



COMPETENCE BASED EDUCATION
KENYA CERTIFICATE OF BASIC EDUCATION



KCBE

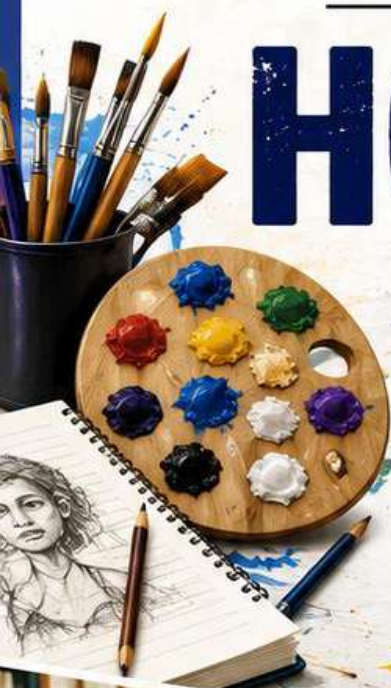
SENIOR SCHOOL CURRICULUM

HOMework BOOK

GRADE 10

ARTS AND SPORTS PATHWAY

AUGUST HOMEWORK ASSIGNMENT



DEVELOPING TALENT. BUILDING CHARACTER. SHAPING THE FUTURE.



CREATIVITY &
EXPRESSION



PHYSICAL FITNESS
& WELLNESS



PERFORMANCE
& COMMUNICATION



TEAMWORK &
COLLABORATION



DISCIPLINE &
LEADERSHIP



CRITICAL THINKING
& PROBLEM SOLVING

*Discover Your **Passion**. Develop Your **Talent**. Excel in **Life**!*



**AUTHORS
COMPETENCE
EDUCATION
GROUP**

Empowering Learners,
Transforming Futures.

LEARNER'S DETAILS

NAME: _____

SCHOOL: _____

CLASS: _____ ADM NO.: _____

DATE: _____



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: _____

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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. 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)

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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. _____

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



A



B

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

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

- i. _____
- ii. _____

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

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

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

- i.
- ii.
- iii.

SECTION B: (50 MARKS)

Answer all questions in this section.

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

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

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

- i.
- ii.
- iii.

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

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

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

Social enterprise	Traditional commercial business

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

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

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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.

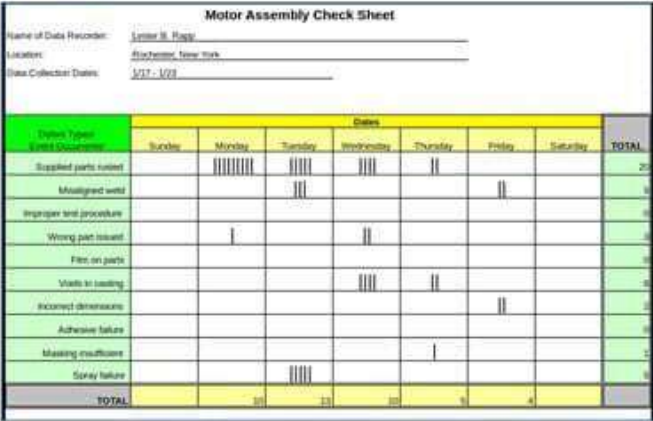
- iii.

(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.




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 – 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
POINTS							8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
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

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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)

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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 : _____

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- 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.

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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.

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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:

$AB = 3 \text{ cm}$, $BC = 4 \text{ cm}$, $CA = 5 \text{ cm}$

Triangle DEF is similar and has:

$DE = 8 \text{ cm}$, $EF = 10 \text{ cm}$, 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.

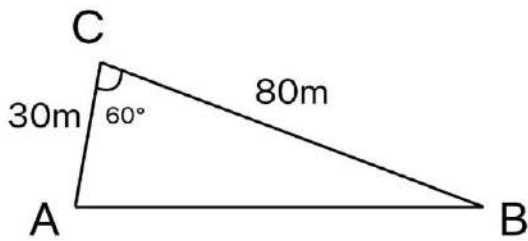
7. A ladder leans against a wall making an angle of 30° with the ground.
The ladder is 10 m long.

