



COMPETENCE BASED EDUCATION

KENYA CERTIFICATE OF BASIC EDUCATION

KCBE



SENIOR SCHOOL CURRICULUM

HOMework BOOK

GRADE 10

SOCIAL SCIENCE PATHWAY

AUGUST

HOMework ASSIGNMENT



CITIZENSHIP



GOVERNANCE



ECONOMICS



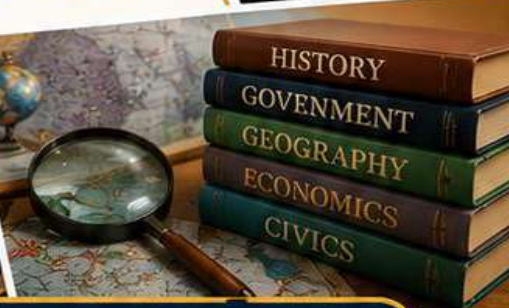
SOCIETY &
CULTURE



GEOGRAPHY &
ENVIRONMENT



HISTORY



★ Understand Today, Empower Tomorrow, Transform Society. ★



AUTHORS
COMPETENCE
EDUCATION
GROUP

*Building Competence,
Inspiring Excellence*

LEARNER'S DETAILS

NAME: _____

SCHOOL: _____

CLASS: _____ ADM NO.: _____

DATE: _____



THINK CRITICALLY



COLLABORATE



INVESTIGATE



COMMUNICATE



SOLVE PROBLEMS



BE RESPONSIBLE

LEARN. UNDERSTAND. PARTICIPATE. MAKE A DIFFERENCE.

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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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 the 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	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 **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. _____

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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. [_____]

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)

4



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)

- _____
- _____
- _____

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

- _____
- _____

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)

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 – CHRISTIAN 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. **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.

10



(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)

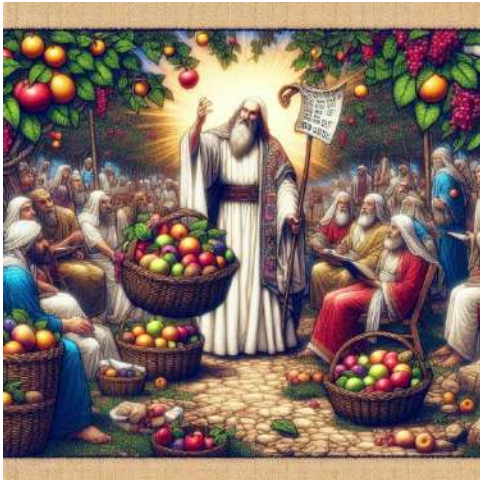
(Answer ALL questions in this section)

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) 12

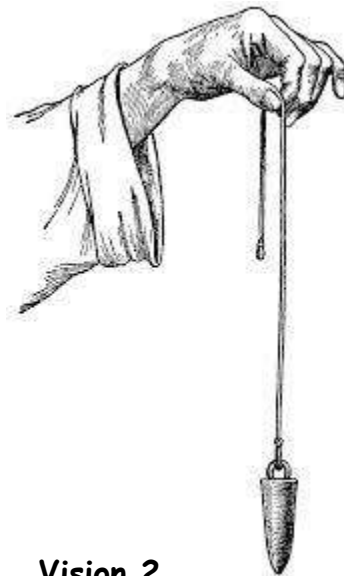
- i. _____
- ii. _____
- iii. _____
- iv. _____

(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: _____ .

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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)

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.

