

58

(a) Identify the components of communication (4 mks)

- i) _____
- ii) _____
- iii) _____
- iv) _____

(b) State THREE modes of data communication (3 mks)

- i) _____
- ii) _____
- iii) _____

(c) Explain two factors affecting communication (3 mks)

- i) _____
- ii) _____

11. Three learners discussed as follows:

Learner A: "Programs use variables and operators"

Learner B: "Control structures guide program flow"

Learner C: "Data structures store information"

(a) Define variables (2 mks)

(b) Explain control structures (3 mks)

(c) Write a simple Python statement to add two numbers (3 mks)

(d) List TWO types of operators (2 mks)

- i) _____
- ii) _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – CORE MATHEMATICS 006 JUNE

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Agoro Sare School canteen sold **120 snacks** consisting of samosas and sausages. The total amount collected from the sales was **KSh 9,000**. A samosa costs **KSh 60** while a sausage costs **KSh 90**.

Using simultaneous equations, determine:

- a) The number of samosas sold. (2 Marks)

b) The number of sausages sold. (2 Marks)

2. The population of bacteria in a laboratory culture is given by the equation:

$N=5 \times 10^x$ where N is the number of bacteria.

If the population grows to **50,000 bacteria**:

a) Form an equation involving logarithms to represent the situation. (1 Mark)

b) Determine the value of x. (3 Marks)

3. Evaluate without a calculator:

(2 marks)

(a) $\log_3 81$

(b) $\log_5 125$

9. Solve the equations by Factorisation

(6 marks)

(a) $2x^2 + 7x + 3 = 0$

(b) $4x^2 + 4x + 1 = 0$

10. Solve for x:

(4 marks)

(a) $\log_3 x = 4$

(b) $\log_2(x + 1) = 5$

11. Factorize $x^4 - 81$ completely. State every factor and explain your steps. (3 marks)

12. A mason is making a triangular window. The base is 2 cm more than twice the height, and the area is 90 cm^2 . Find the base and the height of the window. (5 marks)

13. Triangle ABC has sides $AB = 6$ cm, $BC = 8$ cm and $CA = 10$ cm. Triangle $A'B'C'$ is similar to ABC with $A'B' = 15$ cm.

(a) Find the L.S.F.

(2 mark)

(b) Find the lengths of $B'C'$ and $C'A'$.

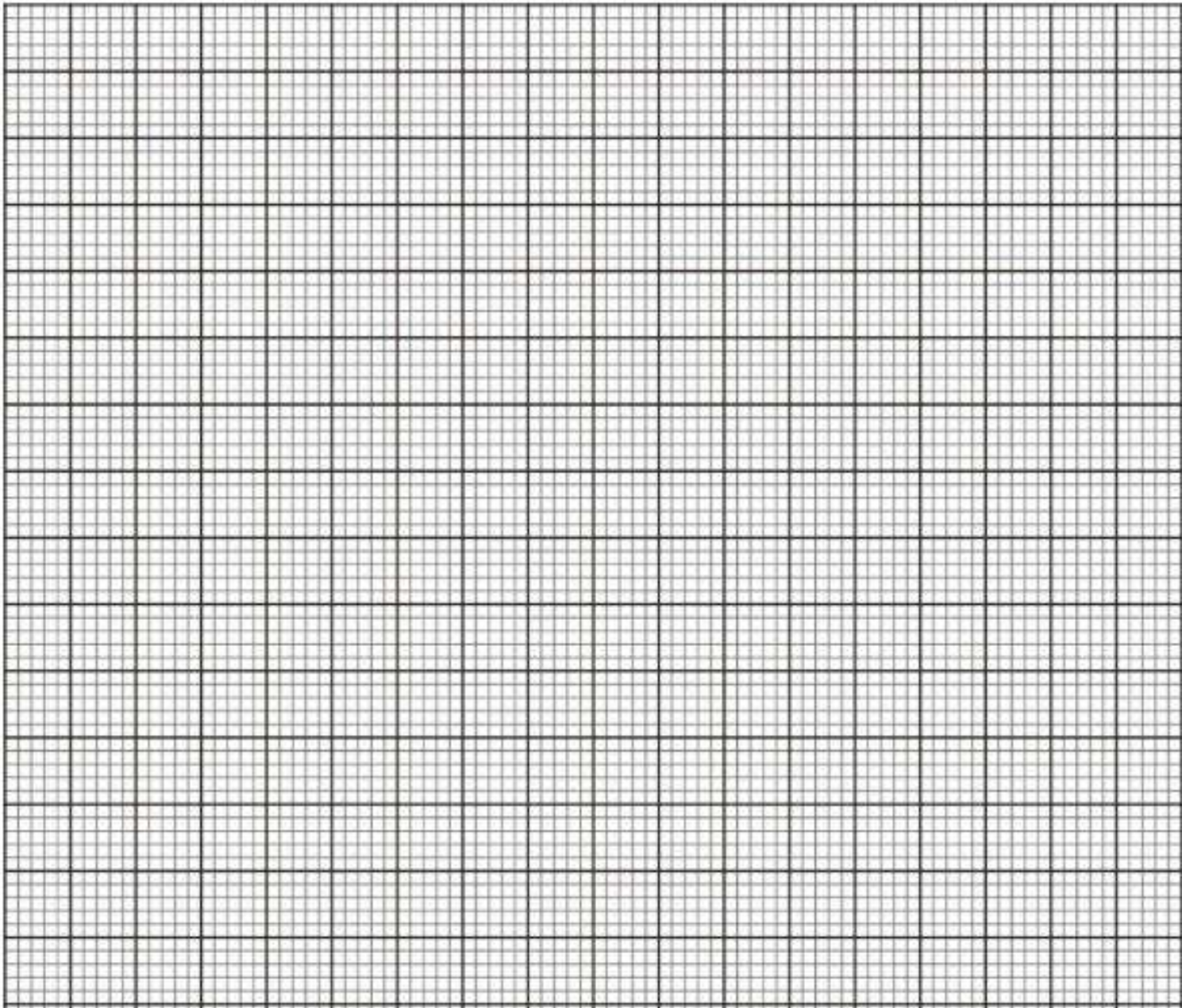
(4 marks)

(c) Calculate the ratio of the areas of the two triangles.

(4 marks)

14. The vertices of a quadrilateral are A (2,2), B(4,2), C(5,4), and D(3,4).

(a) Plot ABCD on the provided graph paper. **[3 mks]**



(b) Reflect ABCD in the line $y = -x$ to obtain $A'B'C'D'$. **[4 mks]**

(c) State the coordinates of A' , B' , C' , and D' . **[3 mks]**

15. Evaluate without using a calculator.

(4 Marks)

$$\frac{\left(1\frac{3}{7}-\frac{5}{8}\right)\times\frac{2}{3}}{\frac{3}{4}+1\frac{5}{7}\div\frac{4}{7}\text{ of }2\frac{1}{3}}$$

16. Find the value of x

(3 Marks)

$$2^{(x-3)} \times 8^{(x+2)} = 128$$

65

17. Use logarithms and antilogarithms to evaluate

(3 Marks)

$$\sqrt{\frac{391 \times 687}{372}}$$

18. The x and y -intercepts of a line are given as -2 and -2 respectively determine the equation of the line (3 Marks)

19. The surface area of two similar bottles are 12cm^2 and 108cm^2 respectively. If the larger one has a volume of 810cm^3 . Find the volume of the smaller one. (3 Marks)

20. Given $\sin(90^\circ - a) = \frac{1}{2}$, find without using trigonometric tables the value of $\cos a$ (2 Marks)

21. The sides of a triangle are in the ratio 3:5:6. If its perimeter is 56 cm, use the Hero's formula to find its area. (4 Marks)

22. A piece of metal has a volume of 20 cm^3 and a mass of 300g. Calculate the density of the metal in kg/m^3 . (3 Marks)

23. The angle of elevation of the top of a tree from a point P on the horizontal ground is 24.5° . From another point Q, five metres nearer to the base of the tree, the angle of elevation of the top of the tree is 33.2° . Calculate to one decimal place, the height of the tree. (3 Marks)

24. Solve the equation $\frac{1}{4x} = \frac{5}{6x} - 7$ (2 Marks)

25. The base of a right pyramid is a square of sides 4 cm. the slant edges are all 6 cm long. ABCDE
(a) Draw and label a sketch of the solid. (3 Marks)

Draw the net of the pyramid (3 Marks)

(b) Use your net to find

(i) The slant height of the pyramid

(2 Marks)

(ii) The total surface area of the pyramid

(2 Marks)

26. (a) copy and complete the table below:

(2 Marks)

x	0	1	2	3	4	5	6
$y = 2x - 4$							
$y = 12 - 2x$							

(b) (i) On the grid provided and using the same axes, draw the lines $y = 2x + 4$ and $y = 12 - 2x$ (3 Marks)

(ii) Hence use your graphs to solve the simultaneous equations

$$\frac{1}{2}x - \frac{1}{4}y = 1$$

$$x + \frac{1}{2}y = 6$$

(2 Marks)

(c) By use of substitution method, solve the simultaneous equations;

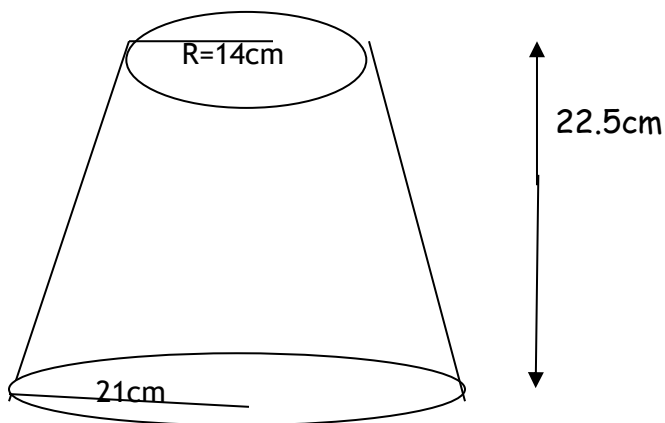
$$6x + 4y = 36$$

$$x + 3y = 13$$

(3 Marks)

27.

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The diagram represents a solid frustum with base radius 21cm and top radius 14cm. The frustum is 22.5cm high and is made of a metal whose density is 3g/cm^3 $\pi = 22/7$.

a) Calculate

(i) The volume of the metal in the frustum.

(5 marks)

(ii) The mass of the frustum in kg.

(2 marks)

b) The frustrum is melted down and recast into a solid cube. In the process 20% of the metal is lost. Calculate to 2 decimal places the length of each side of the cube.

(3 marks)

28. Jane is a sales executive earning a salary of Ksh. 20,000 and a commission of 8% for the sales in excess of Ksh 100,000. If in January 2010 she earned a total of Ksh.48, 000 in salaries and commissions.

a) Determine the amount of sales she made in that month

(4 Marks)

b) If the total sales in the month of February and March increased by 18% and then dropped by 25% respectively. Calculate

(i) Jane's commission in the month of February

(3 Marks)

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(ii) Her total earning in the month of March

(3 Marks)

29. A surveyor at point S observes the top of a telecommunication mast at an angle of elevation of 22° . He moves 50 m closer to the mast to point T and finds the new angle of elevation is 35° .

(a) Represent this information in a detailed diagram. [4 mks]

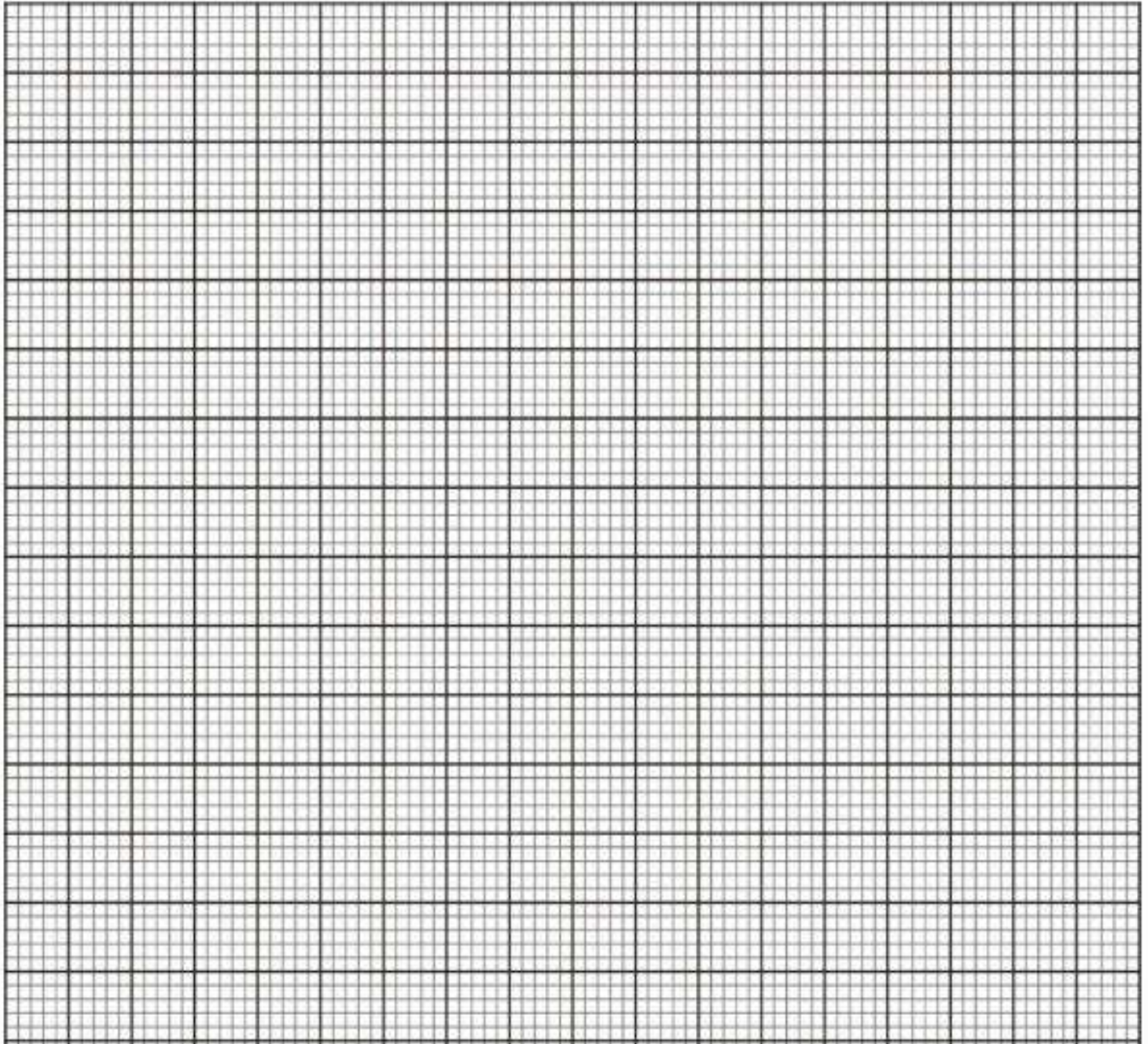
(c) Calculate the height of the mast. **[6 mks]**

30. A farmer has a triangular plot with sides $a=150$ m, $b=170$ m, and $c=190$ m.

(a) Use Heron's formula to calculate the area of the plot. **[6 mks]**

(b) The farmer decides to fence a smaller section that is a regular hexagon with a side length of 10 m. Calculate the area of this hexagon. **[4 mks]**

31. Triangle T has vertices $(1,2)$, $(3,2)$, and $(1,5)$.



(a) Rotate T by 180° about the origin to get T1. [3 mks]

(b) Reflect T1 in the line $x=0$ to get T2. [3 mks]

(c) Is T2 directly or indirectly congruent to T? Explain your answer by comparing the orientation. [4 mks]

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – CHRISTIAN RELIGIOUS EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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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. **Bible Nekesa**, a learner at **Lugulu Girls High School**, is exploring different ways to understand the scriptures. She is particularly interested in the **Biography method**.

(a) **Explain** the "Biography method" of Bible study. (2 Marks)

(b) **Summarize** three other methods used in studying the Holy Bible. (3 Marks)

(c) **Explain** two benefits of regular Bible study for a Grade 10 learner. (2 Marks)

- i. _____
- ii. _____

2. Study the illustration below showing a significant encounter between God and Moses in the desert.

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(a) **Identify** the specific location where this event took place. (1 Mark)

(b) **Outline** two signs God gave to Moses to prove his calling. (2 Marks)

- i. _____
- ii. _____

(c) **Describe** how the Passover Lamb in the Old Testament foreshadows the atonement of Jesus Christ. (3 Marks)

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

3. At **St. Mary's School, Yala**, learners are discussing how the Israelites worshipped in the wilderness.

Otieno: "They used a special portable tent called a Tabernacle."

Wekesa: "God gave them the Ten Commandments on stone tablets."

Kamau: "The covenant was sealed with the sprinkling of blood."

(a) **Name** the object described by Otieno. (1 Mark)

(b) **Identify** which learner is describing the **making** of the Sinai Covenant. (1 Mark)

(c) **State** whether the following is **TRUE** or **FALSE**: The Ten Commandments were given to guide the Israelites on how to live in relationship with God and others. [_____] (1 Mark)

4. **The Holy Spirit and the Church** (a) **Identify** the event depicted in the image below where the Holy Spirit descended on the disciples.

(b) **Mention** two signs that accompanied the outpouring of the Holy Spirit on this day. (2 Marks)

i. _____

ii. _____

(c) **List** the three categories of the gifts of the Holy Spirit. (3 Marks)

i. _____

ii. _____

iii. _____

5. **Christian Ethics and Human Sexuality**

(a) **Define** "Christian Ethics". (2 Marks)

(b) **Mention two** ungodly behaviors:

i. _____

ii. _____

(c) **Outline** the differences between **Dating** and **Courtship**. (4 Marks)

Dating	Courtship

SECTION B (50 MARKS)

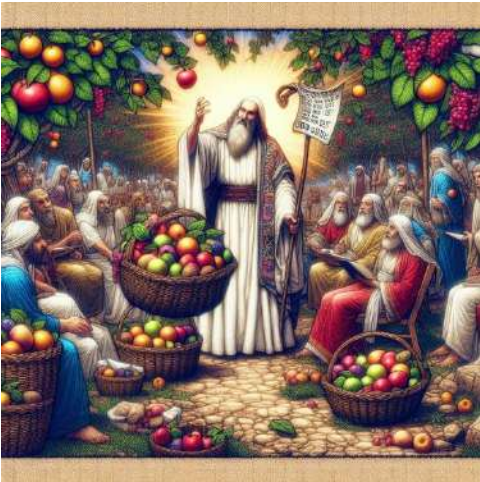
(Answer ALL questions in this section)

6. A student at **Lenana School** is comparing the background of Prophet Amos to the situation in Kenya today.

(a) **Describe** the social and religious background of Israel during the time of Prophet Amos. (4 Marks)

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

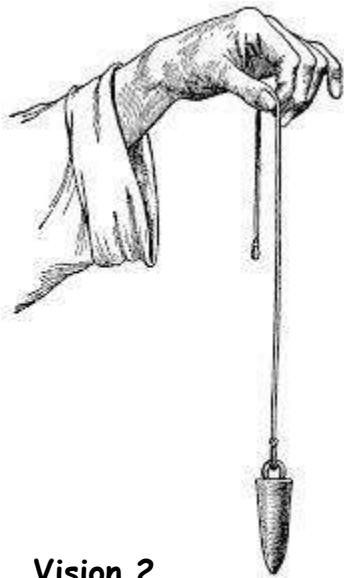
(b) **Identify** the "Visions of Amos" represented in the illustrations below:



Vision 1

Vision 1: _____

Vision 2: _____



Vision 2

(c) **Explain** the relevance of Amos's teachings on **Social Justice** to Christians in Kenya today. (4 Marks)

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

(d) **State** two characteristics of a false prophet. (2 Marks)

- i. _____
- ii. _____

7. In **Kanga Senior School**, learners are dramatizing the parables and miracles of Jesus.



(a) **Identify** the parable illustrated above. (1 Mark)

(b) **Explain** the significance of Jesus' miracles to his followers. (4 Marks)

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

(c) **Describe** the qualities of **true discipleship** as taught by Jesus in the Sermon on the Plain. (4 Marks)

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

(d) **Outline** lessons learnt from the story of Jesus' rejection at Nazareth. (4 Marks)

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

8. Grade 10 learners at **Mama Ngina Girls** are tracing the link between John the Baptist and Jesus Christ.

(a) **Identify** the location where Jesus was baptized. (1 Mark)

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(b) **Elaborate** on the role of John the Baptist as a "link" between the Old and New Testaments. (4 Marks)

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

(c) **Discuss** the lessons Christians learn from the **temptations of Jesus** in the wilderness. (4 Marks)

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

(d) **Explain** how the infancy stories of Jesus fulfill Old Testament prophecies. (4 Marks)

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

9. A church youth leader in **Thika** is discussing modern challenges with Grade 10 students.

(a) **Name** the institution ordained by God in Genesis 2:18-24 shown in the image below. (1 Mark)



(b) **Discuss** three challenges facing the institution of marriage and family in the society today. (3 Marks)

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

(c) **Explain** the Christian view on the use of **Science and Technology** in the spread of the Gospel. (4 Marks)

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

(d) **Compare** the Christian perspective on **Marriage** versus **Celibacy** as a way of life. (4 Marks)

Marriage	Celibacy

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.
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6. Answer all questions in English.
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FOR OFFICIAL USE ONLY

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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. |

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(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)

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(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: Leiter II, Rags

Location: Discharge, lower tank

Date Collection Dates: 5/17 - 5/22

Defect Types (Select Occurrence)	Dates							TOTAL
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Supplied parts rusted								20
Misaligned weld								6
Improper test procedure								0
Wrong part issued								3
Film on parts								0
Welds to casting								10
Incorrect dimensions								2
Adhesive failure								0
Missing coefficient								1
Spray failure								4
TOTAL		10	23	10	5	4		52



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. _____

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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)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – ELECTRICITY TECHNOLOGY

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school and stream clearly.
3. Fill in your admission number and the date.
4. The paper is divided into **Section A and Section B**.
5. Attempt **all questions** in both sections.
6. Respond to all questions in **English**.
7. Write all answers in the spaces provided in the question paper.
8. Do not tear or remove any page from this paper.