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:



If the

a) Form a quadratic equation

b) Solve for x

a) 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

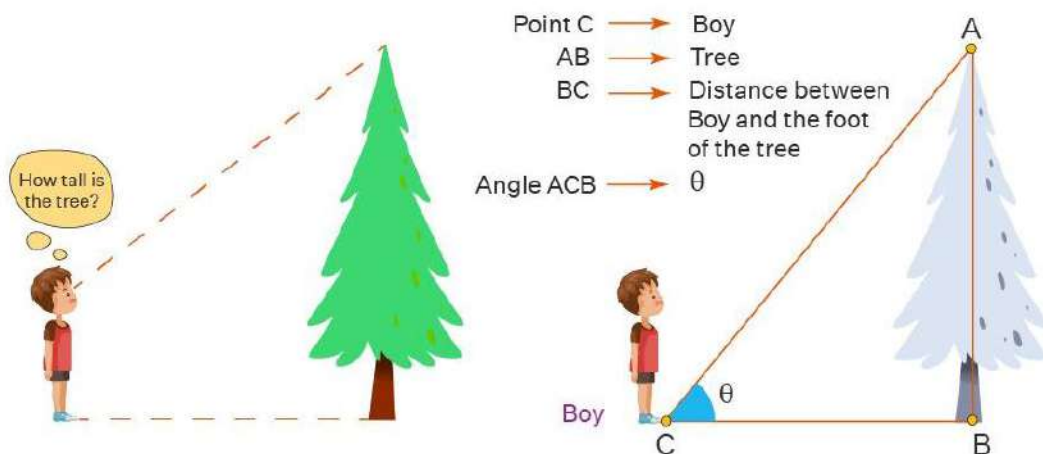
Find:

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

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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:

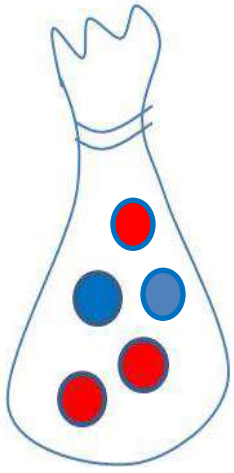
a) Profit

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

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST HOLIDAY ASSIGNMENT 2026

GRADE 10 – FINE ARTS

Time: 2 Hours



LEARNER'S DETAILS

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Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

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.

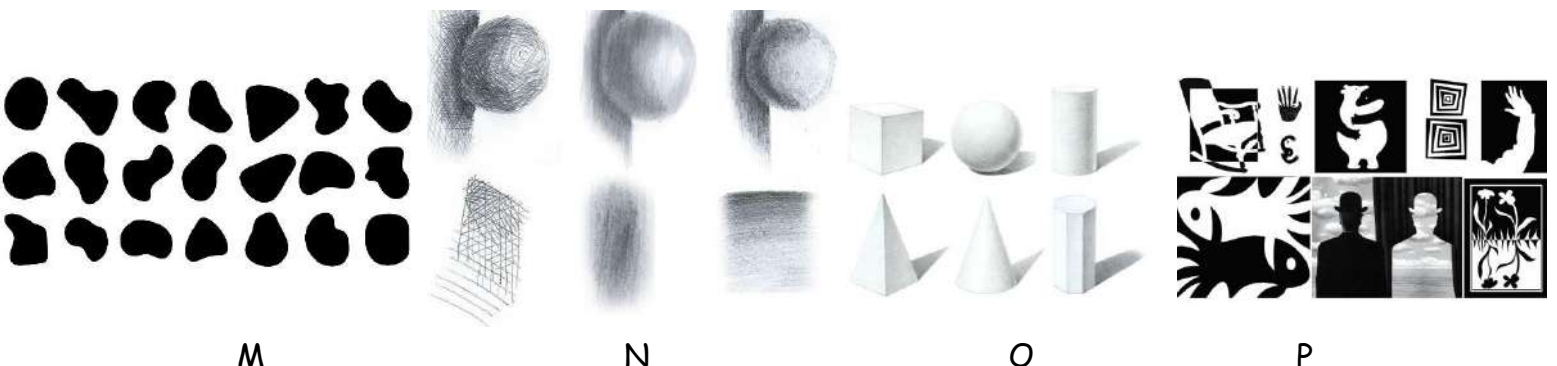
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LEARNER'S TOTAL SCORE											

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)



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

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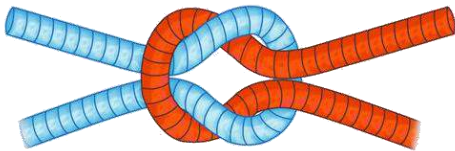
- i. _____
- ii. _____
- iii. _____
- iv. _____

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

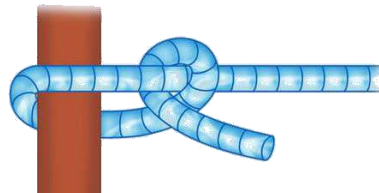
- i. Smoothing surface: _____.
- ii. Adding colour : _____.
- iii. Protecting surface : _____.