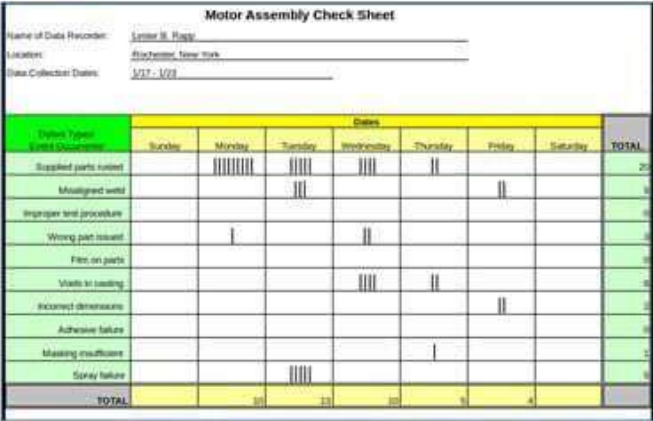
- iii.

(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.




Motor Assembly Check Sheet

Name of Data Recorder: Leah N. Ngugi

Location: Atterton, New York

Date Collection Dates: 1/17 - 1/28

Defect Types	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL
Supplied parts correct								20
Misaligned wires								5
Improper test procedure								0
Wrong pin inserted								3
Firm on parts								0
Wires in testing								6
Incorrect dimensions								2
Adhesive failure								0
Missing components								1
Solder failure								4
TOTAL								37

CHECKLIST

☒
☒
☒
☒
☒

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.
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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)

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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.

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:

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

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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.

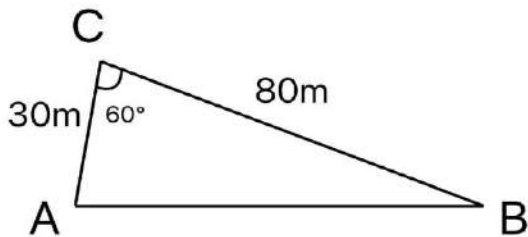
7. A ladder leans against a wall making an angle of 30° with the ground. The ladder is 10 m long.

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:



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

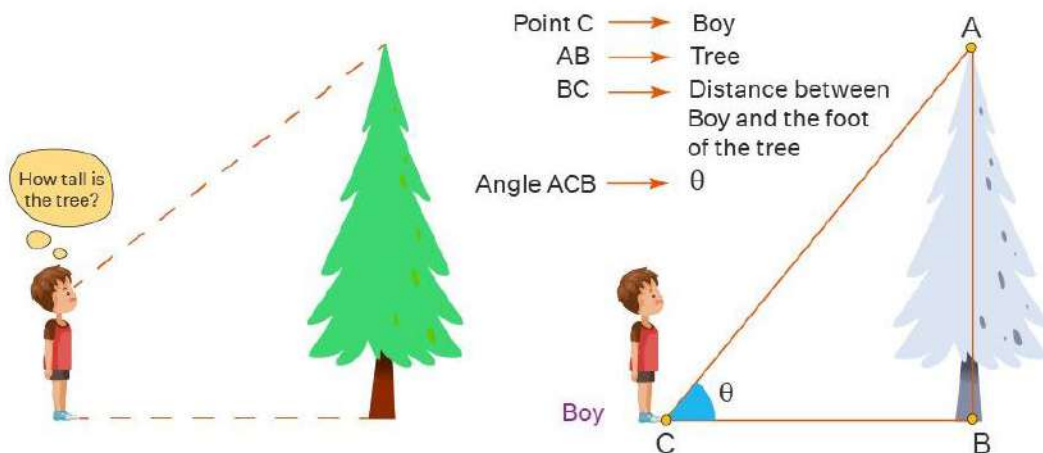
Find:

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

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:

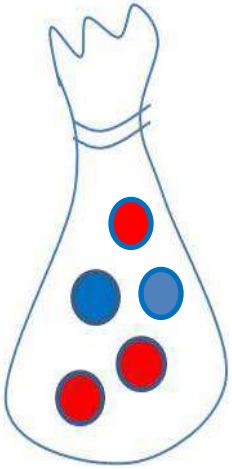
a) Profit

b) Percentage profit

c) Discount

d) Selling price after discount

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



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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

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Muda: Saa 2

TAARIFA ZA MTAHINIWA

Jina: _____ Shule: _____
 Darasa: _____ Nambari ya Mthani: _____
 Tarehe: _____ Saini: _____

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	CHI1	CHI2
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)

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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)

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 dhulumu!