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A teacher at **Nairobi School** shows learners the image below:



i



ii



iii

a) Identify TWO uses of electricity shown. (2 marks)

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

b) State ONE importance of electricity in hospitals. (1 mark)

2. Four learners discuss careers:

- Amina:** "I install wiring in buildings."
- Brian:** "I repair generators."
- Chebet:** "I design electronic circuits."
- David:** "I transmit electricity across regions."

a) Identify the career for EACH learner. (2 marks)

Learner	Career

b) Name ONE institution in Kenya where such careers are trained. (1 mark)

3. At a workshop in Kisumu Polytechnic, a student is shown:



a) Name the equipment collectively. (1 mark)

b) List TWO items shown. (1 mark)

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

c) State ONE importance of using them. (1 mark)

4. a) Identify THREE components of an electric circuit. (2 marks)

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

b) Define an electric circuit. (1 mark)

5. During a lesson, learners were provided with the following materials

- i. Copper wire
- ii. Plastic rod
- iii. Silicon chip

a) Classify each as conductor, insulator, or semiconductor. (2 marks)

Material	Category

b) Explain ONE property of a conductor. (1 mark)

6. At Eldoret National Polytechnic, learners perform an experiment:

a) State Ohm's Law. (1 mark)



S



T

b) Name TWO instruments shown. (1 mark)

S: _____

T: _____

c) State what each measures. (1 mark)

S: _____

T: _____

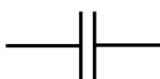
7. a) Distinguish between primary and secondary cells. (2 marks)

b) State ONE maintenance practice for batteries. (1 mark)

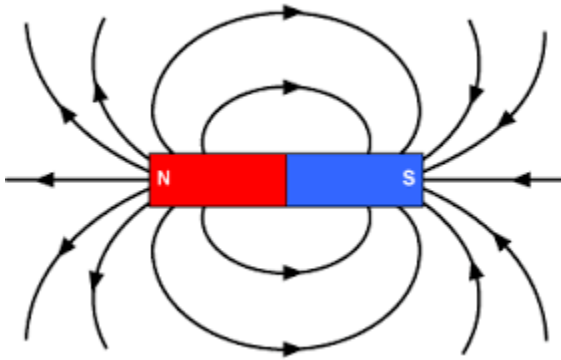
8. a) Define a capacitor. (1 mark)

b) State ONE use in appliances. (1 mark)

c) Identify the symbol shown. (1 mark)



9. Study the illustration below and use it to answer the questions that follow



a) Describe the pattern observed. (1 mark)

b) State TWO properties of magnets. (2 marks)

- i. _____
- ii. _____

10. Grade 10 learners observed the following components



Q



R

a) Identify TWO components shown. (2 marks)

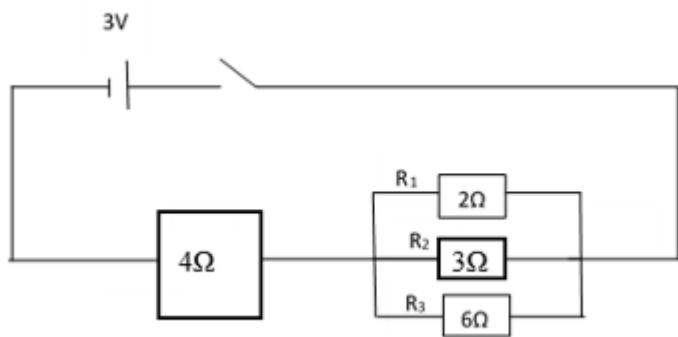
Q: _____

: _____

b) State ONE importance of power transmission. (1 mark)

SECTION B (50 MARKS)

11. (a) Study the circuit diagram in **figure below** and answer the following question



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i) Calculate the effective resistance of the circuit. (3 marks)

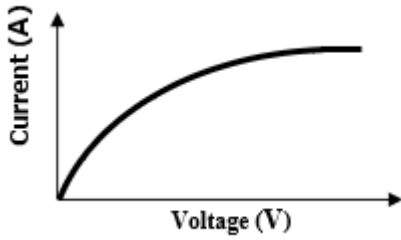
ii) Determine the current through the 3 ohm resistor (4 marks)

b) Eight dry cells can be arranged to produce a total e.m.f. of 12v just like a car battery.

i) Determine the e.m.f. of an individual cell (1 mark)

ii) Explain why it is possible to start a car with the lead acid accumulator, but not with the eight dry cells in series. (2 marks)

c) For a particular bulb, a series of readings of the current through the bulb for different potential differences across it is taken and plotted as shown in **figure** below.



i) Draw the circuit diagram you would use for the experiment. (1 mark)

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ii) Explain how the resistance of the bulb changes (2 marks)

d) Distinguish between series and parallel circuits. (2 marks)

e) State TWO advantages of parallel circuits. (2 marks)

- i.

- ii.

- iii.

f) Explain how current behaves in series vs parallel. (2 marks)

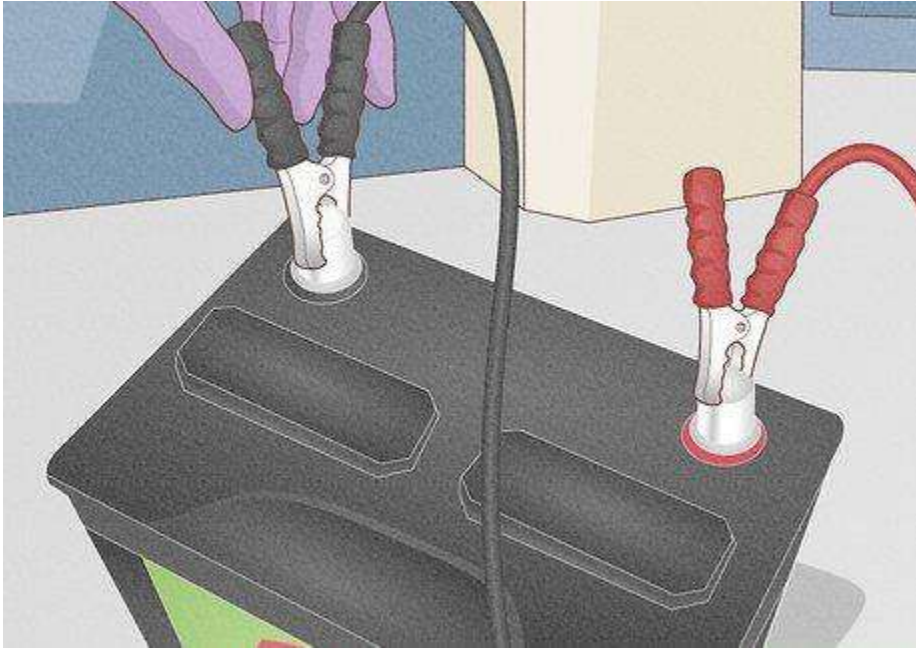
- i.

- ii.

- iii.

g) State Kirchhoff's law (any one). (2 marks)

12. In a garage in **Nakuru**, a technician works on batteries:



95

a) Describe charging process. (3 marks)

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

b) Explain dangers of overcharging. (2 marks)

- i. _____
- ii. _____

c) Compare series vs parallel battery connection. (3 marks)

Series battery connection	Parallel battery connection

d) State TWO safe disposal methods. (2 marks)

- i. _____
- ii. _____

13. Three learners explain:

Otieno: "Stores charge."

Wanjiku: "Stores energy in magnetic field."

Kiptoo: "Used in smoothing circuits."

a) Identify device for each learner. (3 marks)

Learner	Device

b) Compare capacitor and inductor. (3 marks)

Capacitor	Inductor

c) State TWO applications of each. (4 marks)

- i. _____
- ii. _____

14. At Kenya Technical Trainers College, students build a solenoid:

a) Explain principle of electromagnetism. (3 marks)

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

b) Describe how strength is increased. (3 marks)

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

c) State TWO applications. (2 marks)

- i. _____
- ii. _____

d) Draw/describe field pattern. (2 marks)

15. A house in **Kakamega** has the following:

a) Identify **FOUR** components of a consumer unit. (4 marks)

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

b) State function of each. (4 marks)

Component	Function

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c) Explain importance of earthing. (2 marks)

- i. _____
- ii. _____

16. At **Strathmore School**, learners study semiconductors:

a) Define semiconductor. (2 marks)

b) Explain doping process. (3 marks)

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

c) Distinguish P-type and N-type. (3 marks)

P-type	N-type

d) State **TWO** applications of diodes. (2 marks)

- i. _____
- ii. _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – ENGLISH

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

1. Fill in your name, school name, your assessment number, date, the school code and signature in the spaces provided above.
2. The paper consists of **five tasks sections: A, B, C, D and E.**
3. Attempt **all questions** in every section.
4. Use **English** to answer all questions.
5. Write your responses in the spaces provided in the paper.
6. Do not detach or remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90– 100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
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LEARNER'S TOTAL SCORE														

Answer all questions in this section.

TASK 1: LISTENING AND SPEAKING (5 MARKS)

(Teacher reads the passage twice. Learners listen carefully.)

"In many parts of Kenya, especially in urban areas like Nairobi and Kisumu, young people are embracing technology to solve environmental challenges. Some students from schools such as Lenana School and Kenya High School have developed mobile applications that help communities report illegal dumping of waste. Others organize clean-up exercises and tree-planting activities to improve air quality. These initiatives not only protect the environment but also promote health and safety among residents. However, success depends on cooperation, discipline, and respect for community rules."

Questions:

a) Identify TWO ways students are using technology. (2 marks)

- i. _____
- ii. _____

b) Mention ONE environmental activity carried out by the youth. (1 mark)

c) State ONE benefit of these initiatives to the community. (1 mark)

d) Pronounce clearly the following words (Teacher assesses): (1 mark)

- i. Technology
- ii. Environment
- iii. Cooperation

TASK 2: COMPREHENSION (5 MARKS)

Brian, a Grade 10 student at Mang'u High School, has always been fascinated by how machines work. From a young age, he enjoyed taking apart old radios, torches, and small household appliances to understand how their components functioned. His curiosity grew stronger when he visited his uncle, an electrical engineer working in Nairobi, who often explained the importance of electricity in modern life.

Inspired by his uncle's career, Brian developed a strong interest in electrical engineering. He dreams of becoming a professional engineer who designs, installs, and maintains electrical systems in homes, industries, and public institutions. During school holidays, Brian spends his time interning at a local electrical workshop where he gains practical experience. Under the guidance of skilled technicians, he learns how to repair faulty appliances, install electrical wiring, test circuits, and observe safety procedures while handling electrical equipment.

Brian has come to appreciate the important role technology plays in transforming careers and improving people's lives. He has learned that technological advancements have created many employment opportunities in sectors such as renewable energy, automation, telecommunications, robotics, and digital communication. He believes that young people who acquire relevant technical skills will be better prepared for the future job market.

Apart from technical knowledge, Brian understands that success in any profession requires discipline, creativity, hard work, honesty, and continuous learning. He regularly reads books, watches educational videos, and attends career talks to improve his understanding of engineering and technology. He also performs well in Mathematics, Physics, and Computer Studies because he knows these subjects are important for his future career.

Brian hopes that after completing his studies, he will secure stable employment, support his family, and contribute to the development of Kenya. He dreams of participating in projects that provide affordable electricity to rural communities, promote clean energy solutions, and improve the quality of life for many people. He believes that through dedication, innovation, and responsible use of technology, young people can help build a prosperous nation.

Questions:

a) What career does Brian want to pursue? (1 mark)

b) Who inspired Brian? (1 mark)

c) State ONE skill Brian is learning during his internship. (1 mark)

d) Mention TWO qualities needed for success according to the passage. (1 mark)

e) Give a suitable title for the passage. (1 mark)

TASK 3: CLOZE TEST (5 MARKS)

Fill in the blanks with appropriate words:

Protecting the environment is a shared _____ (1) of all citizens. People should avoid cutting down trees without _____ (2) them. Clean surroundings help prevent the spread of _____ (3) and improve public health. Governments, schools, and communities must work _____ (4) to promote environmental conservation. Every individual has a _____ (5) to protect natural resources for future generations.

TASK 4: CONVERSATION (5 MARKS)

A student from **Alliance High School** is visiting **Mombasa** for the first time.

Complete the following Dialogue below:

Tourist: Good afternoon. Excuse me, could you direct me to Fort Jesus?

Resident: _____ (1)

Tourist: Thank you. Is it safe to walk there?

Resident: _____ (2)

Tourist: How long will it take me to get there?

Resident: _____ (3)

Tourist: I appreciate your help.

Resident: _____ (4)

a) Complete the dialogue appropriately using polite expressions. (4 marks)

b) Identify ONE etiquette rule demonstrated in the conversation. (1 mark)

TASK 5: GRAMMAR (10 MARKS)

a) Identify the part of speech of the underlined words: (2 marks)

i. The athlete ran **swiftly** during the race. : _____

ii. They attended a **cultural** ceremony : _____

b) Rewrite the sentences using the correct tense: (2 marks)

i. She (play) netball yesterday.

ii. They (install) solar panels next month.

c) Fill in with appropriate prepositions: (2 marks)

i. He is passionate _____ technology.

ii. She is responsible _____ organizing the event.

d) Join the sentences using a suitable conjunction: (2 marks)

The team trained hard. They lost the match.

e) Change into passive voice: (2 marks)

The nurse administered the medicine.

SECTION B (50 MARKS)

TASK 5: GRAMMAR (30 MARKS)

a) Error Identification and Correction (6 marks)

Rewrite the sentences correctly:

i) She don't understand the instructions.

ii) The informations were not accurate.

iii) He has went to Nairobi.

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b) Word Formation (6 marks)

Complete using correct forms:

i) Technology has greatly _____ (transform) communication.

ii) She is the _____ (intelligent) student in the class.

iii) His _____ (decide) was influenced by his parents.

c) Degrees of Comparison (4 marks)

i) This road is _____ (wide) than the other.

ii) Mount Kenya is the _____ (high) mountain in Kenya.

d) Reported Speech (4 marks)

Change into indirect speech:

He said, "I will travel to Kisumu tomorrow."

e) Articles and Determiners (4 marks)

Fill in the blanks:

i) She bought _____ umbrella.

ii) He is _____ honest man.

f) Sentence Transformation (6 marks)

i) Rewrite in question form:

You are attending the meeting.

ii) Rewrite in negative form:

They have completed the project.

iii) Combine into one sentence:

She studied hard. She passed the exam.

TASK 6: WRITING - COMPOSITION (20 MARKS)

Write a **well-organized composition (300–350 words)** on **ONE** topic:

Choose from ONE theme:

1. Environment:

Discuss the role of young people in protecting the environment in Kenya.

2. Technology:

Explain how technology has changed communication and learning among students.

3. Travel:

Narrate a journey you took and the lessons you learned.

4. Careers:

Describe your dream career and the steps you will take to achieve it.

5. Health and Safety:

Explain how schools can promote health and safety among learners.

6. Income:

Discuss different sources of income for young people in Kenya.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – ESSENTIAL MATHEMATICS 006 JUNE

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B.**
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. 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. A teacher gives learners different numbers to classify while studying number systems in a digital coding lesson.

Classify the following numbers as **rational or irrational**:

$$2, \sqrt{2}, \frac{5}{8}, 0.333 \dots, 2.85$$

b) A computer program requires finding reciprocals for encryption keys.
Find the reciprocal of:

$$-\frac{3}{5}$$

2. A student buys ingredients for baking:

i. $\frac{3}{4}$ kg sugar

ii. $\frac{2}{3}$ kg flour

iii. $\frac{5}{6}$ kg milk powder is used for another recipe

Evaluate:

$$\frac{3}{4} + \frac{2}{3} - \frac{5}{6}$$

3. A computer system compresses files using powers of 2.

Simplify:

$$\frac{2^5 \times 2^3}{2^4}$$

4. A floor designer models square tiles with area expression:

$$x^2 - 5x + 6$$

Factorise the expression to determine tile dimensions.

5. A carpenter designs two triangular wooden frames for roofing.

Triangle ABC has sides:

AB = 3 cm, BC = 4 cm, CA = 5 cm

Triangle DEF is similar and has:

DE = 8 cm, EF = 10 cm, and one missing side

Find:

a) Scale factor

b) Missing side

6. A drone maps a point on a straight road at A(2,3). The road is represented by the x-axis.

Find the image of A after reflection.

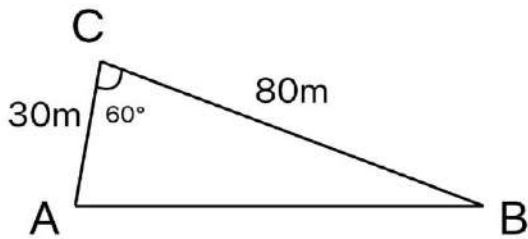
7. A ladder leans against a wall making an angle of 30° with the ground.
The ladder is 10 m long.

Find:

a) Height reached on the wall

b) Distance from wall

8. A surveyor measures a triangular piece of land:



Find the area of the triangle.

9. A pizza is cut into a sector for a customer.



Find the area of the sector.

10. A teacher records marks of a student:

2, 4, 6, 8, 10

Find the mean score.

SECTION B (50 MARKS)

11. A builder constructs a rectangular garden:



a) Form a quadratic equation

b) Solve for x

c) Find actual dimensions

12. A tech company uses powers of 3 in encryption.

Simplify:

$$(3^2 \times 3^4) \div 3^3$$

Also express 81 in base 3 index form.

13. A logo is enlarged on a billboard.

If the Original area = 10 cm^2
and the Scale factor = 2

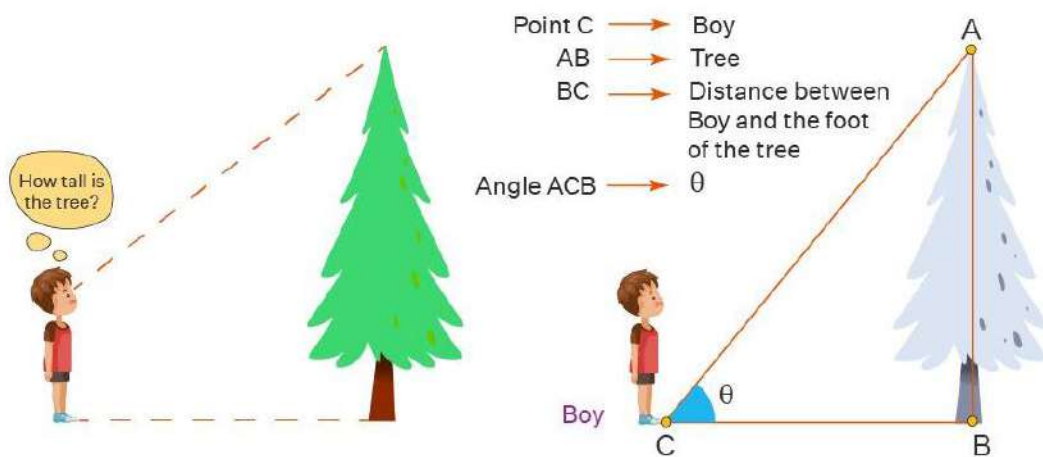
Find:

a) New area

b) Volume scale factor

c) Two properties of similar figures

14. A surveyor measures the height of a tree:



The Angle of elevation = 45° . The Distance from tree = 10 m
Find height.

15. A factory produces cones:

The radius of a cone is 3 cm while its Height = 4 cm

Find:

a) Slant height

b) Total surface area

c) Volume

16. A trader in Nairobi sells phones:

- ✓ The cost price of the phone = 20,000
- ✓ The selling price of the phone = 25,000

Also:

- ✓ Discount = 10% on KSh 5,000 item

Find:

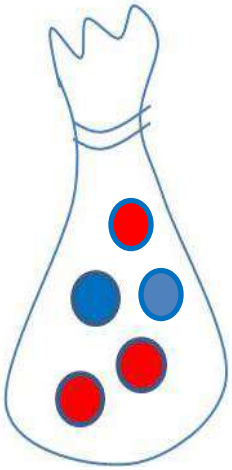
a) Profit

b) Percentage profit

c) Discount

d) Selling price after discount

17. A bag contains three red balls and two blue colored balls:



Find:

a) Probability of red

b) Probability of blue

c) Whether events are equally likely

d) Define mutually exclusive events



ELIMU MSINGI INAYOENDANA NA UMAHIRI (CBE)
TATHMINI YA SHULE ZA SEKONDARI (DARAJA LA JUU)
SHUGHULI ZA NYUMBANI AGOSTI – 2026
GREDI YA 10 – FASIHI YA KISWAHILI

Muda: Saa 2

TAARIFA ZA MTAHINIWA

Jina: _____
 Darasa: _____
 Tarehe: _____

Shule: _____
 Nambari ya Mthani: _____
 Saini: _____

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MAELEKEZO KWA WATAHINIWA

1. Andika jina lako na taarifa zote muhimu katika nafasi ulizopewa.
2. Karatasi hii ina sehemu mbili: **A na B.**
3. Jibu maswali yote katika sehemu zote mbili.
4. Tumia lugha ya Kiswahili sanifu katika majibu yako.
5. Andika majibu yako katika nafasi ulizoachiwa.
6. Usiondoe ukurasa wowote wa karatasi hii.

KWA MATUMIZI RASMI PEKEE

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF1	KUF2	KUK1	KUK2	CH1	CH2
WIGO LA ALAMA	ALAMA 50	ALAMA 20		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTI				POINTI 8	POINTI 7	POINTI 6	POINTI 5	POINTI 4	POINTI 3	POINTI 2	POINTI 1
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU A: FASIHI SIMULIZI (ALAMA 20)

Soma hadithi ifuatayo kisha ujibu maswali.

Hapo zamani za kale, kulikuwa na kijiji kilichokumbwa na njaa kali. Watu walihangaika kupata chakula bila mafanikio. Siku moja, mzee mmoja aliwaambia vijana:

“Msikate tamaa, njaa hii ina mwisho wake.”

Lakini vijana walimcheka wakisema, “Wewe ni mzee tu, hujui hali halisi!”

Baadaye mvua ilinyesha na mavuno yakawa mengi.

a) Bainisha aina ya hadithi hii. (2)

b) Taja sifa mbili za fasihi simulizi zinazojitokeza. (4)

c) Eleza umuhimu wa hadithi kama hii katika jamii. (4)

SWALI LA 2

a) Eleza maana ya fasihi simulizi. (2)

b) Taja sifa nne za fasihi simulizi. (4)

c) Eleza dhima mbili za fasihi simulizi katika jamii. (4)

SEHEMU B: USHAIRI (ALAMA 10)

Maisha ni safari ndefu,
Yenye milima na mabonde,
Mara furaha, mara huzuni,
Yote ni sehemu ya mwendo.

Njiani kuna vikwazo vingi,
Vya kutukatisha tamaa,
Lakini mwenye subira nyingi,
Hufika mbali na kufanikiwa.

Wengine hukata tamaa mapema,
Kwa kuona njia ni ngumu,
Husahau kuwa kila jambo,
Huanza kwa hatua za kwanza.

Mwanafunzi akijitahidi,
Katika masomo na kazi,

Atavuna mema baadaye,
Na kufurahia matunda yake.

Mkulima naye akilima,
Kwa bidii na maarifa,
Atapata mavuno mengi,
Ya kumletea maendeleo.

Maisha hayahitaji haraka,
Wala tamaa za utajiri,
Bali juhudi na nidhamu,
Pamoja na moyo wa uvumilivu.

Milima ya maisha ipo,
Na mabonde hayaepukiki,
Lakini kila anayesonga,
Hufika mwisho wa safari.

Tukumbuke daima vijana,
Elimu ni ufunguo wa maisha,
Hufungua milango mingi,
Ya mafanikio na maendeleo.

Tuwaheshimu wazazi wetu,
Na walezi wanaotulea,
Kwa kuwa hututakia mema,
Ili tuwe watu bora.

Tusikubali kushindwa kirahisi,
Kwa changamoto za duniani,
Maana kila giza lina mwisho,
Na mwangaza huja baadaye.

Urafiki mwema ni muhimu,
Kwa safari ya maisha yetu,
Hutupa ushauri na msaada,
Tunapokutana na matatizo.

Mwishowe maisha ni safari,
Yenye mafunzo mengi sana,
Tukivumilia tutafaulu,
Na kufikia ndoto zetu.

Maisha ni safari ndefu,
Yenye milima na mabonde,

Ukivumilia utafaulu,
Ukikata tamaa utaanguka.

Maswali:

a) Bainisha aina ya shairi hili (arudhi au huru). (2)

b) Taja bahari ya shairi (kama ipo). (2)

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c) Tambua mbinu mbili za lugha zilizotumika. (2)

d) Eleza dhamira kuu ya shairi hili. (4)

SEHEMU C: TAMTHILIA (ALAMA 10)

SWALI LA 4

MCHONGOMA: Jamii yetu imejaa dhuluma!

BAHATI: Lakini nani atasimama kupinga?

MCHONGOMA: Ni sisi! Tusipochukua hatua, tutazama kama jahazi lililovunjika.