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)

- i.

- ii.

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

- i.

- ii.

- iii.

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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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 the paper.
6. 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 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

- 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)

39

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. _____.

5. (a) **Identify and Name** the online platforms represented by these icons: (4 marks)



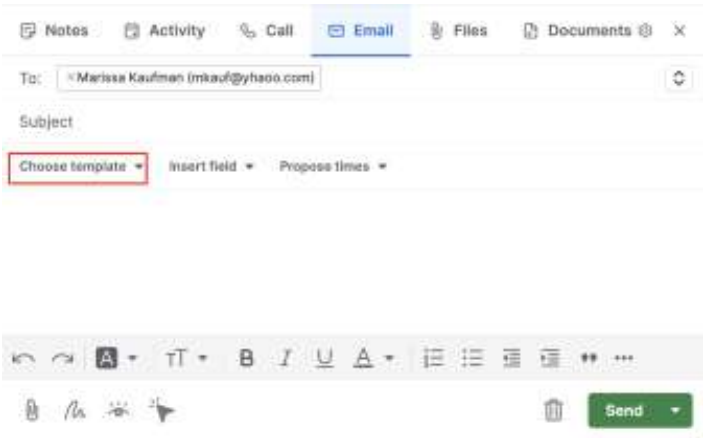
A



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)

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

42

(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)

(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



**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)

(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)

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(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.

SEHEMU YA PILI: SARUFI NA INSHA (ALAMA 50)

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: _____

Swali la 5: Insha (Alama 20)

Chagua mada **MOJA** na uiandikie insha isiyopungua maneno 200.

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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 – PHYSICAL EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

- Write your name in the spaces provided above.
- Write the name of your school and your stream in the spaces provided.
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- This paper consists of two sections: A and B.
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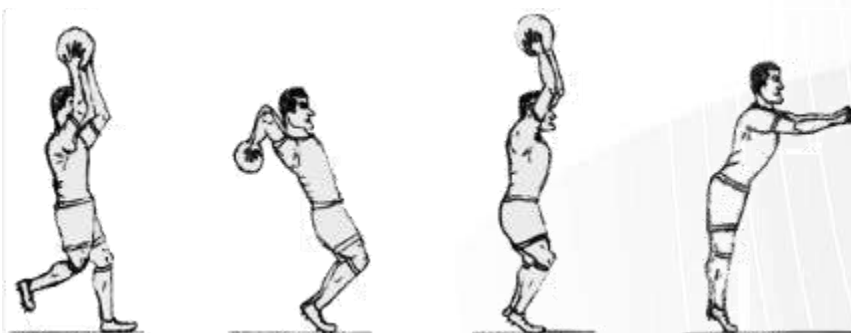
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

- 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)

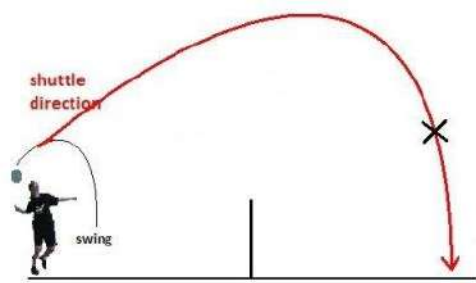
Marking	Dodging

(d) **Mention** two restart skills that a goalkeeper is directly involved in. (2 marks)

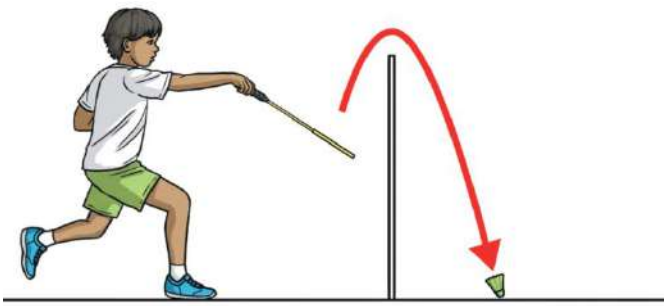
(i) _____

(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)

(c) **Mention** two health benefits of participating in Cross Country. (2 marks)

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(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)