Maswali:

a) Tambua mandhari ya dondoo hili. (2)

b)

Taja sifa mbili za wahusika. (2)

c)

Eleza dhamira inayojitokeza. (3)

d)

Eleza umuhimu wa mazungumzo katika tamthilia. (3)

SEHEMU D: RIWAYA (ALAMA 10)

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Baba alikuwa mtu wa siri nyingi. Hakuna aliyejua alikotoka wala alikokwenda kila jioni. Aliondoka nyumbani kila siku jua lilipoanza kutua na kurudi usiku wa manane. Alipoulizwa kuhusu safari zake, alitabasamu tu na kubadilisha mazungumzo. Hali hii iliwafanya wanakijiji wengi kumhofia na wengine kumtilia shaka.

Mwanawe, Baraka, alikuwa amechoshwa na hali hiyo. Alitamani kujua ukweli kuhusu maisha ya baba yake. Kwa muda mrefu alikuwa akijiuliza kwa nini baba yake alikuwa mtu wa mafumbo kiasi hicho. Siku moja, baada ya kutoka shuleni, aliamua kumfuatilia kisiri. Baba yake alipitia njia nyembamba iliyopenya msituni na kuelekea kwenye nyumba chakavu iliyokuwa imejificha katikati ya miti mikubwa.

Baraka alijificha nyuma ya kichaka na kumwona baba yake akiingia ndani ya nyumba hiyo. Dakika chache baadaye, watu kadhaa walifika na kuanza mazungumzo ya siri. Baraka hakisikia kila walichosema, lakini alisikia maneno yaliyomhangaisha sana: "Lazima fumbo hili lisijulikane kwa yeyote." Moyo wake ulianza kudunda kwa kasi. Alijaribu kusogea karibu zaidi ili asikie vizuri, lakini ghafla alikanyaga tawi kavu lililovunjika kwa kishindo.

Watu waliokuwa ndani ya nyumba waliinuka kwa mshangao. Baba alitoka nje haraka na kuangaza tochi kila upande. Baraka alitetemeka kwa hofu. Alijua kwamba kama angegunduliwa, angejikuta katika hatari kubwa. Hata hivyo, hamu ya kujua ukweli ilimfanya asiondoke. Alibaki amejificha huku akijiuliza ni siri gani kubwa ambayo baba yake alikuwa akiificha kwa miaka yote.

Maswali:

a) Bainisha aina ya mandhari katika dondoo hili. (2)

b) Eleza sifa mbili za mhusika Baba. (2)

c) Taja mbinu ya ujenzi wa ploti inayotumika. (2)

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d) Eleza dhamira inayoweza kujitokeza. (4)

SEHEMU E: MAZUNGUMZO (ALAMA 10)

Alfred: Habari yako rafiki yangu?

Benta: Nzuri sana, je wewe?

Alfred: Niko salama, lakini nina tatizo.

Benta: Niambie, labda nitasaidia.

a) Hii ni aina gani ya mazungumzo? (2)

b) Taja sifa mbili za mazungumzo. (2)

c) Eleza dhima ya mazungumzo katika jamii. (4)

d) Taja miktadha miwili ambapo mazungumzo hutokea. (2)

SEHEMU F: HADITHI / NGANO (ALAMA 10)

Kulikuwa na kijana aliyeitwa Mlungula ambaye alionekana kichaa kwa sababu ya tabia zake za ajabu. Alizungumza peke yake na kucheka bila sababu. Lakini siku moja alitoa ushauri uliookoa kijihi kizima.

Maswali:

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a) Hii ni aina gani ya hadithi? (2)

b) Eleza sifa mbili za hadithi za aina hii. (2)

c) Eleza mafunzo mawili yanayopatikana. (4)

d) Eleza umuhimu wa hadithi kama hizi katika jamii. (2)

BONASI (ALAMA ZA ZIADA 5)

(Kutoka: Mlemavu Sio Mimi - Godfrey Ipalei)

"Ulemavu si mwisho wa maisha, bali ni changamoto ya kushinda."

a) Eleza ujumbe wa kauli hii. (3)

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b) Toa maoni yako kuhusu nafasi ya watu wenye ulemavu katika jamii. (2)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST HOLIDAY ASSIGNMENT 2026

GRADE 10 – FINE ARTS

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

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

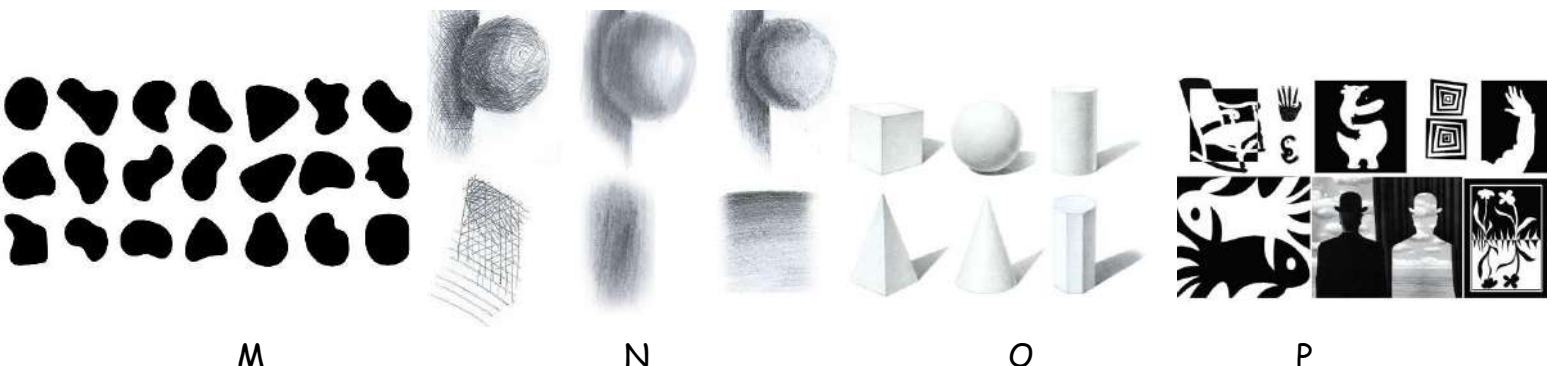
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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

1. A learner at Nairobi is studying drawing techniques.



a) Identify the element of art shown in EACH image. (4 marks)

M: _____.

N: _____.

O: _____.

P: _____.

b) State ONE importance of elements of art in drawing. (1 mark)

2. Students from Starehe Boys' Centre drew buildings along a road.



a) Name the type of perspective in Image A. (1 mark)

b) Identify TWO features visible in Image B. (2 marks)

i. _____

ii. _____

c) Distinguish between one-point and two-point perspective. (2 marks)

One point perspective	Two point perspective

3. Three learners describe their painting work:

Amina: "I used light to dark blending."

Brian: "I sprayed paint using a toothbrush."

Chebet: "I painted a landscape using layers."

a) Match each learner with the correct technique. (3 marks)

Learner	Technique

b) Name ONE tool used in brush spraying. (1 mark)

c) State ONE advantage of wash technique. (1 mark)

4. A student in Kisumu creates artwork using recycled materials



x



y

a) Identify the type of collage in each image. (2 marks)

X: _____

Y: _____

b) Outline TWO characteristics of mixed-media collage. (2 marks)

i. _____

ii. _____

c) State ONE importance of collage in art. (1 mark)

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5. Learners at Mombasa designed posters.



Q



R



S

a) Name the design type shown in each image. (3 marks)

Q: _____

R: _____

S: _____

b) Define calligraphy. (1 mark)

c) State ONE use of trademarks. (1 mark)

6. A group of learners visited Nakuru to learn fabric decoration.

a) Identify each technique. (3 marks)



X



Y



Z

X: _____

Y: _____

Z: _____

b) State ONE material used in tie and dye. (1 mark)

c) State ONE safety precaution when dyeing fabric. (1 mark)

SECTION B (50 MARKS)

(Answer ALL questions)

7. Students at Lenana School arranged objects for drawing.

a) List FOUR stages of drawing a still life composition. (4 marks)

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

b) Explain TWO principles of art observed. (4 marks)

- i. _____
- ii. _____

c) State TWO uses of a portfolio folder. (2 marks)

- i. _____
- ii. _____

8. Learners in Kitui prepared clay for pottery.

a) Outline FOUR stages of clay preparation. (4 marks)

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

b) Describe the pellet technique. (2 marks)

- i. _____
- ii. _____

c) Identify TWO properties of clay. (2 marks)

- i. _____
- ii. _____

d) State TWO safety precautions when firing. (2 marks)

- i. _____
- ii. _____

9. Learners observed sculptures from East Africa.

a) Identify the type of sculpture shown. (2 marks)



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b) Outline FOUR steps in carving. (4 marks)

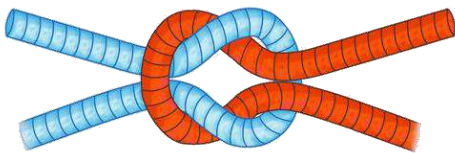
- i. _____
- ii. _____
- iii. _____
- iv. _____

c) Write the finishing techniques to description: (3 marks)

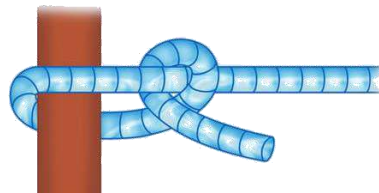
- i. Smoothing surface: _____.
- ii. Adding colour : _____.
- iii. Protecting surface : _____.

d) Name ONE material used in sculpture. (1 mark)

10. Learners at Moi Girls School Nairobi created wall hangings.



S



T

a) Identify each knot. (2 marks)

S: _____

T: _____

b) Describe how a square knot is made. (3 marks)

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

c) Distinguish between tight and loose webs. (2 marks)

d) State THREE uses of macramé. (3 marks)

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

11. Three learners describe their work:

Kevin: "I used beads and thread to make a bracelet."

Aisha: "I made a necklace using recycled materials."

Otieno: "I designed a cardholder using mixed media."

a) Identify each artwork. (3 marks)

Learner	Artwork

b) List THREE materials used. (3 marks)

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

c) Explain TWO techniques used in jewellery making. (2 marks)

- i. _____
- ii. _____

d) State TWO functions of jewellery. (2 marks)

- i. _____
- ii. _____

12. A learner from Eldoret sells artwork online.

a) Define art marketing. (2 marks)

b) Outline THREE ways of marketing artwork online. (3 marks)

- i.

- ii.

- iii.

c) State TWO legal issues in art production. (2 marks)

133

- i.

- ii.

d) Explain THREE advantages of online marketing. (3 marks)

- i.

- ii.

- iii.

CERTIFICAT KENYAN D'ÉDUCATION DE BASE

ÉVALUATION DU NIVEAU SUPÉRIEUR

AUGUST ASSIGNMENT 2026

CLASSE DE 10^e – FRANÇAIS

Durée : 2 heures

INFORMATIONS DU CANDIDAT



Nom : _____ . École : _____ .

Numéro d'évaluation : _____ . Date : _____ .

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

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INSTRUCTIONS AUX CANDIDATS

1. Écrivez votre nom dans les espaces prévus ci-dessus.
2. Écrivez le nom de votre école et votre classe dans les espaces prévus.
3. Écrivez votre numéro d'admission et la date de l'évaluation dans les espaces prévus.
4. Cette épreuve comprend deux sections : A et B.
5. Répondez à toutes les questions des sections A et B.
6. Répondez aux questions en Français lorsque cela est demandé.
7. Toutes les réponses DOIVENT être écrites dans les espaces prévus dans ce document.
8. Ne retirez aucune page de ce sujet d'examen.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
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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 the spaces provided.

1. Listening & Phonetics [5 Marks]

Indicate the odd word out based on the underlined sound.

(a) [ʒ] sound:

- i. Jeune
- ii. Jour
- iii. Girafe
- iv. Chat

(b) [u] vs [y] sound:

- i. Tu
- ii. Vu
- iii. Vous
- iv. Du

(c) [f] vs [v] sound:

- i. Fille
- ii. Vrai
- iii. Voiture
- iv. Veste

2. Grammar: Verbs & Pronouns [10 Marks]

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(a) Complete the sentences with the correct form of the verb in brackets.

- (a) Ma mère _____ (s'appeler) Mme. Zawadi.
- (b) Nous _____ (habiter) à Nairobi, près du marché.
- (c) Pour aller à l'école, je _____ (prendre) le bus.
- (d) Ils _____ (vouloir) acheter un kilo de sucre.
- (e) Tu _____ (aimer) manger des légumes pour rester en bonne santé.

(b) Fill in the correct possessive adjective (mon, ma, mes, ton, sa).

- (f) C'est _____ père. (my)
- (g) Voici _____ sœur. (his)

3. Vocabulary: The Home & Weather [5 Marks]

Match the room/item to its correct location or meaning.

- (a) Le lit est _____ (in) la chambre.
- (b) La table est _____ (in front of) la porte.
- (c) Quel temps fait-il ? Il y a de la _____ (rain) à Kakamega.

4. Shopping & Quantities [10 Marks]

Fill in the blanks with the correct vocabulary or expression.

- (a) Je voudrais un _____ de viande. (kilo)
- (b) Ça _____ combien ? (costs)
- (c) Je fais les _____ au supermarché. (shopping)
- (d) Donnez-moi une _____ de sel. (pinch)
- (e) Le vendeur vend des fruits au _____. (market)

SECTION B: [50 MARKS]

Answer all questions in the spaces provided.

5. Reading Comprehension [15 Marks]

Read the passage and answer the questions in French.

La Routine de Kibet

Je m'appelle Kibet. Je suis élève en 10ème année. Chaque lundi, ma routine commence à six heures. D'abord, je nettoie la salle de classe. À huit heures, je commence mes cours. Ma matière préférée est le Français, mais je n'aime pas beaucoup les Mathématiques. À midi, je vais à la cantine. Je préfère manger du poisson avec du riz. C'est bon pour la santé ! Pour rentrer à la maison, j'utilise une moto parce que c'est rapide, mais il faut toujours mettre le casque pour la sécurité.

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(a) À quelle heure Kibet commence-t-il ses cours ? (2 Marks)

(b) Quelle est la matière préférée de Kibet ? (2 Marks)

(c) Qu'est-ce que Kibet mange à la cantine ? (2 Marks)

(d) Quel moyen de transport utilise-t-il ? (2 Marks)

(e) Quelle mesure de sécurité doit-il observer ? (2 Marks)

(f) Identifiez un verbe conjugué au présent dans le texte. (5 Marks)

6. Dialogue Construction [15 Marks]

Complete the dialogue between a customer (Client) and a shopkeeper (Vendeur) at a market.

Vendeur: Bonjour ! Qu'est-ce que vous désirez ?

Client: Bonjour ! Je _____ (want) acheter des fruits. (3 Marks)

Vendeur: Nous avons des oranges et des bananes.

Client: _____ (How much) coûtent les bananes ? (3 Marks)

Vendeur: Elles coûtent deux cents shillings.

Client: D'accord. Je _____ (take) un régime de bananes. (3 Marks)

Vendeur: Autre chose ?

Client: Non merci. _____ (Here is) l'argent. (3 Marks)

Vendeur: Merci. Bonne journée !

Client: _____ (Goodbye)! (3 Marks)

7. Guided Writing [20 Marks]

Choose ONE topic and write **10–12 sentences in French**.

Topic A: Ma Famille et Moi

Introduce yourself and your family members. Mention their names, likes/dislikes, and physical descriptions (e.g., grand, petite).

Topic B: Voyage et Sécurité

Describe how you travel to school. Mention means of transport and explain at least **three safety measures** using "Il faut..."

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – GENERAL SCIENCE

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Three learners at Nairobi Science Senior School are conducting an investigation in the laboratory.

Aisha Listed: Cells, human body systems, ecology, genetics, microorganisms.

Brian Listed: Matter, acids and bases, elements and compounds, laboratory analysis.

Kevin Listed: Electricity, energy, waves, magnetism, light.

- a) Identify ONE branch of General Science represented by each learner. (3 marks)

Name of learner	Aisha	Brian	Kevin
Branch of general science			

b) State ONE importance of *General Science* in daily life. (1 mark)

c) Name ONE career related to the activities in the laboratory. (1 mark)

d) Define the term "*General Science*". (1 mark)

2. A Grade 10 class at **Kisumu High School** observes the image above.

a) Identify TWO differences between plant and animal cells shown. (2 marks)

b) Name TWO organelles visible in both cells. (2 marks)

c) State ONE function of the nucleus. (1 mark)

d) What instrument is used to view such detailed images? (1 mark)

3. A ball is released from rest at the top of a hill and rolls down with increasing speed.

a) Define acceleration. (1 mark)

b) Identify the type of motion shown. (1 mark)

c) State ONE reason why the speed of the ball increases. (1 mark)

d) Mention TWO real-life examples of linear motion. (2 marks)

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e) State ONE safety measure in experiments involving moving objects. (1 mark)

4. A teacher at **Mombasa High School** displays selected elements.

a) Classify sodium and magnesium into their chemical families. (2 marks)

b) Name the group of chlorine. (1 mark)

c) State ONE property of noble gases. (1 mark)

d) Explain why sodium is reactive. (2 marks)

5. A student is seen breathing heavily after a 100m race.

a) Name the type of respiration occurring in muscles during intense exercise. (1 mark)

b) Define respiration. (1 mark)

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c) State ONE product of anaerobic respiration. (1 mark)

d) Explain oxygen debt. (2 marks)

e) State ONE importance of respiration in humans. (1 mark)

6. A student tests substances using universal indicator.

a) Identify TWO acidic substances in the picture. (2 marks)

b) State the colour of acid in universal indicator. (1 mark)

c) Name ONE salt formed in neutralisation. (1 mark)

d) State ONE use of salts in agriculture. (1 mark)

e) Define a base. (1 mark)

SECTION B: (50 MARKS)

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7. A stone is dropped vertically from a bridge and falls freely to the ground.

a) Define free fall motion. (2 marks)

b) State TWO effects of gravity on falling objects. (2 marks)

c) Explain why objects fall at different speeds in air. (2 marks)

d) State TWO safety measures when carrying out free fall experiments. (2 marks)

e) Calculate the velocity of a body after 5 seconds if acceleration due to gravity is 10 m/s^2 . (2 marks)

8. Two children are seated on opposite sides of a seesaw.

a) Define moment of a force. (2 marks)

b) Explain how balance is achieved on a seesaw. (2 marks)

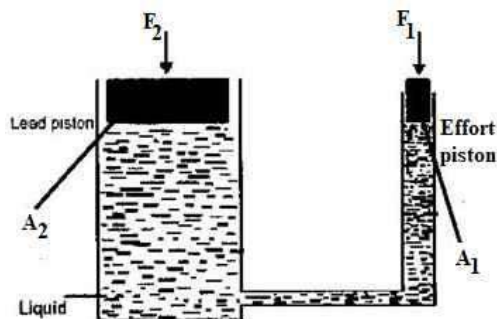
c) State TWO applications of moments in daily life. (2 marks)

d) Distinguish between clockwise and anticlockwise moments. (2 marks)

9.

a. Give a reason why water is not a suitable liquid for use in a barometer

b. The figure below is a simplified diagram of a hydraulic jack. The cross section area A_2 of the load piston is 25 times the A_1 of the effort piston, $A_2 = 25A_1$. F_1 is the force applied (Effort) while F_2 represents A_1 the load.



- i. Write an expression for the pressure exerted on the liquid by the effort piston.

A mechanic applies a force of 100N on the effort piston while raising the rear part of a car.

- ii. Determine the maximum load that can be raised (2 marks)

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- iii. Give a reason why gas is not suitable for use in place of the liquid in the jack

10. A student observes magnesium reacting rapidly with oxygen.

- a) Define rate of reaction. (2 marks)

- b) State TWO factors affecting rate of reaction. (2 marks)

- c) Explain the role of catalyst in reactions. (2 marks)

d) Describe ONE experiment to show effect of temperature on reaction rate. (2 marks)

e) State ONE industrial application of reaction rates (Haber process). (2 marks)

11. a) Define chemical bond. (2 marks)

145

b) Identify TWO types of bonds shown. (2 marks)

c) Explain ionic bonding using sodium chloride as an example. (2 marks)

d) State TWO properties of ionic compounds. (2 marks)

e) Explain ONE use of graphite or diamond based on structure. (2 marks)

12. A health officer in Nairobi reports an outbreak of flu and food spoilage cases.

a) Identify THREE types of microorganisms shown. (3 marks)

b) State TWO modes of transmission of microorganisms. (2 marks)

c) Explain ONE method of preventing infections. (2 marks)

d) State TWO economic importance of microorganisms. (2 marks)

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e) Name ONE disease caused by viruses. (1 mark)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – GEOGRAPHY

Time: 2 Hours 30 Minutes



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

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2. Write the name of your school and your stream in the spaces provided.
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (45 MARKS)

Answer ALL questions in this section.

1. Three learners visited an industrial site and made the following observation:

Amina: "This is small-scale informal industry using local materials."

Peter: "It creates employment for many youths."

John: "It is part of Kenya's industrial sector."

Tasks:

- a) Identify the type of industry shown. _____ (1 mark)

b) Name TWO activities seen in the picture. (2 marks)



X



Y

X: _____

Y: _____

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c) State ONE importance of Jua Kali industries in Kenya. (1 mark)

d) List ONE challenge facing such industries. (1 mark)

e) Define the term industry. (1 mark)

2. A Geography class observes renewable energy systems in Kenya.

a) Identify TWO renewable energy sources shown. (2 marks)



S



T

S: _____

T: _____

b) State ONE advantage of solar energy. (1 mark)

c) Explain why Northern Kenya is suitable for wind energy. (2 marks)

d) Name ONE country where geothermal energy is developed. (1 mark)

3. Workers are extracting a mineral for cement production.



a) Name the mineral being mined. _____ (1 mark)

b) State TWO uses of the mineral. (2 marks)

- i. _____
- ii. _____

c) Explain ONE environmental effect of mining. (2 marks)

d) State ONE method of mining shown below. (1 mark)



4. Three learners describe a certain agricultural practice:

Mary: "Crops are grown without soil."

Kevin: "Water is recycled in pipes."

Faith: "It saves space in towns."

a) Name the type of agriculture described above. _____ (1 mark)

b) State TWO advantages of this farming method. (2 marks)

i. _____

ii. _____

c) Explain ONE challenge facing urban farming. (2 marks)

d) Define agriculture. (1 mark)

5. A disaster management officer explains earthquake damage.

a) Define an earthquake. (1 mark)

b) Identify TWO effects of earthquakes. (2 marks)

i. _____

ii. _____

c) State ONE scale used to measure earthquakes. (1 mark)

d) Suggest TWO disaster preparedness measures. (2 marks)

- i. _____
- ii. _____

6. A student uses a mobile phone map application.



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a) Name the technology shown. _____ (1 mark)

b) State TWO uses of GIS in Geography. (2 marks)

- i. _____
- ii. _____

c) Explain ONE importance of GPS in daily life. (2 marks)

d) Define GIS. (1 mark)

SECTION B: (50 MARKS)

7. A field study group from **Ulanda Senior School** visited the industrial area.

a) Name TWO types of industries shown. (2 marks)



M



N

M: _____ N: _____

b) Explain THREE factors influencing location of industries. (3 marks)

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

c) Describe TWO problems facing industries in Kenya. (2 marks)

- i. _____
- ii. _____

d) Suggest TWO solutions to industrial challenges. (2 marks)

- i. _____
- ii. _____

152

e) Distinguish between cottage and large-scale industry. (1 mark)

8. Kenya Power engineers discuss energy production during a school tour.



a) Name the type of energy shown. _____ (1 mark)

b) Explain TWO advantages of renewable energy. (2 marks)

- i. _____
- ii. _____

c) Describe how geothermal energy is produced. (3 marks)

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

d) State TWO challenges of energy production in Kenya. (2 marks)

- i. _____
- ii. _____

e) Give ONE example of wind energy project in Kenya. (2 marks)

- i. _____
- ii. _____

9. A comparative geography lesson was conducted.



Q



R

a) Name TWO minerals shown. (2 marks)

Q: _____

R: _____

b) Compare mining in Botswana and Australia. Give 2 differences. (2 marks)

Botswana	Australia

c) Explain THREE effects of mining on environment. (3 marks)

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

d) Suggest TWO ways of rehabilitating mined land. (2 marks)

- i. _____
- ii. _____

e) Define mining. (1 mark)

10. Grade 10 learners watched a video clip on earth processes during a geography lesson

a) Identify the two landforms. (2 marks)



R



S

R: _____

S: _____

b) Distinguish between volcanic and fold mountains. (2 marks)

Volcanic mountain	Fold mountain

c) Explain THREE causes of vulcanicity. (3 marks)

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

d) State TWO benefits of volcanic activity. (2 marks)

- i. _____
- ii. _____

e) Name ONE fold mountain range in the world. (1 mark) _____

11. Farmers are discussing productivity.

a) Identify TWO types of agriculture shown. (2 marks)



E



F

E: _____

F: _____

b) Explain THREE challenges facing agriculture in Kenya. (3 marks)

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

c) Suggest TWO strategies to improve agriculture. (2 marks)

- i. _____
- ii. _____

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d) State ONE importance of agriculture. (1 mark)

e) Define food security. (2 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – GERMAN

Time: 2 Hours

LEARNER'S DETAILS



Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

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LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer **ALL** questions in this section.

Task 1: Listening and Speaking (10 Marks)

(Teacher reads a short text about a family or school routine twice.)

(a) Listening Sounds (2 Marks)

Listen and identify the correct sound. Circle the correct word.

1. (z-sound): **Zehn** / Teer
2. (g-sound): **Tag** / Dach

(b) Dialogue Simulation (4 Marks)

You meet a new student at Kenya High School. Complete the dialogue.

Amina: Hallo! Wie heißt du?

Brian: _____

Amina: Woher kommst du?

Brian: _____

Amina: Was ist dein Lieblingsfach?

Brian: _____

Amina: Um wie viel Uhr stehst du auf?

Brian: _____

(c) Pronunciation (2 Marks)

List TWO German words that contain the *ü* or *ö* sound.

i. _____

ii. _____

(d) Numbers (2 Marks)

Write the following numbers in German words.

i. 12 = _____

ii. 19 = _____

Task 2: Vocabulary & Picture Naming (10 Marks)

Study the images below



i



ii



iii

(a) Name the following items (3 Marks)

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

(b) Measure Words (2 Marks)

- 1. Ein _____ Milch.
- 2. Ein _____ Zucker.

(c) Matching Family Members (5 Marks)

Match the descriptions correctly.

Description	
1. Der Vater meiner Mutter	A. Die Schwester
B. Der Großvater	B. Der Großvater
3. Die Tochter meiner Eltern	C. Der Bruder
4. Die Frau meines Vaters	D. Die Kusine
5. Die Tochter meiner Tante	E. Die Mutter

Task 3: Grammar – Part 1 (10 Marks)

(a) Verb Conjugation (4 Marks)

1. Ich _____ (haben) einen Bruder.
2. Wir _____ (sein) in der 10. Klasse.
3. Er _____ (essen) gern Pizza.
4. Du _____ (fahren) mit dem Bus zur Schule.

(b) Possessive Pronouns (3 Marks)

Fill in **mein/meine** or **dein/deine**.

1. Das ist _____ Vater.
2. Wo ist _____ Schultasche?
3. Ist das _____ Buch?

(c) W-Fragen (3 Marks)

Fill in the correct question word.

(Wer, Wie, Wo, Wann)

1. _____ wohnst du? In Nairobi.
2. _____ alt bist du? Ich bin 16.
3. _____ kommt zum Fußballtraining? Mein Freund Peter.

SECTION B (50 MARKS)

Task 4: Reading Comprehension (15 Marks)

Read the passage and answer the questions.

Mein Schultag

Hallo! Ich bin Juma und ich lerne an der Starehe Boys Centre. Mein Schultag beginnt früh. Ich stehe um sechs Uhr auf. Um sieben Uhr esse ich Frühstück. Mein Lieblingsfach ist Deutsch, aber ich mag auch Mathematik. Am Montag habe ich Deutsch um neun Uhr. In der Pause trinke ich einen Apfelsaft und esse einen Apfel. Nach der Schule gehe ich zu Fuß nach Hause.

(a) True or False? (5 Marks)

1. Juma steht um 7 Uhr auf. [_____]
2. Er lernt Deutsch. [_____]
3. Er mag Mathematik nicht. [_____]

4. Er trinkt Apfelsaft in der Pause. [_____]
5. Er fährt mit dem Bus nach Hause. [_____]

(b) Scanning (4 Marks)

1. School Name:

2. Breakfast Time:

3. Favorite Subject:

4. Day he has German:

(c) Answering (2 Marks)

Why is Juma's lifestyle healthy based on the text?

(d) Vocabulary (4 Marks)

Write the plural forms.

- i. Der Apfel → Die _____
- ii. Die Schule → Die _____

Task 5: Grammar - Part 2 (15 Marks)

(a) Articles (Akkusativ) (5 Marks)

Fill in **einen, eine, ein, keinen, keine, kein**.

1. Ich brauche _____ Kuli.
2. Hast du _____ Banane?
3. Das ist _____ Brot.
4. Ich habe _____ Hunger.
5. Er kauft _____ Auto.

(b) Separable Verbs (4 Marks)

Complete the sentences using **aufstehen** or **aufräumen**.

1. Ich _____ um 6 Uhr _____.
2. Maria _____ ihr Zimmer _____.

(c) Adjectives (Comparative/Superlative) (6 Marks)

1. Schnell - _____ - am schnellsten.
2. Gut - besser - _____.
3. Mein Haus ist _____ als dein Haus.
4. Dieses Kleid ist _____ als das T-Shirt.

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Task 6: Functional & Descriptive Writing (20 Marks)

(a) Stundenplan (6 Marks)

Design a simple timetable for Tuesday (**Dienstag**).

Zeit	Fach
08:00	_____
10:00	_____
12:00	_____

(b) Descriptive Writing (14 Marks)

Write a paragraph of **50-70 words** describing your home (**Mein Zuhause**).

Use at least **three adjectives** and mention **three rooms or pieces of furniture**.

Hilfe:

groß, klein, schön, modern, das Wohnzimmer, die Küche, das Bett

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – HISTORY AND CITIZENSHIP

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

1. A local museum curator is organizing an exhibition on Kenyan history. She has collected old newspapers from 1963, a recorded interview with a Mau Mau veteran, and a modern textbook written in 2024.

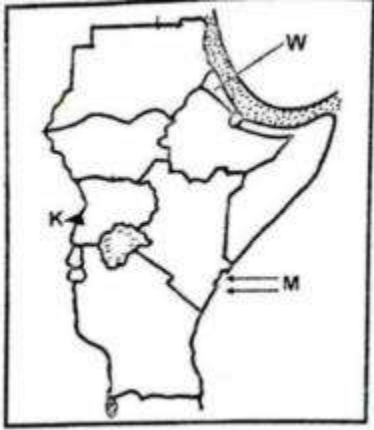
(a) Identify the **Primary Source** among the items mentioned. (1 mark)

(b) Categorize the modern textbook as a source of information. (1 mark)

(c) State **two** importance of using oral traditions as a source of history. (2 marks)

- i. _____.
- ii. _____.

2. The map below shows the migration routes of a major linguistic group into Kenya.



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(a) Identify the linguistic group whose migration is represented by the arrows. (1 mark)

(b) Give **two** reasons why this group migrated from their original homeland. (2 marks)

- i. _____.
- ii. _____.

(c) Name one sub-group of the High-land Nilotes. (1 mark)

3. During the late 19th century, the British used various methods to establish their rule. Study the scenario: *A British official signs a document with a local chief promising protection in exchange for land.*

(a) Identify the method of colonial establishment described in the scenario. (1 mark)

(b) Name **two** other methods used by the British to colonize Kenya. (2 marks)

- i. _____
- ii. _____

4. The government of Kenya recently commissioned a new Standard Gauge Railway (SGR) and a public hospital.

(a) Categorize these two items as a type of resource. _____ (1 mark)

(b) List **two** ways a patriotic citizen can ensure the sustainable utilization of these resources. (2 marks)

- i. _____
- ii. _____

5. Humanity has moved from the 1st Industrial Revolution to the 4th Industrial (Digital) Revolution.

(a) Name the primary source of energy during the **1st Industrial Revolution**. (1 mark)

(b) Identify **one** technological advancement that characterizes the **4th Industrial Revolution**. (1 mark)

6. The image below shows the emblem of an organization that Kenya joined after independence to maintain ties with its former colonizer.



(a) Name the international organization represented by the logo. (1 mark)

(b) State **one** challenge facing members of this organization. (1 mark)

7. Match the following factors to their correct category regarding National Integration: (*Categories: Political, Social, Economic*)

(a) Equal distribution of national wealth: _____ (1 mark)

(b) Use of Kiswahili as a national language: _____ (1 mark)

(c) The Presidency as a symbol of unity: _____ (1 mark)

8. In West Africa, the Nyamwezi and Buganda were powerful kingdoms.

(a) Identify **two** factors that led to the growth of the Buganda Kingdom. (2 marks)

i. _____.

ii. _____.

SECTION B: (50 MARKS)

Answer all questions in this section.

9. Raymond a Grade 10 learner read the following information during a search in the internet:

In 1773, a group of colonists in Boston dumped tea into the sea to protest against "Taxation without Representation."

(a) Identify the event described in the scenario above. (1 mark)

(b) Name **three** key leaders who contributed to the American Revolution. (3 marks)

i. _____.

ii. _____.

iii. _____.

(c) Explain **four** impacts of the American Revolution on global struggles for independence. (8 marks)

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

10. A young girl is promised a job as a waitress in a foreign country, but upon arrival, her passport is confiscated, and she is forced to work without pay.

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(a) Identify the form of modern slavery described in the scenario. (2 marks)

(b) State **two** factors that contribute to the persistence of modern slavery today. (2 marks)

- i. _____
- ii. _____

(c) Describe the roles of **the following** historical abolitionists and how their legacy helps modern movements. (8 marks)

William Wilberforce

- i. _____
- ii. _____

Harriet Tubman

- i. _____
- ii. _____

Legacy

- i. _____
- ii. _____

11. Kenya underwent a major transition in 2010.

(a) What was the significance of the **Repeal of Section 2A** in 1991? (2 marks)

- i. _____
- ii. _____

(b) Identify **three** functions of the Independent Electoral and Boundaries Commission (IEBC) in Kenya.
(3 marks)

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

(c) Discuss **four** challenges that have faced Kenya's political system since independence. (8 marks)

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

12. The transition from the Stone Age to the Neolithic Revolution changed human history forever.

(a) Explain **three** factors that led to the transition from a migratory to a sedentary (settled) lifestyle.
(3 marks)

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

(b) List **two** effects of the Neolithic Revolution on modern society. (2 marks)

- i. _____
- ii. _____

(c) Analyze **four** social and economic effects of World War II on the African continent. (8 marks)

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

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – HOMESCIENCE

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. 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											

SECTION A (30 MARKS)

Answer **ALL** questions in this section.

1. Three learners at **Kenya High School** in **Nairobi** are discussing their future careers.
 - **Moraa**: "I want to work in a hospital ensuring patients eat the right nutrients to recover."
 - **Otieno**: "I want to manage large-scale food production in a five-star hotel in **Kisumu**."
 - **Wanjiku**: "I want to study the chemical composition of food to improve shelf life."

(a) **Identify** the career Moraa is describing. _____ (1 mark)

(b) **List** two other careers related to Foods and Nutrition not mentioned by the learners. (2 marks)

- i. _____
- ii. _____

2. (a)

Identify the layouts shown above as **X** and **Y**. (2 marks)



X: _____ Y: _____

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(b) **State** whether the following statement is **TRUE** or **FALSE**:

"An Island kitchen layout is ideal for very small, narrow rooms." [_____] (1 mark)

3. (a) **Distinguish** between **Food Spoilage** and **Food Poisoning** based on the illustrations. (2 marks)

Food spoilage	Food poisoning

(b) **Mention** three signs of food spoilage you can see or smell. (3 marks)

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

4. (a)

Classify the laundry items shown below. (2 marks)



(b) **Outline** the correct procedure for rinsing a white cotton garment. (3 marks)

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

5. (a)

Identify which stitch is **Temporary** and which is **Permanent** by their names. (2 marks)



Temporary: _____ Permanent: _____

(b) **Matching:** Match the tool to its function. (4 marks)

Tool	Function
i. Tracing wheel	A. Measuring body parts
ii. Thimble	B. Transferring markings
iii. Tape measure	C. Protecting the finger
iv. Seam ripper	D. Removing unwanted stitches

6. (a) **Explain** why personal hygiene is critical for a Grade 10 learner during puberty. (3 marks)

(b) **Define** the term "Dignity Kit." (2 marks)

SECTION B (50 MARKS)

Answer all questions.

7. Achieng from **St. Mary's Aboke** is preparing a meal for her family in **Nakuru**. She decides to cook beef by simmering it in a small amount of liquid for a long time and baking a cake in an oven.

(a)

Name the two methods of cooking Achieng is using. (2 marks)

- i. _____
- ii. _____

(b) **Compare** Moist Heat and Dry Heat methods of cooking. (4 marks)

Moist Heat	Dry Heat

(c) **Describe** the preparation process of "Dicing" vegetables. (2 marks)

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

8. (a)

Identify and state the use of any three items found in the kit shown. (6 marks)



X



Y



Z

Item	Use
X	
Y	
Z	

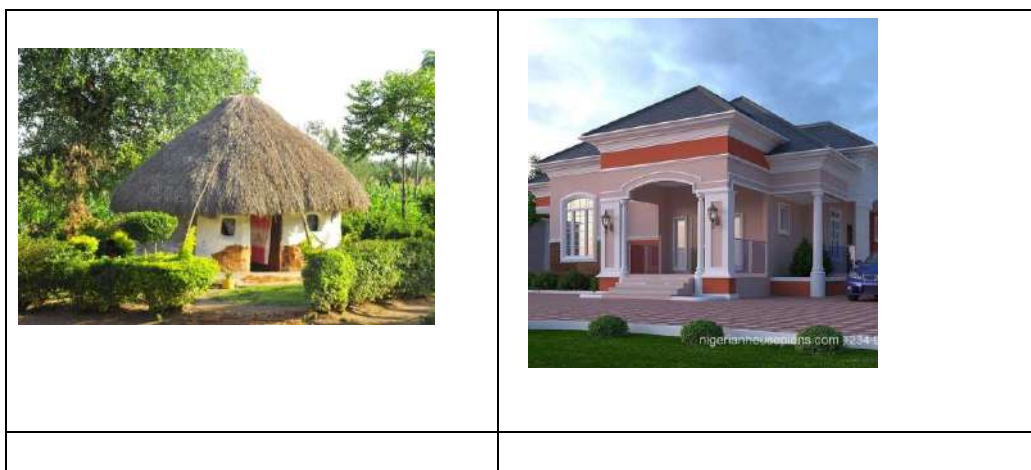
(b) **Explain** the First Aid procedure for a **Scald** injury. (4 marks)

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

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9. (a)

Categorize the houses shown below. (2 marks)



(c) **Describe** the care of the cleaning equipment shown in the images. (4 marks)



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

(c) **Explain** the interrelationship between the Kitchen and the Dining Room. (3 marks)

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

10. (a) **Classify** the following foods into their respective nutrient groups: (3 marks)

- i. Cassava: _____
- ii. Beans: _____
- iii. Spinach: _____

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(b) **Discuss** the causes and management of **Scurvy**. (4 marks)

Causes

- i. _____
- ii. _____

Management

- i. _____
- ii. _____

11. (a) **Identify** the seams labelled **A** and **B**. (2 marks)



A: _____ B: _____

(b) **Outline** four qualities of a well-made seam. (4 marks)

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

(c) **Describe** how to manage fullness using **Gathers**. (3 marks)

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

12. (a)

Explain how a learner can identify a cotton fibre using the burning test. (4 marks)

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

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(b) **Mention** three rights of a consumer when buying goods in a shop in **Eldoret**. (3 marks)

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

(c) **Identify** the part of the sewing machine that holds the thread inside the machine. (1 mark)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – HINDU RELIGIOUS EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Four learners from **Mang'u High School** are discussing the concept of *Dashavatars*.

Amani: "I believe the fish incarnation saved the Vedas from the flood."

Baraka: "The half-man, half-lion form protected a young devotee from a tyrant."

Chao: "The dwarf brahmin measured the entire universe in three steps."

Desta: "The warrior with an axe cleansed the earth of corrupt rulers."

- (a) Use the descriptions above to **Name** the specific Avatars being discussed: (4 marks)

- i. Amani is describing: _____
- ii. Baraka is describing: _____
- iii. Chao is describing: _____
- iv. Desta is describing: _____

(b) **Identify** the parts of the *Trimurti* in the diagram below: (3 marks)



X

Y

Z

X: _____

Y: _____

Z: _____

(c) **State** whether the following is **True** or **False**: (3 marks)

- i. Kalki is the Avatar yet to come at the end of Kali Yuga. [_____]
- ii. Lord Buddha is not considered part of the Dashavatara. [_____]
- iii. The Varah avatar manifested as a giant Boar. [_____]

2. (a) **Define** the term *Aparigraha* as practiced in Jainism. (2 marks)

(b) **Match** the prominent personality to their specific contribution: (4 marks)

Personality	Contribution
1. Swami Vivekananda	A. Author of the Ramcharitmanas
2. Tulsidas	B. Founded the Arya Samaj
3. Ved Vyas	C. Represented Hinduism at the World Parliament of Religions
4. Swami Dayanand	D. Classified the Vedas and wrote the Mahabharat

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(c) **Distinguish** between *Ahimsa* and *Satya* in the context of daily school interactions. (4 marks)

<i>Ahimsa</i>	<i>Satya</i>

3. (a) **Name** the following Holy Books based on the descriptions: (3 marks)

- The primary scripture of the Sikh faith, treated as a Living Guru: _____
- The Buddhist scripture containing the 'Three Baskets': _____
- The most ancient Sanatan scriptures consisting of the Rig, Yajur, Sama, and Atharva: _____

(b) **Outline** two challenges encountered during the historical development of these scriptures. (4 marks)

- _____
- _____

(c) **Mention** one ethical teaching found in the *Bhagavad Gita* regarding "Duty." (3 marks)

SECTION B (50 MARKS)

Answer ALL questions in this section.

4. A student at **Kisumu Boys High School** decides to cheat in his Mid-term assessment. Later, he feels guilty because he remembers the lessons on the Law of Karma.

(a) **Explain** the concept of *Kriyamana Karma* in relation to the student's current action. (5 marks)

i. _____

ii. _____

(b) **Compare** *Sanchit Karma* and *Prarabdha Karma* using a table. (4 marks)

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Type of Karma	Description
Sanchit	
Prarabdha	

(c) **Identify** the type of Karma in the Sikh faith described as being "against the will of God": (2 marks)

(d) **Describe** how the "Cyclic Nature" of Karma influences a person's future life (Punarjanam). (4 marks)

5. (a) **Identify and Name** the musical instruments shown below: (5 marks)



A : _____ B : _____

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C: _____ D: _____



E : _____

(b) **Categorize** the following dances into **Indian** or **Kenyan** origin: (5 marks)

- i. Garba: _____
- ii. Isukuti: _____
- iii. Bhangra: _____
- iv. Dudu Dance: _____
- v. Bharat Natyam: _____

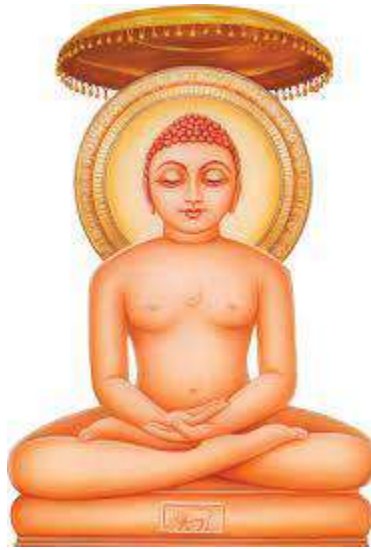
(c) **Select** the appropriate occasion for the **Dandhia** dance and **Explain** how it promotes social cohesion. (5 marks)

(d) **List** five iconic vocal forms used in the four faiths (e.g., Bhajan, Shabad). (5 marks)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. (a) **Identify** the personality in the picture who is the 24th Tirthankar of Jainism: (2 marks)

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Name: _____

(b) **Explain** the importance of *Guru's Grace* (Gurkirpa) in the Sikh faith for spiritual growth. (5 marks)

(c) **State** the nine qualities of a Buddha. (5 marks)

(d) **Summarize** how the teachings of Tirthankar Rishabhdev reformed agriculture and economy in ancient society. (3 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – INFORMATION COMMUNICATION TECHNOLOGY

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Three learners from **Alliance High School** are visiting a local supermarket in **Kikuyu town** to observe ICT in action.

Kendi: "I see the cashier scanning barcodes to get prices instantly."

Juma: "The manager is using a system to track how many packets of milk are left in the store."

Sifa: "I noticed a security camera at the entrance connected to a monitor in the back office."