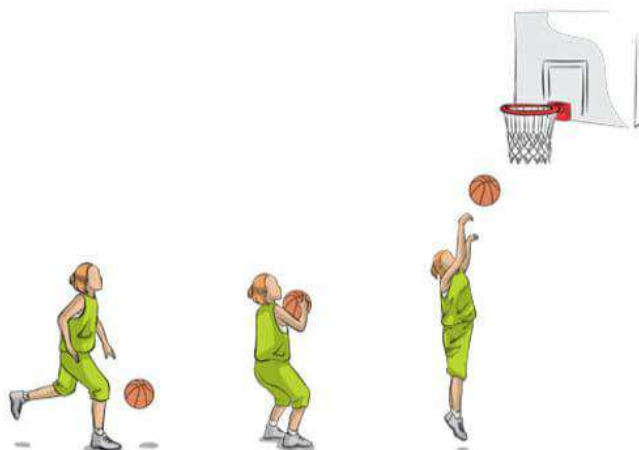
(i) _____

(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 – SPORTS AND RECREATION

Time: 2 Hours



LEARNER'S DETAILS

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Assessment Number: _____ Date: _____

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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)

i. _____

ii. _____

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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)

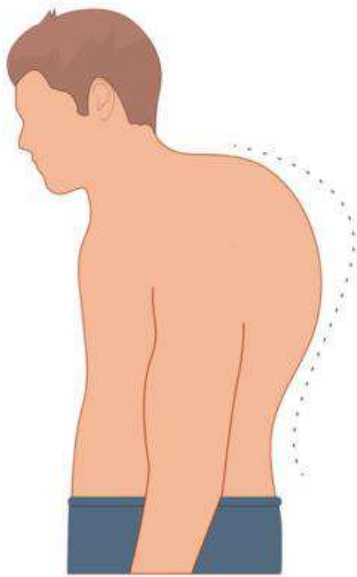
(c) **Distinguish** between **Lean Body Weight** and **Fat Body Weight**. (2 marks)

(d) **State** two factors, other than nutrition, that determines a person's body composition. (2 marks)

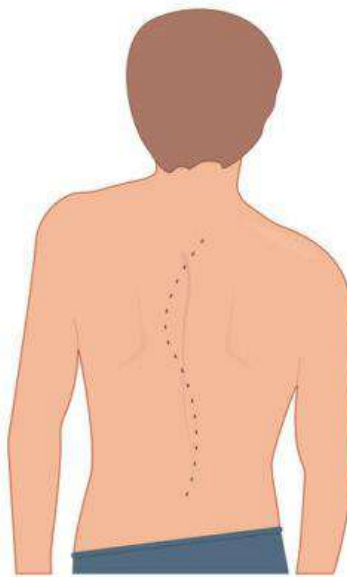
i. _____

ii. _____

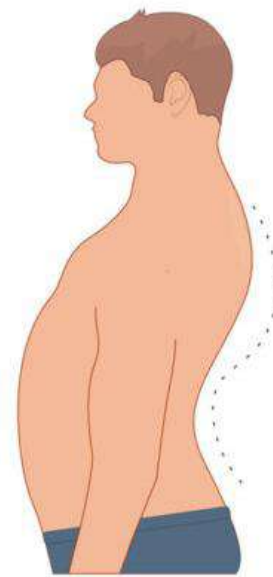
3. Study the diagrams of the human spine labeled **X**, **Y**, and **Z** below.



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. _____

(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)

65

(b) **Explain** the following three principles of coaching: (6 marks)

i. **Collaboration:**

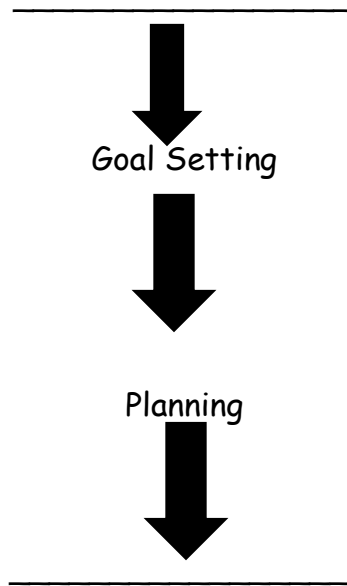
ii. **Client-Centered:**

iii. **Action-Oriented:**

(c) **Outline** the process of coaching by naming the missing steps: (3 marks)

Observation





(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)

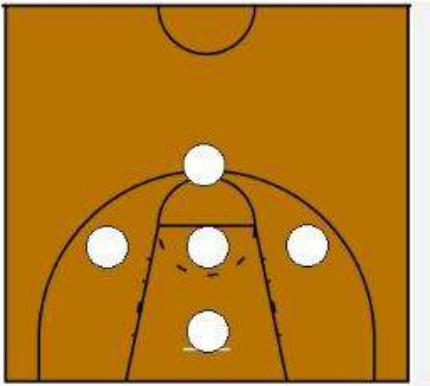
Netball facilities	Basketball facilities

(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)

(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 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

23. Write all the details as required above.
24. This paper consists of two sections: A and B.
25. Answer all questions in section A and section B.
26. Answer the questions in English.
27. All answers MUST be written in the spaces provided in the paper.
28. 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)

iii. _____

iv. _____

v. _____

(c) **Explain** the difference between **Dialogue** and **Monologue** in a script. (3 marks)

Dialogue	Monologue

71

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

(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)

29.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. _____

30. 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. _____

31. 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)

(c) **Explain** why Juma's "Directorial Concept" is necessary for the design team. (3 marks)

- i.

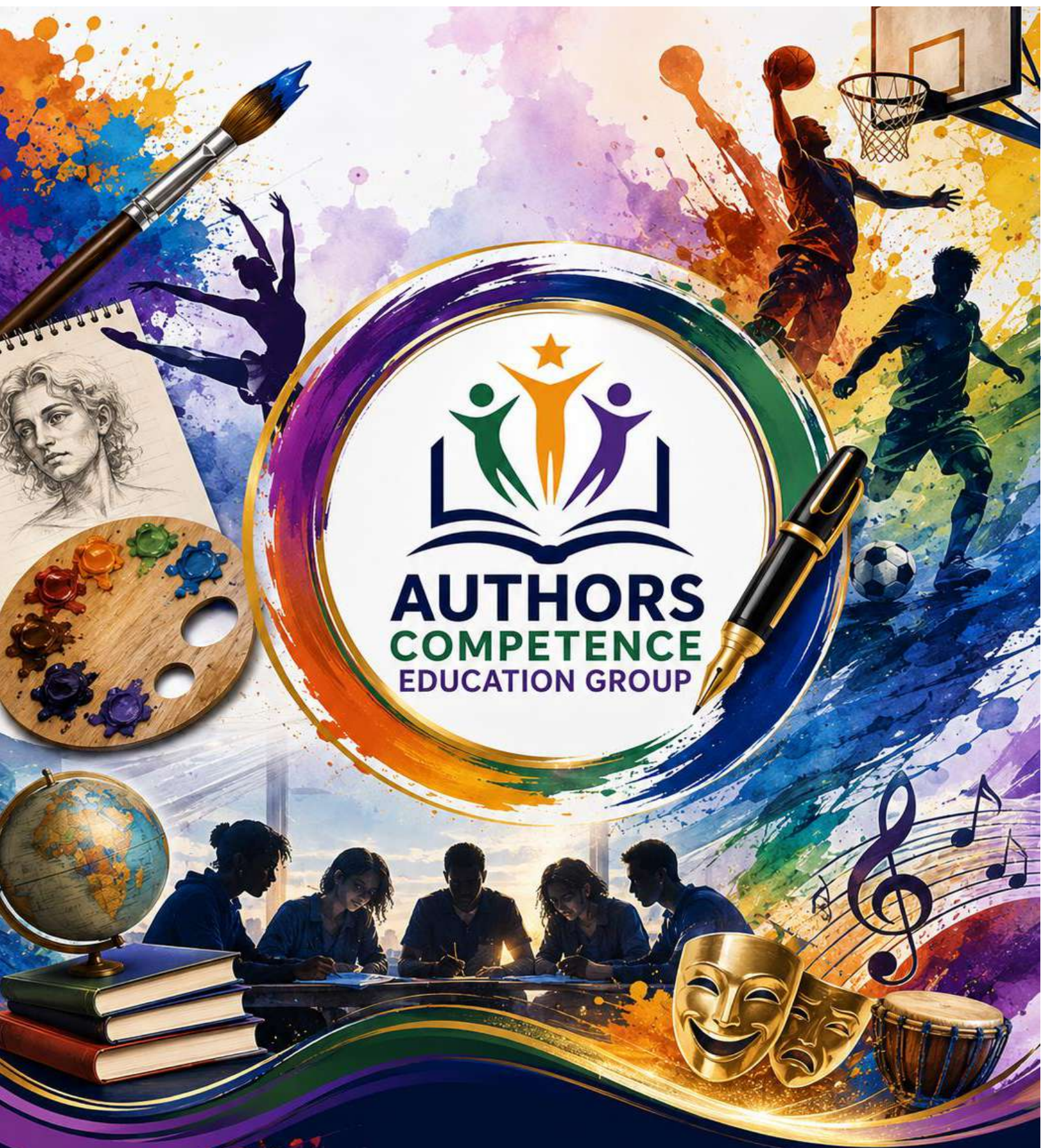
- ii.

- iii.

(d) **Mention** two theatre games used for **Vocal** preparation. (2 marks)

- i.

- ii.



*Discover Your Passion.
Develop Your Talent.*

For Your Future.