- (a) Match the learners' observations to the correct ICT application area: (3 marks)

- | | |
|-------------------------|-------------------|
| i. Kendi is observing: | Point of Sale |
| ii. Juma is observing: | Inventory Control |
| iii. Sifa is observing: | Surveillance |

(b) **Identify and Name** the components of the ICT infrastructure shown below: (4 marks)



i



ii



iii



iv

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

(c) state whether the following statement is **True or False**: (3 marks)

- i. ICT can be used to solve community water shortages through remote sensor monitoring. [_____]
- ii. Technology refers only to computers and excludes mobile phones. [_____]
- iii. Information is the result of processing raw data. [_____]

2. (a) **Define** the term "Operating System" as used in digital devices. (2 marks)

(b) **Identify** the following Operating System logos and **Name** the device type they primarily run on (Mobile or Desktop): (4 marks)



M



N

i. M: _____ Device Type: _____

ii. N: _____ Device Type: _____

(c) **Distinguish** between a **GUI (Graphical User Interface)** and a **Command Line Interface (CLI)** based on the visuals below. (4 marks)

GUI	CLI)

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3. (a) **Identify** the following icons found in a Word Processing ribbon: (3 marks)

B

X



Y



Z

i. **Icon X:** _____

ii. **Icon Y:** _____

iii. **Icon Z:** _____

(b) **Outline** the steps taken by a learner at **Maseno School** to insert a Table of Contents automatically in a document. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

(c) **Mention** three formatting features that can be applied to a paragraph to make it professional. (3 marks)

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

SECTION B (50 MARKS)

4. A student in **Lodwar** wants to set up an internet connection to attend an online class. He has the following equipment on his desk:

(a) **Identify** the two methods of connection shown in the picture. (2 marks)



i



ii

- i. _____
- ii. _____

(b) **Explain** the function of an **ISP** in this scenario. (3 marks)

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

(c) **Compare** a **Web Browser** and a **Search Engine** as illustrated below: (4 marks)

Web browser	Search engine

(d) **Describe** two positive impacts of the internet on the society in Kenya. (4 marks)

- i. _____
- ii. _____

(e) **Name** the part of the email address highlighted: learner@school.ac.ke (2 marks)

- i. _____
- ii. _____

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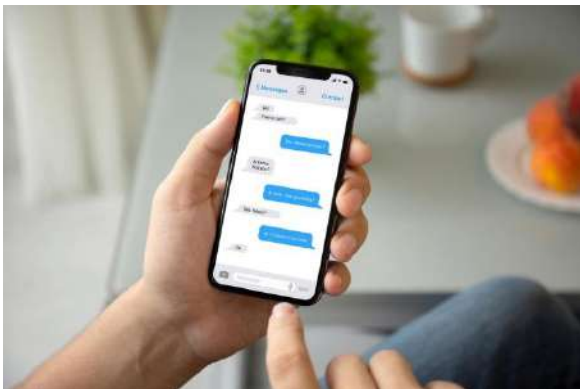
5. (a) **Identify and Name** the online platforms represented by these icons: (4 marks)



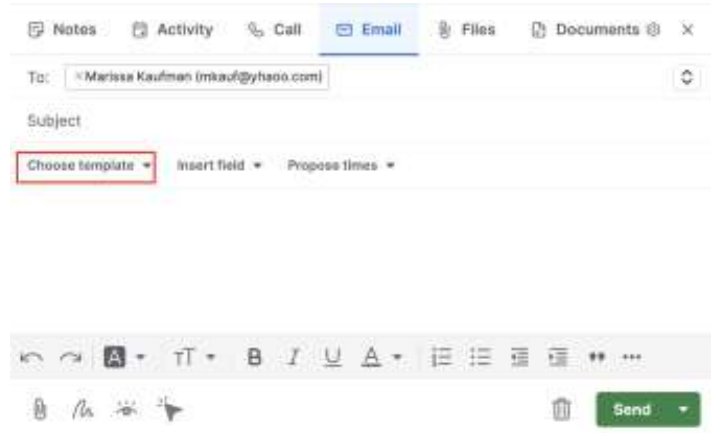
A



B



C



D

- A. : _____
- B. : _____
- C. : _____
- D. : _____

(b) **Explain** how Artificial Intelligence (AI) is currently being used in digital communication platforms like Gmail or WhatsApp. (4 marks)

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

(c) **Outline** the procedure for creating a collaborative document on **Google Docs** for a group project. (4 marks)

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

(d) **State** three advantages of using video conferencing for school meetings in Kenya. (3 marks)

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

6. (a) **Identify** the healthy ergonomic practice shown in the diagram below: (4 marks)

- i. Eye level should be: _____
- ii. Back should be: _____
- iii. Feet should be: _____
- iv. Wrist position: _____

(b) **Identify and Name** the DTP features in the newsletter layout below: (4 marks)

- i. Large letter at the start: _____
- ii. The title of the newsletter: _____
- iii. Text arrangement style: _____
- iv. Text flowing around the photo: _____

(c) **Define** "Netiquette" and give one example of bad netiquette in an online forum. (4 marks)

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(d) **Explain** two ways ICT users in Kenya can conserve the environment through "Green ICT." (4 marks)

- i. _____
- ii. _____

(e) **Distinguish** between **Open Source** and **Non-Open Source** DTP software. (4 marks)

Open source	Non open source

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT JUNE 2026

GRADE 10 – ISLAMIC RELIGIOUS EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Two Grade 10 learners at **Mama Ngina Girls High School** in **Mombasa** are discussing the preservation of the Quran.

Farid: "During the time of Caliph Abubakar (R.A), the Quran was compiled into a single volume because many *Huffaz* (memorisers) died in the Battle of Yamama."

Zahra: "Later, Caliph Uthman (R.A) standardised the recitation into the Quraishi dialect to prevent confusion among Muslims in new territories."

- (a) Identify the specific reason for compilation mentioned by Farid. (2 marks)

(b) **Identify and Name** the types of diacritical marks used in the Quranic verse shown below: (4 marks)



X



Y

i. Mark X : _____

ii. Mark Y : _____

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(c) **State** whether the following are **True or False** regarding types of verses: (4 marks)

- i. *Muhkamat* verses have a clear, direct meaning. [_____]
- ii. *Mutashabihat* verses are open to multiple interpretations. [_____]
- iii. *Al-Am* refers to verses with a specific, narrow meaning. [_____]
- iv. *Al-Khaas* refers to verses with general applications. [_____]

2. (a) **Distinguish** between *Swalatul Jum'a* and *Swalatul Idd* by matching the feature to the prayer: (4 marks) *Features: (Weekly, Bi-annually, Two Khutbahs after prayer, Two Khutbahs before prayer)*

- 1. *Swalatul Jum'a*: _____ and _____
- 2. *Swalatul Idd*: _____ and _____

(b) **Identify** FOUR steps in the funeral rites: (4 marks) ,

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

(c) **Define** the term *Nisab* as used in Zakat administration. (2 marks)

3. a) **Identify** the prohibited foods: (3 marks)

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

(b) **Mention** three features of Islamic governance that were prominent during the Umayyad Dynasty.
(3 marks)

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

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(c) **Name** the two scholars whose biographies you studied: (4 marks)

- i. (1912-1982) from Zanzibar: _____
- ii. (1940-2019) focused on Women's rights: _____

SECTION B (50 MARKS)

Answer ALL questions in the spaces provided.

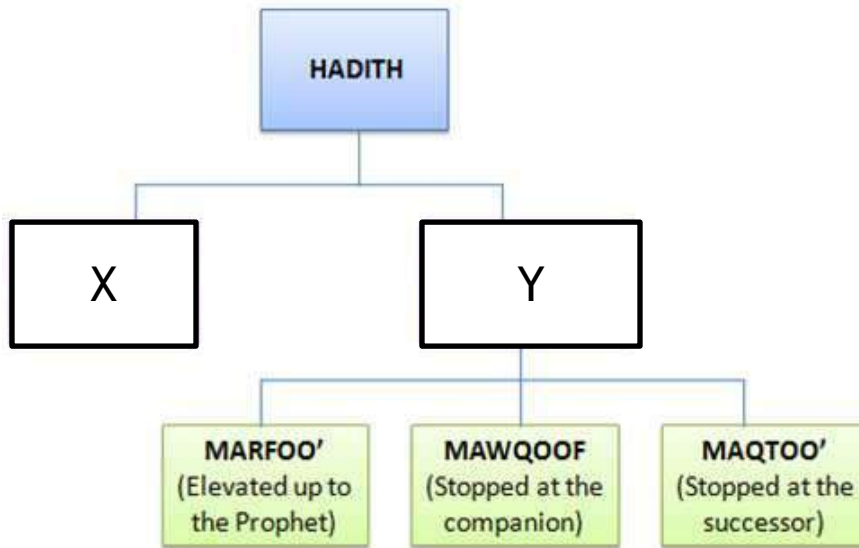
4. A learner at **Garissa High School** finds a verse and asks the teacher why it was revealed. The teacher explains it was a response to a specific question asked by a companion.

(a) **Define** the term *Asbabu al-Nuzuul*. (2 marks)

(b) **List** three benefits of knowing the *Asbabu al-Nuzuul* for a student. (6 marks)

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

(c) **Identify** the parts of the Hadith structure (X and Y) in the diagram below: (4 marks)



X: _____

Y: _____

(d) **Explain** one quality of a *Muhaddith* that ensures reliability. (3 marks)

5. (a) **Calculate** the Zakat payable for a businessman in **Eastleigh, Nairobi** who has 400 grams of Gold. (Assume Nisab is 85g and rate is 2.5%). (4 marks)

(b) **Identify** the types of divorce described by these three learners: (3 marks)

- i. **Ali:** "A divorce initiated by the wife by returning the mahr." _____
- ii. **Fatma:** "A divorce involving an oath of imprecation/accusation." _____
- iii. **Omar:** "An annulment of marriage by a Kadhi's court." _____

(c) **Outline** three rights of an **employee** in a labor contract according to Islam. (6 marks)

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

(d) **Mention** two ways to care for widows in the community to safeguard their dignity. (2 marks)

- i. _____
- ii. _____

6. (a) **Identify and Name** the Islamic code of dressing for males and females from the illustrations: (4 marks) ,

- i. Female requirements: _____
- ii. Male requirements: _____

(b) **Describe** the Islamic manners of walking based on the teachings of Surah al-Furqan (Q. 25:63). (4 marks)

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

(c) **Explain** the difference between *Hasad* and *Kibr*. (4 marks)

Hasad	Kibr

(d) **List** four factors that led to the spread of Islam in **Uganda** and **Tanzania** up to the 19th century. (4 marks)

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

(e) **Summarize** two major achievements of the Umayyad Dynasty in terms of architecture or administration. (4 marks)

- i. _____
- ii. _____



**CHETI CHA ELIMU YA MSINGI KENYA (KCBE)
TATHMINI YA SHULE YA UPILI YA JUU
KAZI YA ZIADA YA AGOSTI, 2026
GREDI YA 10 - KISWAHILI
Muda: Saa 2**

TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako katika nafasi ulizopewa hapo juu.
2. Andika jina la shule yako na darasa lako katika nafasi ulizopewa.
3. Andika nambari yako ya usajili na tarehe ya tathmini katika nafasi ulizopewa.
4. Karatasi hii ina sehemu mbili: A na B.
5. Jibu maswali yote katika sehemu A na sehemu B.
6. Jibu maswali kwa lugha ya Kiswahili.
7. Majibu yote LAZIMA yaandikwe katika nafasi ulizopewa kwenye karatasi hii.
8. USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali.

ALAMA ZA MWANAFUNZI

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI2
KIWANGO CHA ALAMA	ALAMA 30	ALAMA 50		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTI			8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI	
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU YA KWANZA: (ALAMA 30)

Swali la 1: Kusikiliza na Kuzungumza (Alama 10)

(Mwalimu atamsomea mwanafunzi kifungu kifupi kisha mwanafunzi ajibu maswali yafuatayo kwa sauti/maandishi)

(a) Taja sauti mbili zinazopatikana katika maneno haya: **Bwawa, Mbwa.** (Alama 2)

i. _____

ii. _____

(b) Wewe ni kiongozi wa wanafunzi katika shule ya **Kiriaini**. Unatakiwa kuwashawishi wenzako kuhusu umuhimu wa kutunza mazingira. Toa hoja mbili utakazotumia. (Alama 4)

- i. _____
- ii. _____

(c) **Mjadala:** "Matumizi ya simu shuleni yana faida kuliko hasara." Toa msimamo wako na sababu moja. (Alama 2)

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(d) Tofautisha kati ya sauti **/b/** na **/mb/** kwa kutoa mifano miwili ya maneno. (Alama 2)

sauti /b/	sauti /mb/
Mifano	

Swali la 2: Ufahamu wa Kusoma (Alama 10)

Soma kifungu kifuatacho kisha ujibu maswali.

Katika mji wa Eldoret, kulikuwa na kijana mmoja kwa jina Zuma aliyekuwa akisoma katika Shule ya Upili ya Strathmore. Zuma alikuwa mwanafunzi mwenye bidii sana katika masomo yake na alipenda kutumia muda wake mwingi kusoma vitabu mbalimbali. Kati ya masomo yote aliyoyasoma, Kiswahili ndicho kilichomvutia zaidi. Alifurahia kusoma hadithi, riwaya, tamthilia, ushairi na aina nyingine za fasihi simulizi. Kila alipokuwa na muda wa ziada baada ya masomo, angeonekana katika maktaba ya shule akisoma au kutafuta vitabu vipya vya kuongeza maarifa yake.

Siku moja, alipokuwa akifanya utafiti kuhusu tamaduni mbalimbali za jamii za Kenya, aligundua kuwa maktaba ya shule ilikuwa na vitabu vichache sana vya lugha ya Kiswahili. Vitabu vingi vilivyokuwapo vilikuwa vya masomo mengine kama vile Sayansi, Hisabati na Jiografia. Hali hiyo ilimfanya ahuzunike kwa sababu wanafunzi wengi walikosa nafasi ya kusoma vitabu vya ziada vya Kiswahili ambavyo vingewasaidia kuboresha lugha yao, kuongeza msamiati na kukuza uwezo wao wa kufikiri kwa kina.

Baada ya kutafakari kwa muda, Zuma aliamua kutafuta suluhisho la tatizo hilo. Alizungumza na walimu wa Kiswahili pamoja na uongozi wa shule kuhusu umuhimu wa kuongeza idadi ya vitabu vya Kiswahili katika maktaba. Walimu walimpongeza kwa wazo lake na wakamshauri kuanzisha kampeni ya kuchangisha vitabu kutoka kwa wazazi, wanafunzi wa zamani wa shule hiyo na wanajamii waliokuwa tayari kusaidia elimu.

Zuma alianzisha kamati ya wanafunzi iliyokuwa na jukumu la kuhamasisha uchangiaji wa vitabu. Wanafunzi walitengeneza mabango, waliandika matangazo na hata kutumia mitandao ya kijamii kuwafikia watu wengi zaidi. Kampeni hiyo ilipata mafanikio makubwa kuliko walivyotarajia. Baada ya miezi michache, mamia ya vitabu vya Kiswahili vilikuwa vimekusanywa na kuongezwa katika maktaba ya shule.

Kutokana na juhudi hizo, wanafunzi wengi walipata hamu ya kusoma vitabu vya Kiswahili. Matokeo ya somo hilo yakaanza kuimarika, na shule ikajulikana kwa kuwa na mojawapo ya maktaba bora zaidi katika eneo hilo. Zuma alitambua kuwa mtu mmoja mwenye maono na dhamira anaweza kuleta mabadiliko makubwa katika jamii yake. Kitendo chake kilikuwa mfano mzuri wa uongozi, uwajibikaji na kujitolea kwa maendeleo ya elimu.

(a) Eleza jinsi tabia ya Zuma ilivyochangia kuboresha elimu katika shule yake. (Alama 1)

(b) Unafikiri ni kwa nini wanafunzi wengi hawakuwa wakisoma vitabu vya Kiswahili kabla ya kampeni ya Zuma? Toa sababu mbili. (Alama 2)

(c) Kama ungekuwa mkuu wa shule hiyo, ungechukua hatua gani nyingine ili kukuza utamaduni wa usomaji wa vitabu miongoni mwa wanafunzi? (Alama 2)

(d) Je, kampeni ya Zuma ilikuwa na manufaa gani kwa wanafunzi na shule kwa ujumla? Toa hoja mbili. (Alama 2)

(e) Ni maadili gani mawili yanayojitokeza kutoka kwa Zuma? Fafanua. (Alama 2)

(f) Kwa maoni yako, ni changamoto zipi ambazo Zuma angeweza kukumbana nazo wakati wa kuendesha kampeni ya kuchangisha vitabu? (Alama 2)

(g) Ikiwa shule yako ingekuwa na tatizo kama hilo, ungewezaje kushirikiana na wenzako kulitatua? (Alama 2)

(h) Tathmini kauli hii: "Mtu mmoja anaweza kuleta mabadiliko makubwa katika jamii." Tumia mifano kutoka kwenye kifungu kuthibitisha jibu lako. (Alama 3)

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(i) Eleza ujumbe mkuu wa kifungu hiki na umuhimu wake kwa vijana wa leo. (Alama 3)

(j) Andika muhtasari wa kifungu hiki kwa sentensi tatu ukionyesha tatizo, suluhisho na matokeo yake. (Alama 4)

(c) Toa kisawe cha neno: Kuanzisha. (Alama 1)

Swali la 3: Jaribio la Kujaza Mapengo (Alama 10)

Jaza pengo kwa neno lifaalo zaidi.

Hapo zamani za kale, palikuwa (1)_____ mzee mmoja aliyekuwa na hekima sana. Aliishi katika kijiji (2)_____ Kilgoris. Kila (3)_____ vijana walipokuwa na matatizo, walimtembelea (4)_____ ushauri. Mzee huyo (5)_____ aliwafunza vijana (6)_____ bidii na heshima. Alisema kuwa (7)_____ ni siri ya mafanikio. Siku hizi, (8)_____ wengi wamesahau maadili _____(9). Ni muhimu _____(10) lugha yetu na utamaduni wetu.

Swali la 4: Sarufi na Matumizi ya Lugha (Alama 30)

(a) Aina za Maneno:

Tambua aina ya maneno yaliyopigiwa mstari. (Alama 4)

"Yeye (i) _____ alikimbia haraka (ii) _____ kuelekea shuleni (iii) _____ na yule (iv) _____ rafiki yake."

(b) Ngeli za Nomino: Weka nomino hizi katika ngeli zao. (Alama 4)

- i. Mtoto: _____
- ii. Kiti: _____
- iii. Meza: _____
- iv. Ufunguo: _____

(c) Nyakati na Ukanushaji:

Kanusha sentensi ifuatayo katika wakati uliopita. (Alama 4)

"Mwanafunzi alisoma kitabu jana."

(d) Mnyambuliko:

Nyambua kitenzi '**Soma**' katika kauli hizi: (Alama 4)

- i. Kutendea: _____
- ii. Kutendwa: _____

(e) Sentensi: Ainisha sentensi hii (Sahili, Ambatano au Changamano). (Alama 2)

"Mama anapika chakula na baba anasoma gazeti."

(f) Viakifishi:

Sahihisha sentensi hii kwa kutumia herufi kubwa na alama za nukuu. (Alama 4)

"mwalimu alisema, mwanafunzi soma kwa bidii."

(g) **Isimujamii:**

Taja sifa mbili za **Sajili ya Sokoni**. (Alama 4)

- i. _____
- ii. _____

(h) **Kinyume:**

Toa kinyume cha maneno haya. (Alama 4)

- i. Keti: _____
- ii. Mrefu: _____

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Swali la 5: Insha (Alama 20)

Chagua mada MOJA na uiandikie insha isiyopungua maneno 200.

1. **Barua ya Kirafiki:** Andika barua kwa rafiki yako anayeishi **Mombasa** ukimweleza kuhusu maisha yako katika shule mpya ya Gredi ya 10.
2. **Insha ya Picha:**



Angalia picha ifuatayo ya soko la **Maasai Market** kisha uandike insha ya masimulizi kuhusu tukio lililotokea hapo.

3. **Insha ya Wasifu:** Mwandikie wasifu mwalimu wako unayempenda zaidi shuleni.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – LITERATURE IN ENGLISH

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

7. Fill in your name in the space provided above.
8. Write your school name and stream clearly.
9. Indicate your admission number and date.
10. The paper consists of **two sections: A and B**.
11. Attempt **all questions** in every section.
12. Use **English** to answer all questions.
13. Write your responses in the spaces provided in the paper.
14. Do not detach or 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.

TASK 1: ORAL LITERATURE (20 MARKS)

Read the following narrative from *Oral Literature for Senior School* and answer the questions that follow.

A long time ago, the Hare and the Hyena were great friends. One year, a terrible drought hit the land, and all the animals were starving. Hare, being the clever one, approached Hyena and said, "My friend, if we want to survive, we must go to the land of the Moon. There is plenty of food there, but we must be very quiet."

They traveled for days until they reached a giant ladder reaching the sky. Hare whispered, "Hyena, whatever you do, do not laugh or shout, or the Moon people will throw us down." As they climbed, they found a storehouse full of delicious honey and meat. Hare ate small portions quietly. Hyena, however, stuffed his mouth until his cheeks bulged. Suddenly, Hyena saw a very small, funny-looking Moon-man sleeping in the corner. He tried to hold it in, but the sight was too much. "Hah!" he let out a thunderous laugh.

Immediately, the Moon-man woke up and beat a huge drum. The Moon people rushed in and grabbed the two friends. Hare quickly hid inside a large gourd, but Hyena was caught. The Moon people threw Hyena out of the sky. He fell for three days and three nights, landing on a sharp rock, which is why his back is slanting and he limps to this day. Hare waited until it was dark, rolled the gourd down the ladder, and escaped safely.

Questions:

1. Based on the narrative, identify and explain **two** features of oral narratives. (4 marks)

i. _____

ii. _____

2. Classify this narrative. Give a reason for your answer. (3 marks)

3. Describe the character traits of: (4 marks)

i. Hare: _____

ii. Hyena: _____

4. Identify **one** non-verbal cue a storyteller would use to make the climax of this story effective. (2 marks)

5. State **three** social functions of such a story in a Kenyan community. (3 marks)

i. _____

ii. _____

iii. _____

6. What is the moral lesson of this story? (2 marks)

7. Imagine you are carrying out **fieldwork** to collect such stories. Name **two** methods of data collection you would use. (2 marks)

i. _____

ii. _____

TASK 2: POETRY (10 MARKS)

Read the poem below from *Voices from the Woods* by Christopher Okemwa and answer the questions.

THE VOICE OF THE ANCIENT TREE

I have stood here since the dawn of the first sun,
My roots drinking from the veins of the earth,
When the warriors returned with songs of red blood,
And the mothers wailed for the sons of the soil.
I saw the first smoke of the iron-fire,
And the tall men with pale skins and long sticks that spat fire.

Now, the forest is a skeleton of what it was,
The axe sings a song of death every morning,
And the birds have forgotten the lyrics to their own hymns.
My brothers lie in rows, waiting for the belly of the truck,
To be carried away to build fences for people who do not know
The language of the leaves or the heartbeat of the rain.

Do you hear the wind? It is not just air,
It is the ghost of the cedar, the spirit of the oak,
Warning the children of the concrete jungle:
If the green vanishes, the breath vanishes too.
If the shade dies, the spirit of man withers.
I am the last sentinel, the silent witness of your greed.

Questions:

1. What is the subject matter of this poem? (2 marks)

2. Identify and illustrate **two** stylistic devices used in the poem. (4 marks)

i.

ii.

3. Describe the **tone** of the speaker in the last stanza. (2 marks)

4. Identify an example of **personification** in the second stanza and explain its effectiveness. (2 marks)

TASK 3: NOVEL (10 MARKS)

Read the following excerpt from *The Parting Clouds* by Ken Kamoche and answer the questions.

The atmosphere in the village was thick with unspoken fears. Since the elders had met at the sacred grove, the young men had become restless. Odhiambo walked through the narrow paths, his eyes fixed on the horizon where the clouds seemed to be gathering in a strange, dark formation. It was a sign, his grandfather had told him, that the old ways were being tested by the new winds from the coast. The colonial officers had already established a post at the edge of the valley, and the sound of their bugles disrupted the morning lowing of the cattle. Odhiambo felt a pull between his loyalty to the spirits of his ancestors and the curiosity he felt about the books the missionaries carried. He wondered if the clouds would truly part to reveal a brighter day or if they were merely a shroud for the end of his world as he knew it.

Questions:

1. Place this excerpt in its historical context within Kenya. (2 marks)

2. Identify the internal conflict facing Odhiambo in this passage. (2 marks)

3. Discuss **one** theme brought out in this excerpt. (3 marks)

4. How does the author use the "clouds" as a symbol in this passage? (3 marks)

TASK 4: AUTOBIOGRAPHY (10 MARKS)

Read the following excerpt from *Dear Mama* by Kinyanjui Kombani.

My mother was a woman of steel wrapped in a faded floral kanga. She didn't have a degree, but she was the best economist I ever knew. She could stretch a hundred shillings to feed five hungry boys for a week, and still have enough to buy a kerosene lamp so we could do our homework. I remember the smell of onions frying in the small smoky kitchen; it was the smell of hope. She used to tell us, "The pen is your only ticket out of this dust." Every time I felt like giving up because my shoes had no soles, I would look at her cracked heels and keep walking. Her life was a long, difficult song, but she sang it with her head held high.

Questions:

1. Identify **two** features of non-fiction (autobiography) present in this excerpt. (2 marks)

- i. _____
- ii. _____

2. What does the "smell of onions" symbolize to the narrator? (2 marks)

3. Based on this passage, what are the narrator's values? (3 marks)

4. Describe the style of language used in this autobiography. (3 marks)

TASK 5: PLAY (10 MARKS)

Read the excerpt from *Dreams Denied* by James Karuga.

MAINA: (Pacing the floor) I have worked for thirty years! Thirty years of sweat and loyalty. And now they tell me the company is 'restructuring'?

WANJIKU: (Sitting calmly by the table, shelling peas) Take it easy, Maina. High blood pressure won't bring the job back.

MAINA: Easy? How can I be easy when the landlord was here this morning? The children are in Senior

School, Wanjiku. Gredi Ten is not cheap!

WANJIKU: We still have the land in the village. We can go back.

MAINA: Go back? To be laughed at by those we left behind? My dreams were not meant to end in a dusty shamba! I wanted a house with a stone wall and a car that doesn't cough.

WANJIKU: Dreams change, Maina. Sometimes they don't die; they just take a different shape.

Questions:

1. Describe the setting of this scene. (2 marks)

2. What is the main conflict between Maina and his environment? (2 marks)

3. Discuss the character traits of Wanjiku as revealed in this dialogue. (3 marks)

4. Explain the significance of the title *Dreams Denied* based on this excerpt. (3 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – MANDARIN

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. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer all questions in **Mandarin** unless otherwise stated.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do NOT remove any page from this question 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.

Task 1: Listening and Speaking (10 Marks)

(a) Tone Discrimination:

Listen to the teacher and identify the tone of the following family titles. Write 1, 2, 3, or 4. (2 marks)

- i. 妈妈 (māma) [_____]
- ii. 爷爷 (yéye) [_____]

(b) Dialogue:

You are introducing a friend at **Nairobi School**. Complete the responses. (4 marks)

Anna: 他是谁? (Tā shì shéi?)

Brenda: _____ (He is my classmate.)

Anna: 他几岁? (Tā jǐ suì?)

Brenda: _____ (He is 16 years old.)

Anna: 他在哪儿工作? (Tā zài nǎ' er gōngzuò?)

Brenda: _____ (He works at the hospital.)

Anna: 他喜欢什么课? (Tā xǐhuān shénme kè?)

Brenda: _____ (He likes Mandarin.)

(c) Initials and Finals:

Combine the following to form a profession. (2 marks)

- i. l + ǎo + sh + ī = _____
- ii. y + ī + sh + ē + ng = _____

(d) Oral Expression:

State one non-verbal cue that is common in Chinese culture when greeting an elder. (2 marks)

Task 2: Vocabulary & Picture Naming (10 Marks)

(a) **Name** the following items/places found in a home or school based on the images. (4 marks)

(b) **Identify** the measure words for these shopping items: (2 marks)

- i. — _____ 衣服 (yī ____ yīfú)
- ii. — _____ 书 (yī ____ shū)

(c) **Categorize:**

Match the tourist attraction to its description. (4 marks)

- | | |
|----------------------|--|
| i. 博物馆 (Bówùguǎn) | A. There are many animals like lions. |
| ii. 动物园 (Dòngwùyuán) | B. A place with many historical artifacts. |
| iii. 沙漠 (Shāmò) | C. A very high natural elevation. |
| iv. 山 (Shān) | D. A very dry place with lots of sand. |

Task 3: Grammar - Part 1 (10 Marks)

(a) **Demonstrative Pronouns:**

Use 这 (zhè) or 那 (nà) to complete the sentences. (2 marks)

- i. _____ 是我的书。
- ii. _____ 是我弟弟。

(b) **Adverbs of Degree:**

Fill in the blank with "非常" (fēicháng) or "太...了" (tài...le). (2 marks)

- i. 这个菜 _____ 好吃！
- ii. 今天 _____ 热 _____。

(c) **Sentence Structure:**

Rearrange these words into a correct S+V+O sentence. (3 marks)

妈妈 / 医生 / 是 (Māma / yīshēng / shì)

(d) Position:

Fill in the blank with 上 (shàng), 下 (xià), or 旁边 (pángbiān). (3 marks)



i. 猫在桌子 _____。



ii. 老师在学生 _____。



iii. 球在椅子 _____。

SECTION B (50 MARKS)

Task 4: Reading Comprehension (15 Marks)

Read the text about "Healthy Living" and answer the questions.

我叫大卫。我每天六点起床。我喜欢运动。我不喜欢喝咖啡, 我喜欢喝水。我昨天不舒服, 去了医院。医生说我要多休息。现在我很好。

(a) True or False? (5 marks)

- i. 大卫每天六点起床。[_____]
- ii. 他喜欢喝咖啡。[_____]

- iii. 他昨天去了医院。[_____]
- iv. 医生说他要多运动。[_____]
- v. 现在他身体很好。[_____]

(b) Why did David go to the hospital? (2 marks)

(c) List two things David does to stay healthy based on the text. (4 marks)

- i. _____
- ii. _____

(d) Write the measure word for Shuǐ used in the phrase "a bottle of water". (2 marks)

(e) Find the Pinyin for "Hospital" in the text. (2 marks)

Task 5: Grammar - Part 2 (15 Marks)

(a) Use "因为...所以..." to join these sentences. (4 marks)

我生病了。我不去学校。

(b) Use the particle "过" (guò) to say you have been to a place. (3 marks)

我 / 去 / 博物馆

(c) Use "比" (bǐ) to compare the two items. (4 marks)

西瓜 (Xīguā) / 苹果 (Píngguǒ) / 大 (dà)

(d) "在":

Answer the question:



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电视在哪儿? (4 marks)

Task 6: Writing & Orthography (20 Marks)

(a) Identify the name of the stroke: "一". (2 marks)

(b) Write the character for "People/Person" using the correct stroke order. (4 marks)

(c) Write a short paragraph (40-60 characters/words) describing your

(我的学校生活). (14 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – MARINE TECHNOLOGY

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

21. Write your details as required above
22. This paper consists of two sections: A and B.
23. Answer all questions in section A and section B.
24. Answer the questions in English.
25. All answers MUST be written in the spaces provided in the paper.
26. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

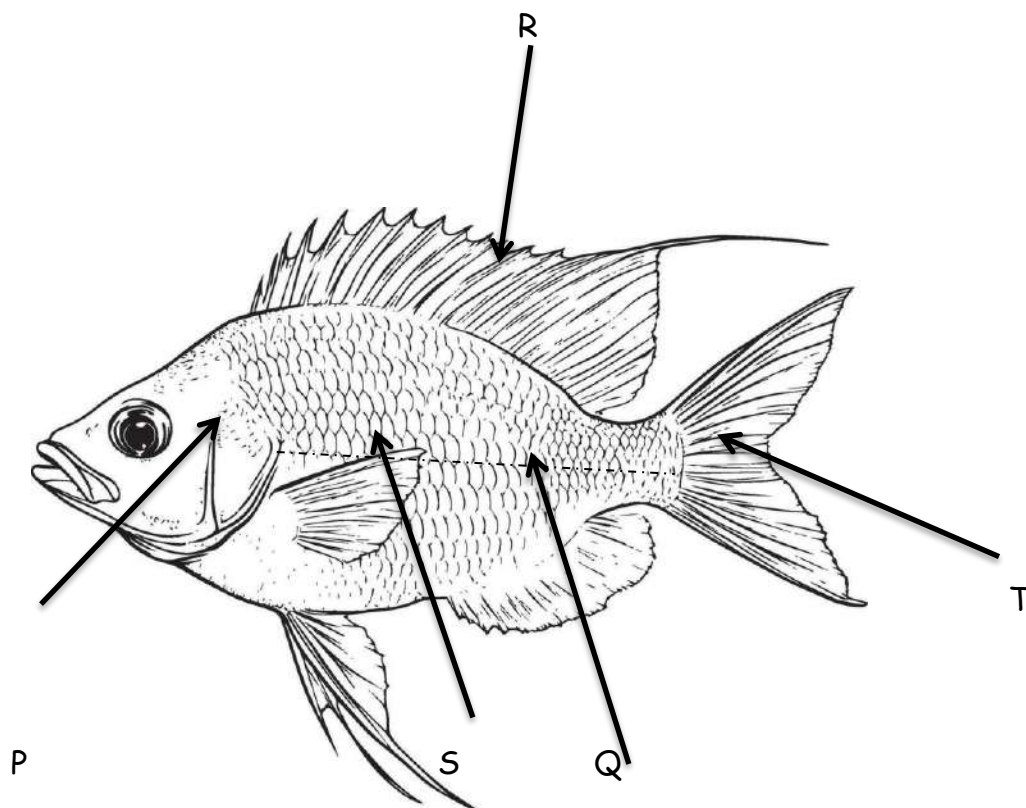
SECTION A (30 MARKS)

Answer ALL questions in this section.

1. The following are Kenyan aquatic ecosystems. Name the ecosystem and state one physical or chemical characteristic.

Image Reference	Name of Ecosystem	One Characteristic
	(a) _____	(b) Salt-tolerant vegetation
	(c) _____	(d) High biodiversity
	(e) Estuary	(f) _____

2. Four learners from **Kisumu Day Senior School** are observing a Tilapia. They identified parts P, Q, R, and S.



Identify these parts

- (a) **P**: _____
- (b) **Q**: _____
- (c) **R**: _____
- (d) **S**: _____
- (e) State the function of **Part T**:

3. Match the professional in Column A with their primary role or description in Column B. (5 Marks)

Column A (Career)

- (a) Aquaculturist
- (b) Marine Biologist
- (c) Fish Quality Assurance Officer
- (d) Oceanographer
- (e) Fisheries Extension Officer

Column B (Role/Description)

- (i) Studies chemical composition of seawater.
- (ii) Manages fish processing factories in Homa Bay.
- (iii) Designs and manages fish cage systems.
- (iv) Researches coral reef conservation in Diani.
- (v) Educates farmers on pond management in Sagana.

4. Stating whether the following statements are **TRUE** or **FALSE** (5 Marks):

(a) High salinity is a biological characteristic of marine water. [_____]

(b) **Cartilaginous fish, like sharks, possess an operculum to cover their gills.** [_____]

(c) Aquaculture includes the farming of both fish and aquatic plants. [_____]

(d) **The swim bladder helps bony fish maintain buoyancy at different depths.** [_____]

(e) Lake Victoria is the largest marine water body in Kenya. [_____]

5. (a) **Define** the term "Capture Fisheries." (2 marks)

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(b) **Distinguish** between *Extensive* and *Intensive* aquaculture systems. (4 marks)

Extensive aquaculture	Intensive aquaculture

(c) **List** four safety equipments required in a fishing vessel operating in the Indian Ocean. (4 marks) (i)

(ii) _____

(iii) _____

(iv) _____

SECTION B (50 MARKS)

6. Mr. Kamau, a teacher at **Mombasa Senior School**, wants to construct a fish pond. He has three descriptions from his students:

Ali: "The soil should have high clay content to hold water."

Jane: "The land should be gently sloping to allow water to flow by gravity."

Kendi: "We need to clear all vegetation and dig the area to a specific depth."

(a) **Identify** which student is describing "Topography." (1 mark) _____

(b) **Explain** why Ali's description of "Clay soil" is critical for an earthen pond. (4 marks)

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

(c) **Outline** four steps involved in the construction of an earthen lined pond. (4 marks)

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

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(d) **Compare** a "Fish Pond" and a "Fish Cage" production system. (6 marks)

Fish Pond	Fish Cage

27. During a visit to a landing site in **Malindi**, learners compared a **Tuna fish** and a **ray fish**.

(a) **Identify** the type of skeleton found in a Ray fish. (1 mark) _____

(b) **Stating** two external differences between the two fish. (4 marks)

Tuna	Rays

(c) **Explain** the function of the *Lateral Line* found in both species. (3 marks)

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

(d) **Name** the internal organ used by bony fish for breathing. (2 marks)

28. A fishing boat from **Shimoni** experienced engine failure and began to capsize.



(a) **Identify** the safety gear worn by the person in the image. (1 mark)

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(b) **Describe** the survival technique shown in the image and explain its purpose. (4 marks)

SURVIVAL TECHNIQUE

PURPOSE

- i.

- ii.

(c) **Mention** three common causes of accidents in fishing vessels in Kenya. (3 marks)

- i.

- ii.

- iii.

(d) What is the first-aid treatment for *Sea Sickness*? (2 marks)

29. A group of investors in **Naivasha** are choosing between a *Raceway* and a *Fish Tank* for intensive Tilapia production.



A



B

(a) **Identify** which system is labeled **A** in the image. (1 mark)

(b) **Explain** two economic benefits of aquaculture to the Kenyan economy. (4 marks)

i. _____

ii. _____

(c) **Outline** three challenges facing aquaculture development in Kenya today. (6 marks)

i. _____

ii. _____

iii. _____

(d) Calculate the volume of a rectangular fish tank that is 5m long, 3m wide, and 2m deep. (4 marks)

KENYA CERTIFICATE OF BASIC EDUCATION**SENIOR SCHOOL ASSESSMENT****AUGUST ASSIGNMENT 2026****GRADE 10 – MEDIA TECHNOLOGY**

Time: 2 Hours

**LEARNER'S DETAILS**

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

30. Write your details as required in the spaces above.
31. This paper consists of two sections: A and B.
32. Answer all questions in section A and section B.
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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. Grade 10 learners at **Lamu Senior School** are visiting a local museum to trace the history of media. They see several devices used for communication.

Image Reference	Name of Media Format	Form (Print or Electronic)
	(a) _____	(b) _____
	(c) _____	(d) _____
	(e) New Media	(f) Electronic

2. During a career day at **Ololmirani Senior School**, five professionals were invited. Match the professional with the image of the tool they use most frequently.

Professional	Image of Tool
(a) Gaffer	(i) 
(b) Audio Visual Editor	(ii) 
(c) Camera Operator	(iii) 
(d) Sound Operator	(iv) 
(e) Newscaster	(v) 

3. Three learners, **Akinyi**, **Mutua**, and **Wanjiku**, took the following photos during a trip to **Maasai Mara**. Identify the genre of each photo.

(a)



Genre: _____

(b)



Genre: _____

(c)



Genre: _____

(d) **Distinguish** between a *Prime Lens* and a *Zoom Lens*. (2 marks)

4. **Stating** whether the following statements are **TRUE** or **FALSE** based on the production process:

(a) "Pitching" and "Casting" are activities found in the Production phase. [_____]

(b) Marketing and distribution are key steps in the Post-Production phase. [_____]

(c) A "Production Designer" is responsible for the visual look of the set. [_____]

(d) Importing and exporting clips are tasks performed during Pre-Production. [_____]

(d) OSHA principles help in ensuring the safety of personnel on a film set. [_____]

5. (a) **Define** "Multimedia." (2 marks)

(b) **List** three types of media ownership in Kenya. (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

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(c) **Outline** three camera accessories used to stabilize a video camera. (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

(d) **Mention** two software programs used for video editing. (2 marks)

- (i) _____
- (ii) _____

SECTION B (50 MARKS)

6. The Media Club at **Multimedia University** is setting up a basic studio to record a "Talk Show" about climate change in Kenya.

(a) **Identify** the three types of lights used in the 3-point lighting setup. (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

(b) **Explain** the role of the "Director" during the *Production Phase* of this talk show. (4 marks)

- (i) _____
- (ii) _____

(c) Draw a simple labeled sketch of a **Boom Pole** setup for audio. (4 marks)

(d) **Describe** two safety hazards (OSHA) the crew should avoid in this studio. (4 marks)

(i) _____

(ii) _____

7. Four learners at **Kwale Senior School** are describing elements of their upcoming short film project:

Ali: "I am researching the history of Fort Jesus to make the story accurate."

Zainab: "I am creating a list of all the cameras and microphones we need to buy or rent."

John: "I am writing the dialogue and stage directions for the actors."

Moraa: "I am calculating the total cost of transport and food for the crew."

(a) **Identify** who is performing the role of a *Creative Writer*. (1 mark) _____

(b) **Name** the step Zainab is performing. (1 mark)

(c) **Explain** why Ali's "Research" is important in the Pre-Production phase. (4 marks)

(i) _____

(ii) _____

(iii) _____

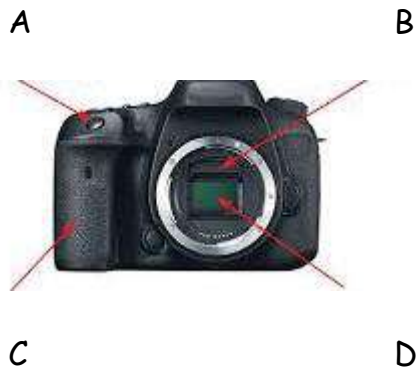
(iv) _____

(d) **Outline** the importance of "Budgeting" as described by Moraa. (4 marks)

(i) _____

(ii) _____

8. A learner from **Nyeri Senior School** is using a DSLR camera to take photos of Mt. Kenya.



(a) **Identify** the parts labeled **A** and **C**. (2 marks)

A: _____

C: _____

(b) **Explain** the function of the **Image Sensor** inside the camera. (1 mark)

(c) **Compare** a *Photography Camera* and a *Video Camera* in terms of their primary storage and frame rates. (4 marks)

<i>Photography Camera</i>	<i>Video Camera</i>

(d) **Name** the accessory used to clean the camera lens. (1 mark)

9. A community radio station in **Turkana** is recording a podcast.



Q



R

(a) **Name the type of microphones** shown above

Q: _____

R: _____

(b) **Identify** which microphone (Q or R) is most suitable for a quiet studio setting. (1 mark)

(c) **Explain** the difference between "Ambience" sound and "Spoken Audio." (4 marks)

Ambience	Spoken Audio

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(d) **List** four members of the management structure in a media company. (4 marks)

(i) _____

(ii) _____

(iii) _____

(iv) _____

(e) **Describe** one advantage and one disadvantage of *Government-owned* media in Kenya. (6 marks)

Advantage	Disadvantage

KENYA CERTIFICATE OF BASIC EDUCATION**SENIOR SCHOOL ASSESSMENT****AUGUST ASSIGNMENT 2026****GRADE 10 – METAL TECHNOLOGY**

Time: 2 Hours

**LEARNER'S DETAILS**

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

36. Write your name in the spaces provided above.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)Answer **ALL** questions in this section.

1. Grade 10 learners at **Wote Senior School** are touring a local Jua Kali workshop. They see various items and are asked to define them. Match the term to its correct definition.

Term**Definition**

- | | |
|----------------------|---|
| (a) Metal Technology | (i) Equipment used to protect the body from injury. |
| (b) Workshop | (ii) Materials that do not contain iron as a main base. |
| (c) PPE | (iii) The study of tools, materials, and processes used in metal. |
| (d) Non-Ferrous | (iv) A building where metalwork or repairs are carried out. |
| (e) Machine | (v) A device with moving parts that performs a specific task. |

2. Three learners are discussing safety rules under the Occupational Safety and Health Act (OSHA). A learner used the following safety equipment



- (a) **Identify** the specific PPE being used in the image. (1 mark) _____
- (b) **State** one possible cause of an accident in a workshop as shown by a blocked gangway. (1 mark)
- _____
- (c) **Outline** the first-aid procedure for a minor burn in the workshop. (3 marks)

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

3. At Nyabisase Senior School, learners are preparing to mark a mild steel plate for a project.



- (a) **Name** tool B: _____
- (b) **Identify** which tool is used for making permanent marks at the center of a hole. (1 mark)
- _____
- (c) **Explain** the function of tool A:
- _____
- _____

(d) **State** one maintenance practice for the Steel Rule (D). (1 mark)

4. **Stating** whether the following statements are **TRUE** or **FALSE**: (5 Marks)

(a) High carbon steel is more brittle than mild steel. [_____]

(b) Aluminum is an example of a ferrous metal. [_____]

(c) "Malleability" is a mechanical property of metal. [_____]

(d) Copper is a good conductor of electricity used in wiring. [_____]

(e) Tin is obtained from iron ore in a blast furnace. [_____]

5. (a) **Define** the term "Riveting." (2 marks)

(b) **List** three forms of material supply in a metal workshop. (3 marks)

(i) _____

(ii) _____

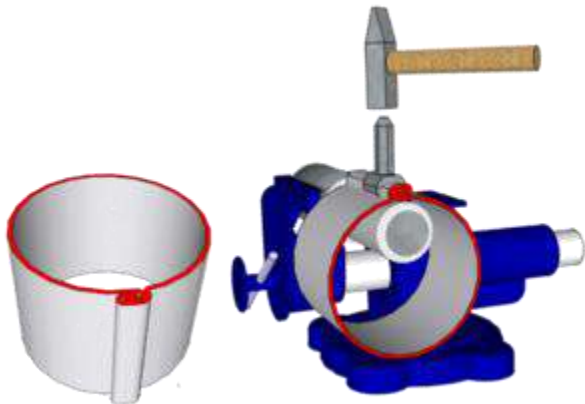
(iii) _____

(c) **Distinguish** between a "Butt Joint" and a "Lap Joint" using simple sketches. (5 marks)

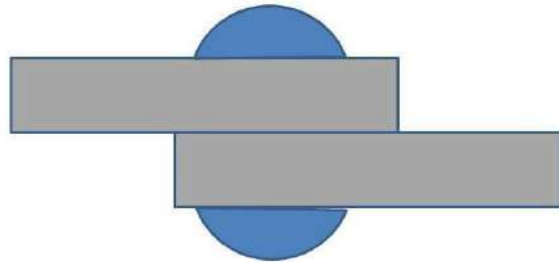
Butt Joint	Lap Joint

SECTION B (50 MARKS)

6. A community in **Makueni** is facing a problem with storage of clean water. Learners at the local Senior School suggest making a galvanized sheet metal container.



A



B

- (a) **Identify** the joint labeled A. (1 mark) _____
- (b) **Explain** why a grooved seam is preferred for a water container over a simple lap joint. (4 marks)

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

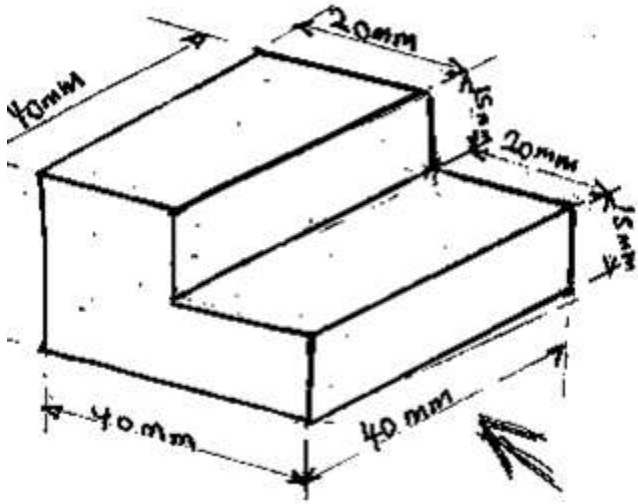
- (c) **Outline** the steps for carrying out a riveting process on the container handle. (6 marks)

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

- (d) **Acknowledge** two safety precautions to observe when handling thin sheet metal. (4 marks)

- i. _____
- ii. _____

7. A technician at **Mombasa Senior School** needs to draw a 3D figure for a metal bracket.



- (a) **Identify** the type of pictorial drawing shown in the image. (1 mark)
-

- (b) Draw the orthographic projection in first angle from isometric projection. (5 marks)

(c) **State** the importance of "Dimensioning" in a pictorial drawing. (4 marks)

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

8. Grade 10 learners are studying the production of iron from its ore.

(a) **Name** three raw materials fed into the top of the furnace. (3 marks)

- (i) _____
- (ii) _____
- (iii) _____

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(b) **Describe** the process of "Sinking" as applied in sheet metal processes. (3 marks)

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

(c) **Compare** Ferrous and Non-Ferrous metals based on their reaction to a magnet. (4 marks)

Ferrous metals	Non ferrous metals

44. **Mutua**, a learner at **Machakos Senior School**, is selecting tools for a task that involves cutting and filing a metal bar.



J



K



L

(a) Name the tools labelled. (3 marks)

- J: _____.
- K: _____.
- L: _____.

(b) **Identify** the tool used to hold the metal bar firmly during cutting. (1 mark) _____

(c) **Explain** how to maintain the tool J to ensure it lasts long. (1 mark)

(d) **Outline** the components of a standard metal workshop layout. (6 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

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(e) **Mention** four career opportunities related to metal technology in Kenya. (4 marks)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – PHYSICAL EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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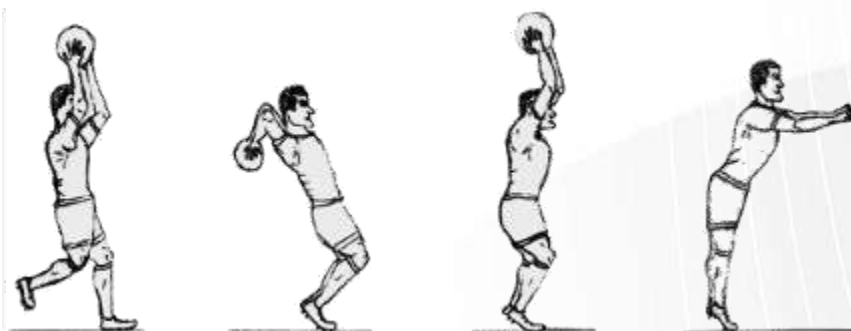
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a match at **Kagundo Senior School**, the ball goes out of play over the touchline. A learner, **Otieno**, prepares to bring the ball back into play.



(a) **Identify** the restart method shown in the diagram. (1 mark) _____

(b) **State** two technical requirements for this restart to be legal. (2 marks)

(i) _____

(ii) _____

(c) **True/False:** A goal can be scored directly from a throw-in. [_____] (1 mark)

(d) **Mention** the restart used after a goal is scored. (1 mark) _____

2. Four learners at **Lugulu Girls** are discussing passes.

Mutua: "I use one hand to flick the ball quickly to a teammate."

Sarah: "I pass the ball while I am moving at high speed."

Nekesa: "I release the ball from the side of my body to avoid a defender."

(a) **Name** the pass described by Mutua. (1 mark) _____

(b) **Identify** the pass described by Sarah. (1 mark) _____

(c) **Select** the "Side Pass" from the images below. (1 mark)



A:



B:



C:



(d) **Outline** two steps in executing a "Running Shot" in Netball. (2 marks)

(i) _____

(ii) _____

3. A coach at certain school is teaching the "Crossover Dribble."



(a) **Identify** the dribbling technique shown. (1 mark) _____

(b) **Explain** the purpose of "Faking" and "Feinting" in Basketball. (2 marks)

(c) **Distinguish** between a "Set Shot" and a "Jump Shot." (2 marks)

Set Shot	Jump Shot

4. Learners at **Kaplong Girls** are practicing the 100m Hurdles.



(a) **Label** the parts of the technique indicated: (2 marks)

X: _____

Y: _____

(b) **Identify** the phase of hurdling that happens immediately after clearing the hurdle. (1 mark)

(c) **List** two safety measures to observe during hurdle practice. (2 marks)

(i) _____

(ii) _____

5. Learners from **Nyeri High School** are sorting items for a camping trip to **Mt. Kenya**.



H



J



K



L

(a) **Match** the item to its function. (4 marks)

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Item	Name	Function
H		
J		
K		
L		

(b) **Define** the term "Campsite." (1 mark)

6. (a) Write **True/False** in the following statement:

The 800m and 1500m races are examples of middle-distance races. [_____] (1 mark)

(b) **State** why "Pacing" is important in middle-distance running. (2 marks)

(c) **Identify** the correct "Breathing Technique" for long-distance efficiency. (2 marks)

SECTION B (50 MARKS)

7. A goalkeeper at Kakamega High is performing a "Lofted Pass."



(a) **Describe** the point of contact on the ball to achieve a lofted pass. (2 marks)

(b) **List** three roles of a goalkeeper in a football match. (3 marks)

(i) _____

(ii) _____

(iii) _____

(c) **Explain** the difference between "Marking" and "Dodging." (3 marks)

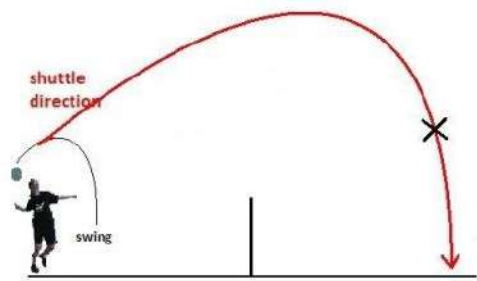
Marking	Dodging

(d) **Mention** two restart skills that a goalkeeper is directly involved in. (2 marks)

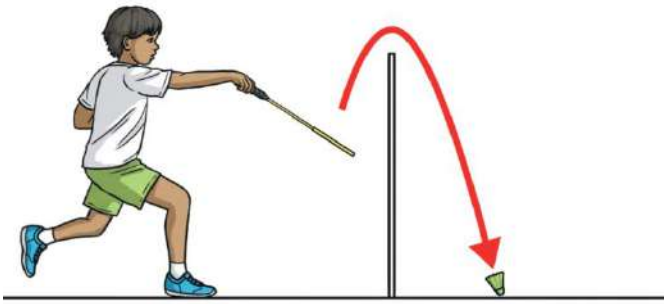
(i) _____

(ii) _____

8. Players at **Pangani Girls** are practicing the "Forehand Clear" and "Drop Shot."



A



B

(a) **Identify** the strokes: (2 marks)

Diagram A: _____

Diagram B: _____

(b) **Compare** a "Long Service" and a "Short Service" in Badminton. (4 marks)

Long Service	Short Service

(c) **Explain** how the "Grip" affects the execution of a smash. (2 marks)

(d) **Name** the equipment used to hit the shuttlecock. (2 marks) _____

9. Learners are running a Cross Country race in the hilly terrain of **Iten, Elgeyo Marakwet**.



(a) **Describe** the correct body posture for running **uphill**. (3 marks)

(b) **Outline** how "Terrain Adaptation" influences an athlete's speed. (3 marks)

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(c) **Mention** two health benefits of participating in Cross Country. (2 marks)

(i) _____

(ii) _____

(d) **Identify** the type of start used in Cross Country. (2 marks) _____

10. A Grade 10 group at **Limuru Girls** has reached their destination and needs to set up camp.

(a) **Identify** three essential features of a well-organized campsite shown in the diagram. (3 marks)

(i) _____

(ii) _____

(iii) _____

(b) **Explain** why the "Fire Pit" should be located away from the "Tent Area." (2 marks)

(c) **List** three factors to consider when **selecting** a campsite. (3 marks)

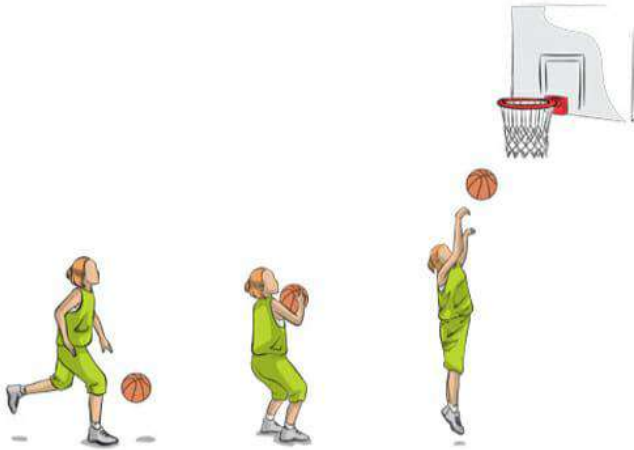
(i) _____

(ii) _____

(iii) _____

(d) **State** the importance of "Teamwork" in pitching a tent. (2 marks)

11. A learner, **Kamau**, is demonstrating a certain type of a shot at **Maseno School**.



(a) **Identify** the shot being performed. (1 mark) _____

(b) **Describe** the "Footwork" involved in the final stages of this shot. (3 marks)

(c) **Explain** why the "Backboard" is used during a lay-up. (2 marks)

(d) **State** two interpersonal skills developed through playing Basketball. (2 marks)

(i) _____

(ii) _____

(e) **Name** the part of the hand that should control the ball during a dribble. (2 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – PHYSICS

Time: 2 Hours

LEARNER'S DETAILS



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Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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58. Do NOT remove any page from this question paper
59. Silent non programmable calculators may be used.
60. Assume:

- i. Acceleration due to gravity, $g = 10 \text{ m/s}^2$
- ii. Density of water = 1000 kg/m^3

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. At **Shankoe Senior School**, three learners are discussing the relevance of Physics in Kenya.

Mwende: "I want to be a Telecommunications Engineer because I love the **Electronics** branch."

Kiprono: "I am interested in how engines work, which falls under **Mechanics**."

Achieng: "I want to study the stars and the universe, which is **Astronomy**."

(a) **Identify** the branch of Physics that deals with the study of heat and temperature. (1 mark)

(b) **Match** the learner to the most relevant career path: (2 marks)

Mwende: _____

Achieng: _____

(c) **State** one relationship between Physics and Geography. (2 marks)

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2. **Zavai**, a Grade 10 learner in **Mombasa**, uses a drinking straw to enjoy some juice by the beach.
Study the diagram below.

(a) **Explain** the role of atmospheric pressure in making the juice rise up the straw. (2 marks)

(b) **Identify** the factor labeled h in the formula $P = \rho gh$ used to calculate pressure at the bottom of the ocean in **Kilifi**. (1 mark)

(c) **Name** the hydraulic machine shown below and state the principle it uses. (2 marks)



Name: _____

Principle

3. A technician at a construction site in **Nairobi** is testing different wires.

(a) **Distinguish** between **Ductility** and **Brittleness** based on the graph. (2 marks)

(b) **Define** Hooke's Law as applied to a spring in a weighing scale. (2 marks)

(c) **Identify** the property of a material that resists scratching or indentation. (1 mark)

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4. Learners at **Kamukunji Senior School** are investigating why a glass bottle cracks when water inside it freezes.

(a) **Describe** the Anomalous Expansion of Water" between 0°C and 4°C . (2 marks)

(b) **Name** the device shown below used to control temperature in an electric iron. (1 mark)

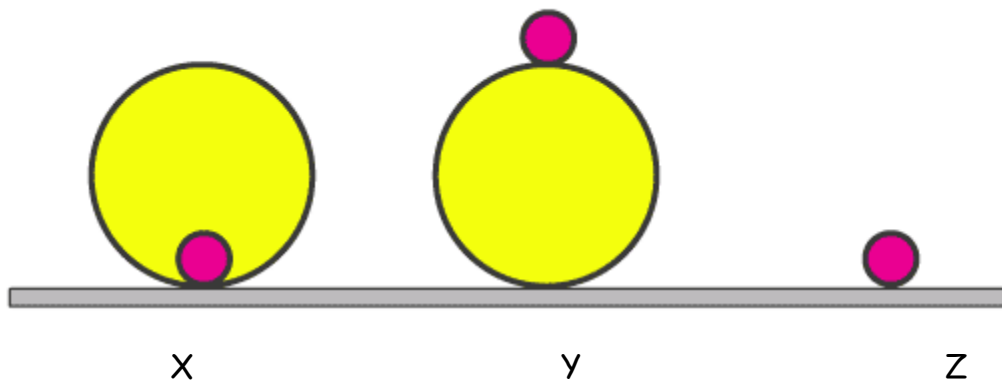


(c) **List** two other technologies used to measure temperature besides liquid-in-glass thermometers. (2 marks)

i. _____

ii. _____

5. (a) **Identify** the state of equilibrium for the three cones shown below. (3 marks)



X: _____

Y: _____

Z: _____

(b) **Define** the "Center of Gravity" of an object. (2 marks)

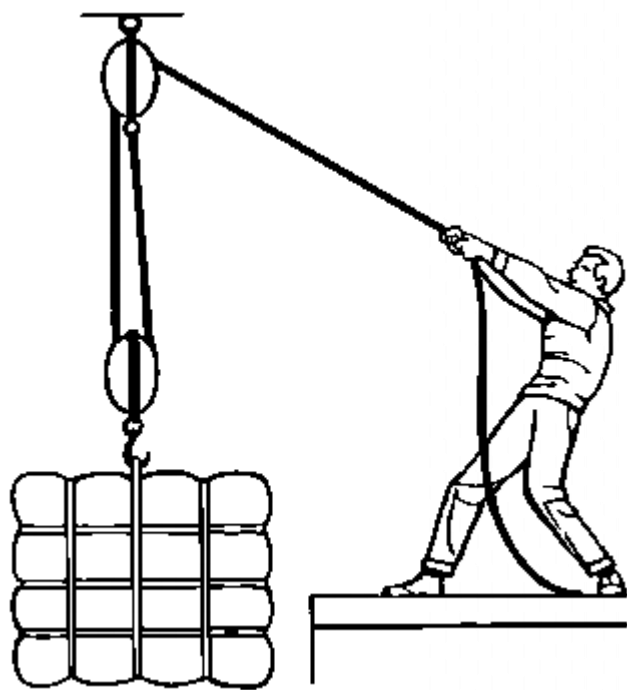
(c) Write whether the following statement is **True or False**:

For a body to be in equilibrium, the sum of clockwise moments must equal the sum of anticlockwise moments about the same point. [_____] (1 mark)

(d) **Calculate** the moment of the force in the scenario below. (4 marks)

SECTION B (50 MARKS)

6. A worker at the Port of Mombasa uses a pulley system to lift a crate.



(a) **Identify** the type of machine shown and **Name** the parts labeled **Effort** and **Load**. (3 marks)

(b) **Explain** why the efficiency of this machine can never be 100%. (3 marks)

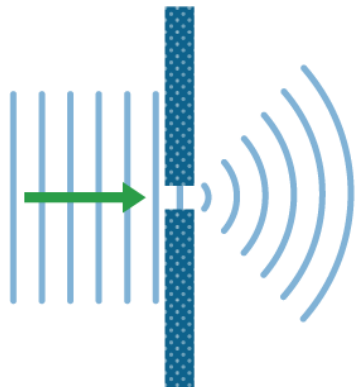
(c) **Distinguish** between **Potential Energy** and **Kinetic Energy** using a swinging pendulum as an example. (4 marks)

Potential energy	Kinetic energy

(d) **Calculate** the work done if a force of 200N moves an object 5m in the direction of the force. (3 marks)

(e) **Outline** one application of an inclined plane in a Kenyan hospital. (2 marks)

7. Grade 10 learners at **Kenya High School** are observing water waves in a ripple tank.

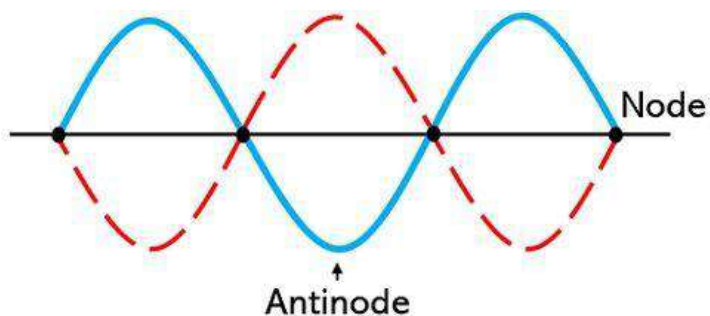


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(a) **Name** the wave property illustrated in the image above. (2 marks)

(b) **Explain** the "Doppler Effect" using the example of a police siren moving through **Nakuru** town. (4 marks)

(c) **Identify** the type of wave shown below that is formed by the interference of two identical waves traveling in opposite directions. (2 marks)

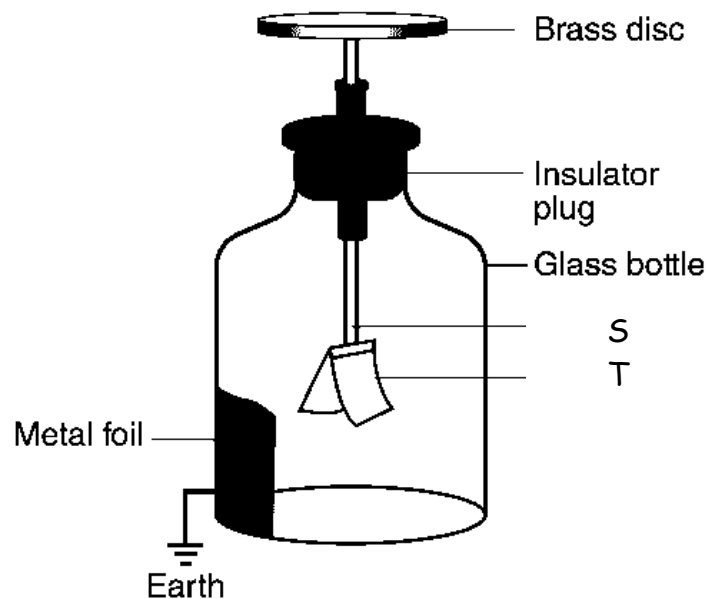


(d) **Describe** how **Resonance** can be dangerous to a bridge in **Thika**. (4 marks)

(e) **Define** the term "Refraction" of waves. (3 marks)

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8. Study the diagram of the Gold Leaf Electroscope used in a lab in **Eldoret**.



(a) **Name** the parts labeled: (2 marks)

S: _____

T: _____

(b) **Outline** the steps to charge this electroscope negatively by induction. (4 marks)

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

(c) **Identify** the electric field pattern between two unlike charges. (2 marks)

(d) **State** one application of electrostatics in modern industry. (2 marks)

61. (a) **Identify** the three types of radiation based on their penetration power. (3 marks)

251

- i.

- ii.

- iii.

(b) **Define** "Half-life" of a radioactive isotope. (2 marks)

(c) **Explain** the "Big Bang Theory" regarding the origin of the universe. (3 marks)

(d) **List** two career opportunities available for students interested in Space Physics. (2 marks)

- i.

- ii.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – POWER MECHANICS

Time: 2 Hours 30 Minutes



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

62. Write your name in the spaces provided above.
63. Write the name of your school and your stream in the spaces provided.
64. Write your admission number and the date of the assessment in the spaces provided.
65. This paper consists of two sections: A and B.
66. Answer all questions in section A and section B.
67. Answer the questions in English.
68. All answers **MUST** be written in the spaces provided in the paper.
69. Do **NOT** remove any page from this question paper.
70. For technical drawing questions, ensure **all construction steps are clearly shown**

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. Three learners at **Muranga School** are discussing their future in the Power Mechanics industry.

Kamau: "I want to design new engine systems for electric cars."

Mutua: "I want to work in the **Service and Repair** sector at a garage in **Machakos**."

Otieno: "I am interested in **Marine Engineering**, working on ship engines in **Mombasa**."

- (a) **Identify** the specific career path Kamau is interested in. (1 mark)
-

(b) **Name** the branch of power mechanics that Otieno's interest falls under. (1 mark)

(c) **List** three activities related to power mechanics that can be found in a local shopping center. (3 marks)

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

2. Study the workshop diagram below showing a standard power mechanics layout.



A



D

(a) **Identify** the area labeled **A** and **D**. (2 marks)

- A: _____
- D: _____

(b) **Select** the correct Personal Protective Equipment (PPE) from the list below that a learner must wear when handling a battery in the workshop:

Respirator Rubber Gloves Welding Shield (1 mark)

(c) **Explain** the importance of maintaining clear **Passageways (D)** in a workshop. (2 marks)

- i. _____
- ii. _____

3. A Grade 10 learner at **Amapera Senior School** is inspecting a tire with the following markings: **205/55 R 16**.

(a) **Identify** what the letter **R** stands for in the specification. (1 mark)

(b) **Distinguish** between **Tube** and **Tubeless** tires based on their construction. (2 marks)

Tube tire	Tubeless tire

(c) **Name** the two types of tire ply orientations used in vehicles. (2 marks)

- i. _____
- ii. _____

4. Technical drawing is essential for power mechanics. Study the mechanism below.

(a) **Define** the term "Locus" as used in technical drawing. (1 mark)

(b) **Identify** the type of locus produced by a point on a circle rolling along a straight line. (1 mark)

(c) **Outline** the method for constructing an **Internal Tangent** to two unequal circles. (3 marks)

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

5. (a) **Match** the vehicle body type in Column A with its correct description in Column B. (5 marks)

Column A	Column B
(i) Station Wagon	(A) A vehicle with an open cargo area and a cabin.
(ii) Convertible	(B) A car with a roof that can be folded down or removed.
(iii) Pickup	(C) A car with an extended roof and a hatch at the back for luggage.
(iv) Saloon	(D) A large vehicle designed to carry many passengers.
(v) Bus	(E) A standard car with four doors and a separate boot.

(b) **Identify** the two types of chassis construction shown in the images below. (2 marks)

- i. _____
- ii. _____

(c) **State** three functions of a vehicle chassis. (3 marks)

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

SECTION B (50 MARKS)

6. Below is an exploded view of a single-cylinder internal combustion engine.



(a) **Name** the components labeled **X**, **Y**, **Z**, and **W**. (4 marks)

- X: _____ Y: _____
Z: _____ W: _____

(b) **Describe** the function of the **Crankshaft (Y)** in relation to the piston's motion. (3 marks)

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

(c) **Explain** the purpose of the **Camshaft (W)** in the valve timing mechanism. (3 marks)

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

(d) **Compare** the material used for the **Cylinder Block** versus the **Sump**. (3 marks)

Cylinder block	Sump

(e) **Identify** the component that seals the top of the cylinder block. (2 marks)

- i. _____
- ii. _____

7. A mechanic in **Thika** is performing a precision measurement on an engine block.



S



T

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(a) **Identify** the tools being used in the pictures above. (2 marks)

S: _____

T: _____

(b) **Explain** why it is necessary to measure the **Cylinder Bore** for "ovalness" and "taper." (4 marks)

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

(c) **Describe** the procedure for measuring the **Piston Ring Gap** using a feeler gauge. (4 marks)

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

(d) **Calculate** the engine capacity in cm^3 if the bore is 80mm and the stroke is 90mm (use $\pi=3.142$). (3 marks)

(e) **Mention** the unit used to express Engine Power in the SI system. (2 marks)

- i. _____
- ii. _____

8. (a) **Distinguish** between an **Internal Combustion Engine (ICE)** and an **External Combustion Engine (ECE)** using the table below. (4 marks)

Feature	Internal Combustion	External Combustion
Location of Combustion		
Common Example		

(b) Write **True or False** in the following statement:

The "Big Bang" theory is related to the evolution of the first steam engine. [_____] (1 mark)

(c) **Identify** the engine cylinder layout shown in the diagrams below. (3 marks)

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

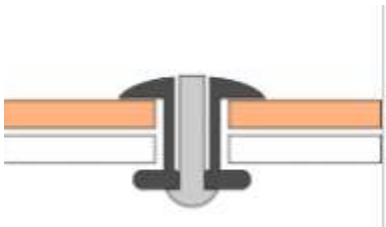
(d) **State** one key trend in the historical development of automobiles regarding fuel efficiency. (2 marks)

- i. _____
- ii. _____

9. (a) **Identify** the three joining components shown below. (3 marks)



i



ii



iii

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

(b) **Define** the terms "Adhesion" and "Cohesion" as used in vehicle body repairs. (2 marks)

(c) **Explain** the process of **Riveting** when joining two metal sheets of a vehicle body. (3 marks)

- i.

- ii.

- iii.

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(d) **List** two types of threaded fasteners used in engine assembly. (2 marks)

- i.

- ii.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – SPORTS AND RECREATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

71. Write your name in the spaces provided above.
72. Write the name of your school and your stream in the spaces provided.
73. Write your admission number and the date of the assessment in the spaces provided.
74. This paper consists of two sections: A and B.
75. Answer all questions in section A and section B.
76. Answer the questions in English.
77. All answers MUST be written in the spaces provided in the paper.
78. Do NOT remove any page from this question paper

FOR OFFICIAL USE ONLY

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SCORE RANGE	40 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. At **Maua Sama School**, four learners are discussing why they participate in sports.

Abdi: "It helps me manage stress and stay happy."

Wanjiku: "I want to be the next Faith Kipyegon and earn a living through athletics."

Moraa: "It brings our different communities together during tournaments in Kisii."

Kipchirchir: "It keeps my heart healthy and my muscles strong."

(a) **Identify** the benefit of sports described by **Abdi**. (1 mark)

(b) **Name** the category of benefit described by **Wanjiku**. (1 mark)

(c) **Explain** how **Moraa's** point contributes to national cohesion in Kenya. (2 marks)

iv. _____

v. _____

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(d) **List** two individual sports popular in the **North Rift** region of Kenya. (2 marks)

i. _____

ii. _____

2. Learners at **Saseta School** were assessed on their fitness levels.

(a) **Define** the term "Body Composition." (1 mark)

(b) **Identify** the method of measuring body composition illustrated in the picture above. (1 mark)

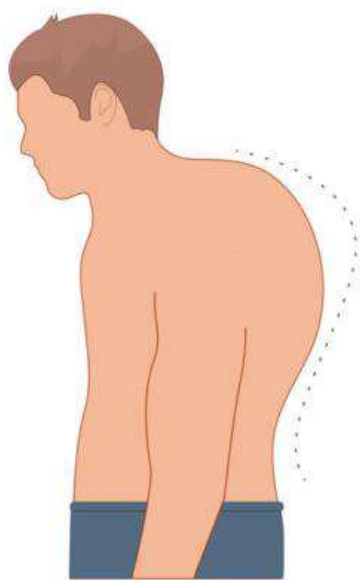
(c) **Distinguish** between **Lean Body Weight** and **Fat Body Weight**. (2 marks)

(d) **State** two factors, other than nutrition, that determines a person's body composition. (2 marks)

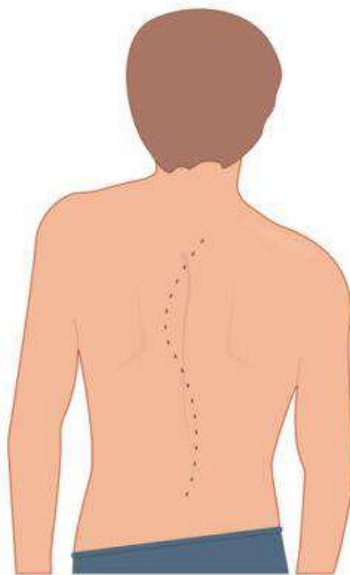
i. _____

ii. _____

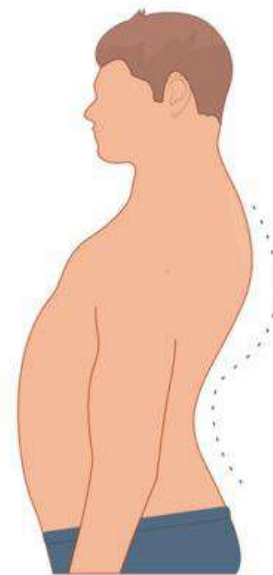
3. Study the diagrams of the human spine labeled **X**, **Y**, and **Z** below.



X



Y



Z

(a) **Name** the postural defects labeled: (3 marks)

X: _____

Y: _____

Z: _____

(b) **Outline** how a defective posture like **X** can affect a sprinter's performance at **Kasarani Stadium**.
(2 marks)

i. _____

ii. _____

(c) **State** whether the following is **True** or **False**: Correct posture during sitting reduces strain on the spine. [_____] (1 mark)

4. A group of Grade 10 learners at **St. Mary's School, Yala** is performing the activity shown below.



(a) **Identify** the three main phases of a standard aerobics session. (3 marks)

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

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(b) **Mention** one piece of equipment that can be used to enhance a floor aerobics session. (1 mark)

(c) **Explain** the importance of the "Cool Down" phase after an intense session. (2 marks)

- i. _____
- ii. _____

5. Learners often cycle or jog along the busy roads of **Nairobi** or **Eldoret**.

(a) **Identify** two potential risks encountered by athletes practicing on Kenyan roads. (2 marks)

- i. _____
- ii. _____

(b) **List** two road safety measures a jogger should observe. (2 marks)

- i. _____
- ii. _____

(c) **Describe** the "Social Dimension" of recreation. (2 marks)

- i. _____
- ii. _____

SECTION B (50 MARKS)

6. You have been appointed as the student coach for the **Bahati Senior School** Basketball team.

(a) **Define** the concept of "Coaching" in sports. (2 marks)

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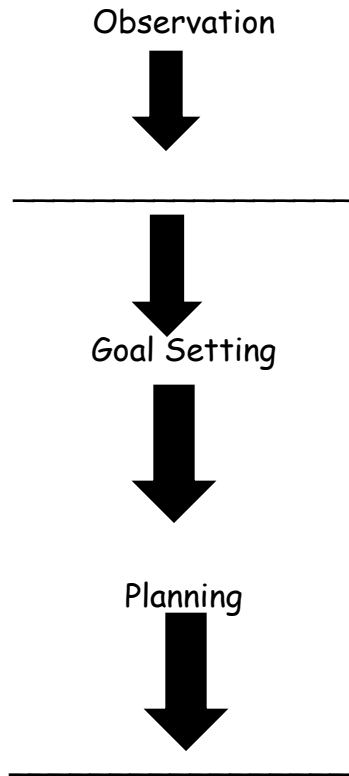
(b) **Explain** the following three principles of coaching: (6 marks)

i. **Collaboration:**

ii. **Client-Centered:**

iii. **Action-Oriented:**

(c) **Outline** the process of coaching by naming the missing steps: (3 marks)



(d) **Describe** how you would incorporate "Mini-games" into a training session. (2 marks)

- i. _____
- ii. _____

(e) **State** why feedback is important in player development. (2 marks)

- i. _____
- ii. _____

7. The sports department at **Dagoretti High School** needs to prepare for a football and athletics meet.

(a) **Match** the equipment to the sport: (3 marks)

- i. **Hurdles:** _____
- ii. **Netball:** _____
- iii. **Shuttlecock:** _____

(b) **Identify** the improvised material used to make the athletics baton in the picture below. (1 mark)



(c) **Discuss** three criteria you would use to appraise an improvised piece of equipment for safety and utility. (6 marks)

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

(d) **Compare** the facilities required for **Netball** versus **Basketball**. (3 marks)

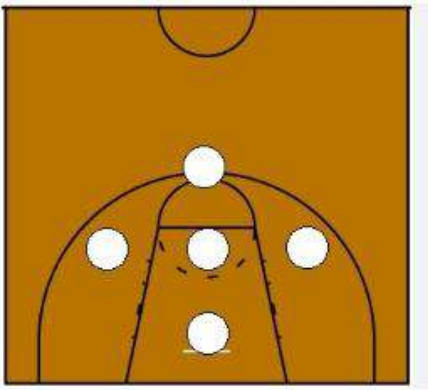
Netball facilities	Basketball facilities

(e) **Give** one reason why schools should modify facilities for learners with different abilities. (2 marks)

8. During a match between **Maseno School** and **Kakamega High**, the coach uses the following board.



A



B

(a) **Identify** the sports formations shown in the diagrams above. (2 marks)

- A: _____
- B: _____

(b) **Explain** how a specific formation enhances team performance in a game of Netball. (3 marks)

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

(c) **Distinguish** between a "Tactical Skill" and a "Technical Skill" in middle-distance races. (3 marks)

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(d) **Mention** one tactic used in a **1500m race** to win. (2 marks)

9. Study the official's hand signals below used in a game of basketball.



M



N

(a) **Identify** the meaning of the two signals shown above. (2 marks)

M: _____

N: _____

(b) **List** three attributes found on a "Talent Identification Checklist." (3 marks)

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

(c) **Distinguish** between the roles of a **Team Manager** and a **Match Referee**. (3 marks)

(d) **State** why "Integrity" is the most important principle for a sports official in Kenya. (2 marks)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSESSMENT 2026

GRADE 10 – WOOD TECHNOLOGY

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

79. Write your name in the spaces provided above.
80. Write the name of your school and your stream in the spaces provided.
81. Write your admission number and the date of the assessment in the spaces provided.
82. This paper consists of two sections: A and B.
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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. Three learners at **Sosio Senior School** are discussing their future careers in the wood industry:

Abdi: "I want to design high-end furniture and office layouts."

Bakari: "I am interested in managing large forests and timber harvesting."

Chantal: "I want to work in a factory making plywood and particle boards."

- (a) **Identify** the careers Abdi and Bakari are describing. (2 marks)

Abdi: _____ Bakari: _____

(b) **State** two ways Wood Technology contributes to the economy of Kenya. (2 marks)

- vi. _____
- vii. _____

2. Study the diagram of the workshop layout below.



X



Y

(a) **Name** the features labeled X and Y. (2 marks)

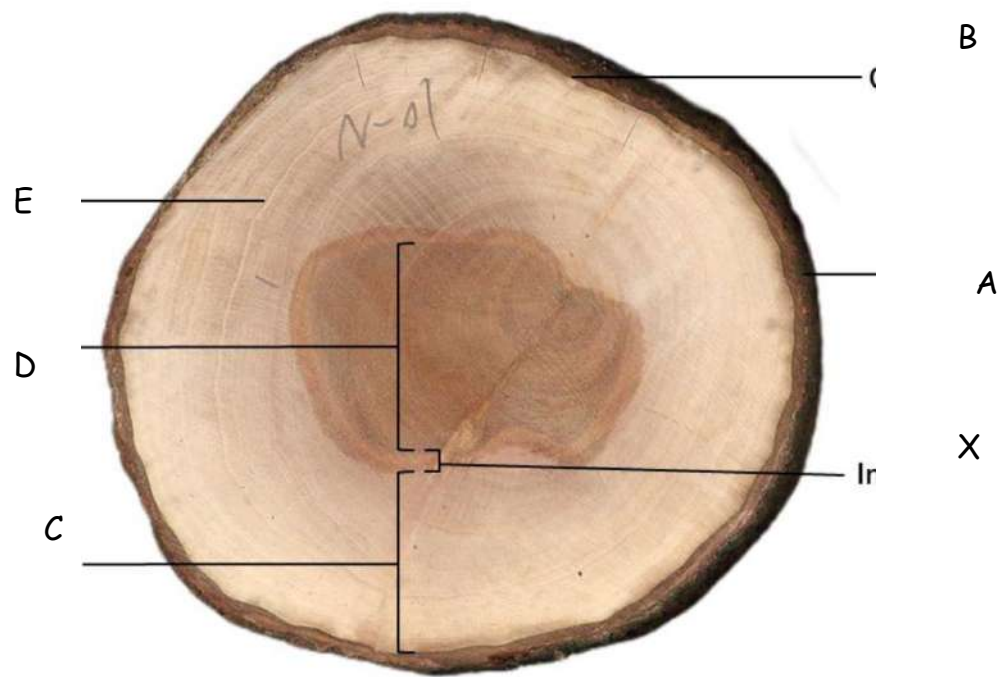
X: _____.

Y: _____.

(b) **List** three safety rules that must be observed to prevent accidents in the area labeled X. (3 marks)

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

3. Study the cross-section of the tree trunk provided below.



(a) **Identify and Name** the parts labeled **A, B, C, and D**. (4 marks)

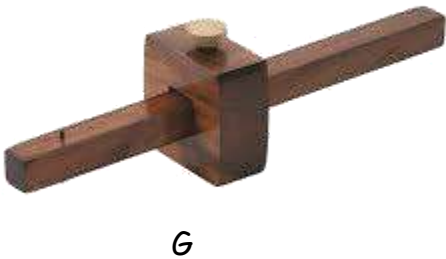
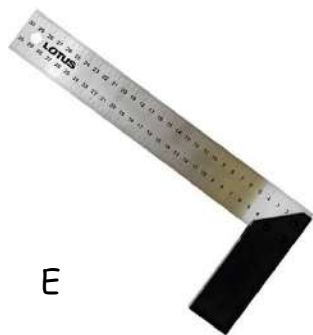
- A: _____.
- B: _____.
- C: _____.
- D: _____.

(b) **Distinguish** between *Softwoods* and *Hardwoods* based on their leaves and seeds. (2 marks)

<i>Softwoods</i>	<i>Hardwoods</i>

4. A learner in **Eldoret** is preparing to mark out a joint.

(a) **Identify** the tools shown in the image. (2 marks)



E: _____

G: _____

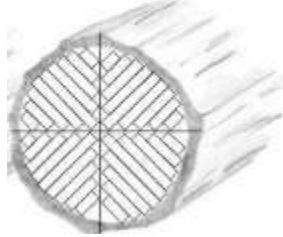
(b) **Match** the tool to its correct classification: (3 marks)

Tool	Classification
Jack Plane	(i) Impelling Tool
Claw Hammer	(ii) Boring Tool
Ratchet Brace	(iii) Planing Tool

5. Study the methods of sawing timber shown below.



P



Q

(a) **Identify** method **P** and method **Q**. (2 marks)

P: _____

Q: _____

(b) **Explain** one advantage of Method **Q** over Method **P**. (2 marks)

(c) **State** whether the following is **True** or **False**:

"Seasoning reduces the moisture content of timber." [_____] (1 mark)

6. (a) **Define** the term *Adhesive*. (1 mark)

(b) **Outline** two characteristics of an *External Use* adhesive compared to an *Internal Use* adhesive. (2 marks)

- i. _____
- ii. _____

(c) **Mention** two safety precautions to take when disposing of chemical wood glues in **Kenya**. (2 marks)

- i. _____
- ii. _____

SECTION B: [50 MARKS]

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Answer ALL questions in the spaces provided.

7. A learner at **Nyeri Senior School** is given a rough piece of Cypress timber to prepare for a project.

(a) **Describe** the steps involved in "Truing Up" a piece of stock to a specific size. (4 marks)

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

(b) **Identify** the tool used to check the flatness of the face side. (1 mark)

(c) **Explain** why it is important to mark the "Face Side" and "Face Edge" with witness marks. (3 marks)

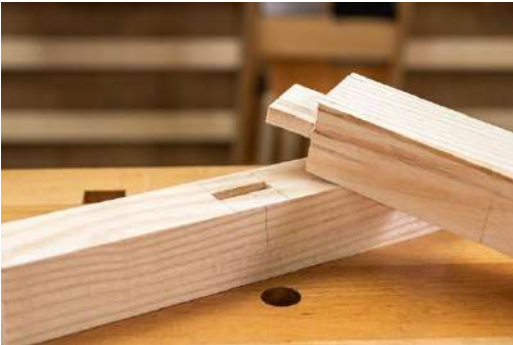
- i. _____
- ii. _____
- iii. _____

(d) **State** the use of a *Bench Hook* during wood preparation. (2 marks)

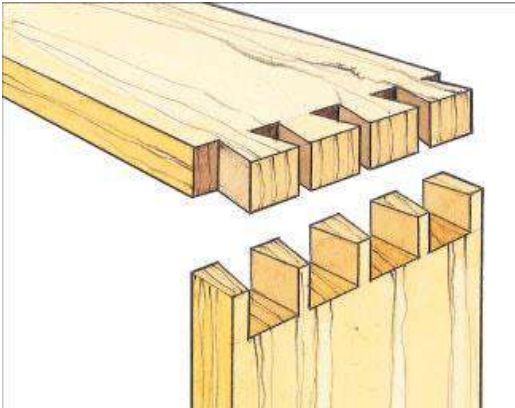
- i. _____
- ii. _____

8. During a practical exam at **Kamandura Senior School**, learners are asked to construct the following joints for a stool project.

(a) **Name** joints **X** and **Y**. (2 marks)



X



Y

X: _____

Y: _____

(b) **Classify** these joints as either *Framing*, *Widening*, or *Lengthening* joints. (2 marks)

Joint	Joint category
X	
Y	

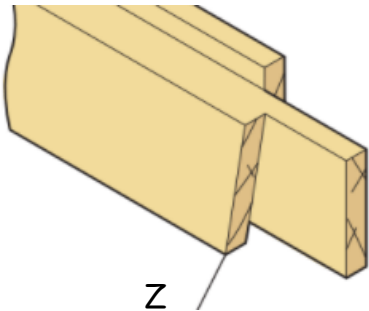
(c) **Outline** the procedure for cutting the "Mortise" part of joint X. (4 marks)

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

(d) **List** two fasteners that can be used to strengthen a widening joint. (2 marks)

- i. _____
- ii. _____

(e) **Identify** the part of the Tenon labeled **Z** in the diagram. (2 marks)



Z

9. Four learners are describing the materials they need for finishing a coffee table in **Nakuru**:

Kiplagat: "I need a tool to remove fine plane marks and burrs."

Achieng: "I need different grades of abrasive paper."

Musa: "I need a liquid to give the wood a clear, hard, protective coat."

Wanjiku: "I need a damp cloth and hot iron to remove small dents."

(a) **Identify** the materials/tools described by Kiplagat, Achieng, and Musa. (3 marks)

Learner	KIPLANGAT	ACHIENG	MUSA
Material /tool described			

(b) **Explain** the process Wanjiku is describing and why it works. (4 marks)

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

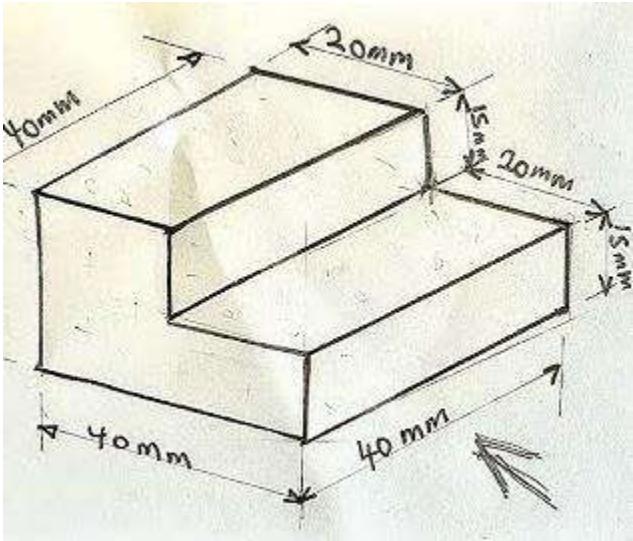
(c) **State** three reasons for applying a finish (like varnish) to a wooden product. (3 marks)

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

(d) **Describe** the correct direction of sanding in relation to the wood grain. (4 marks)

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

10. A student at Tala Boys is designing a simple bedside cabinet.



(a) **Identify** the type of pictorial drawing shown above. (1 mark)

(b) **Distinguish** between *Isometric* and *Oblique* projections. (4 marks)

<i>Isometric</i>	<i>Oblique</i>

(c) **Sketch** the **Orthographic Views** of the cabinet shown in the image. (6 marks)

(d) **Explain** the importance of freehand sketching in the design process before actual construction. (3 marks)

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

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSIGNMENT 2026

GRADE 10 – THEATRE AND FILM

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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INSTRUCTIONS TO CANDIDATES

87. Write all the details as required above.
88. This paper consists of two sections: A and B.
89. Answer all questions in section A and section B.
90. Answer the questions in English.
91. All answers MUST be written in the spaces provided in the paper.
92. Do NOT remove any page from this question 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. Three learners at **Kenya High School** are brainstorming a script about "Environmental Conservation."

Zavai: "The **Exposition** must show the village before the drought."

Moraa: "The **Climax** is when the community finally fights the loggers at the forest edge."

Otieno: "We need a **Resolution** to show the trees growing back."

- (a) **Identify** the element of plot described by Moraa. (1 mark)

(b) **Name** the three-act structure component where Zavai's "Exposition" usually falls. (1 mark)

viii. _____

ix. _____

x. _____

(c) **Explain** the difference between **Dialogue** and **Monologue** in a script. (3 marks)

Dialogue	Monologue

2. Study the image of a Spoken Word artist performing at the **Kenya National Theatre**.

(a) **Define** a "Character Bible" as used in creating a persona for a poem. (2 marks)

(b) **List** three poetic elements used to convey messages in spoken word. (3 marks)

i. _____

ii. _____

iii. _____

3. At **Alliance High School**, a drama teacher uses the following illustration to teach "The Actor's Tools."

(a) **Identify** the three tools of an actor shown in the diagram. (3 marks)

i. _____

ii. _____

iii. _____

(b) **State** whether the following is **True** or **False**:

De-roling is unnecessary after a high-energy performance. [_____] (1 mark)

(c) **Mention** one vocal exercise an actor can do before a rehearsal. (1 mark)

4. Below is a floor plan of a **Proscenium Arch Stage** used during the **Kenya Schools and Colleges Drama Festival**.

(a) **Identify** the parts of the stage labeled: (5 marks)

UR: _____

C: _____

DL: _____

Apron:

Wings:

(b) **Distinguish** between a **Proscenium Stage** and a **Thrust Stage**. (2 marks)

Proscenium stage	Thrust stage

(c) **Outline** two main responsibilities of a Theatre Director during a "Blocking" session. (3 marks)

i. _____

ii. _____

iii. _____

5. Study the adjudication score sheet sample used by judges in **Nakuru**.

(a) **Identify** two criteria used to judge an actor's physical performance. (2 marks)

i. _____

ii. _____

(b) **Explain** why "Originality" is important in theatre adjudication. (3 marks)

i. _____

ii. _____

iii. _____

SECTION B (50 MARKS)

6. The Drama Club at **Sameta Boys' Centre** is setting up for a play. Study the technical equipment below.



i



ii



iii

280

- (a) **Name** the equipment shown and **describe** their functions in a production. (6 marks)

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

- (b) **Identify** the lighting technique where light comes from behind the actor to create a silhouette. (2 marks)

- i. _____
- ii. _____

- (c) **Explain** the role of "Props" and "Make-up" in establishing the **Setting** and **Character** of a play. (4 marks)

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

(d) **Sketch** a simple stage set for a play set in a **Marketplace in Kisumu**. (3 marks)

93. Learners from **Rongai Girls** are performing a "Theatre for Development" piece in a market in **Murang'a**.

(a) **Define** a "Found Space" as used in community theatre. (2 marks)

(b) **Describe** how theatre acts as a tool for **Advocacy** in the society. (3 marks)

- i.

- ii.

- iii.

(c) **Compare** the roles of the **Stage Manager** and the **Club Chairperson** in managing a Theatre and Film club. (4 marks)

Stage Manager	Club Chairperson

(d) **Outline** three principles guiding the management of a School Theatre and Film Club. (6 marks)

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

94. Grade 10 Learners studied the structure used for a play addressing "Drug Abuse" among youth.

(a) **Describe** what happens during the **Rising Action** in Act II. (4 marks)

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

(b) **Identify** a "Pertinent and Contemporary Issue" (PCI) in Kenya today that can be scripted into a play. (2 marks)

- i. _____
- ii. _____

(c) **Explain** the importance of a **Reflective Logbook** for a Grade 10 Playwriting student. (4 marks)

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

95. Four learners are preparing for a performance.

Wekesa: "I must use **Physical Theatre** games to warm up."

Atieno: "I am creating a **Prompt Book** to record all the cues."

Juma: "The **Directorial Concept** for this play is 'African Futurism'."

Nanjala: "I need to **Interpret the Script** to find my character's motivation."

(a) **Identify** who is performing the role of the **Director** among the four learners. (2 marks)

(b) **Name** the document Atieno is preparing and **list** two things found inside it. (3 marks)

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(c) **Explain** why Juma's "Directorial Concept" is necessary for the design team. (3 marks)

- i.

- ii.

- iii.

(d) **Mention** two theatre games used for **Vocal** preparation. (2 marks)

- i.

- ii.



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Empowering Learners for
**Competence, Creativity,
Innovation and Excellence.**



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Discover and develop your talents



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“
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You Engage In
Today Shapes
The Leader
You Become
Tomorrow.”
”



NOTES

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