BAHATI: Lakini nani atasimama kupinga?

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

Maswali:

a) Tambua mandhari ya dondoo hili. (2)

Taja sifa mbili za wahusika. (2)

c)

Eleza dhamira inayojitokeza. (3)

d)

Eleza umuhimu wa mazungumzo katika tamthilia. (3)

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SEHEMU D: RIWAYA (ALAMA 10)

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)

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

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 kijiji kizima.

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Maswali:

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)

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

**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 : _____ .

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
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 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]

(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]

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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.

- (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 – GERMAN

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 where required.
7. All answers **MUST** be written in the spaces provided in this 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)

(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

56



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.

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: _____

INSTRUCTIONS TO CANDIDATES

1. Write the detail required above
2. This paper consists of two sections: A and B. Answer all questions in section A and section B.
3. Answer the questions in English.
4. All answers MUST be written in the spaces provided in PAPER.
5. 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. 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)

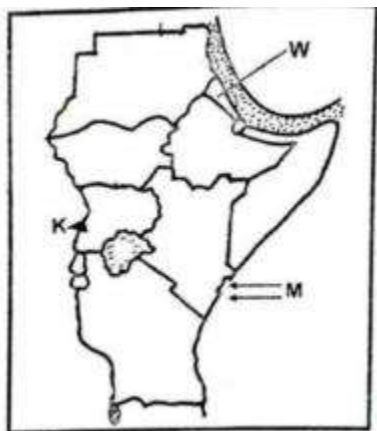
(c) State **two** importance of using oral traditions as a source of history. (2 marks)

i. _____

ii. _____

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2. The map below shows the migration routes of a major linguistic group into Kenya.



(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)

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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.

(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. _____

- 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 – HINDU RELIGIOUS EDUCATION

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 the 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	30 MARKS	50 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											

SECTION A (30 MARKS)

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)

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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

(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)

- i. The primary scripture of the Sikh faith, treated as a Living Guru: _____
- ii. The Buddhist scripture containing the 'Three Baskets': _____
- iii. 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)

- i. _____
- ii. _____

(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)

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)

71



A : _____ B : _____



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)

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(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)



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

9. Write your details as required in the spaces provided above.
10. This paper consists of two sections: A and B.
11. Answer all questions in section A and section B.
12. Answer the questions in English.
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14. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY

[illegible]

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)

75

- | | | |
|------|---------------------|-------------------|
| 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)

3. (a) **Identify** the following icons found in a Word Processing ribbon: (3 marks)



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. _____

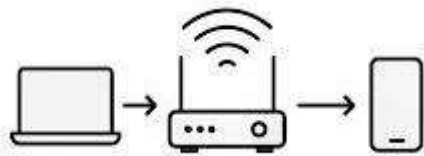
SECTION B (50 MARKS)

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. _____.

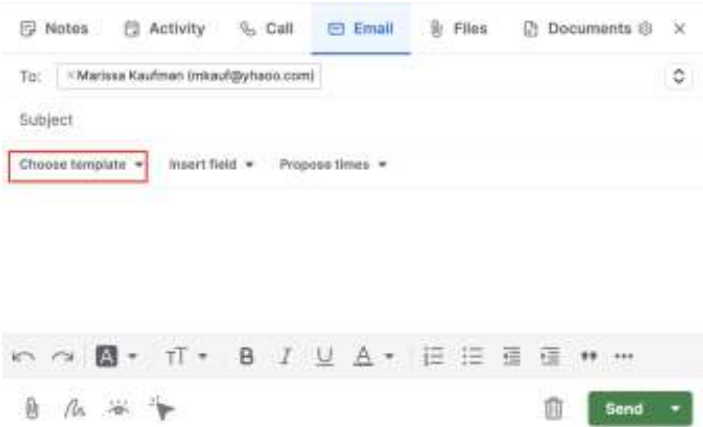
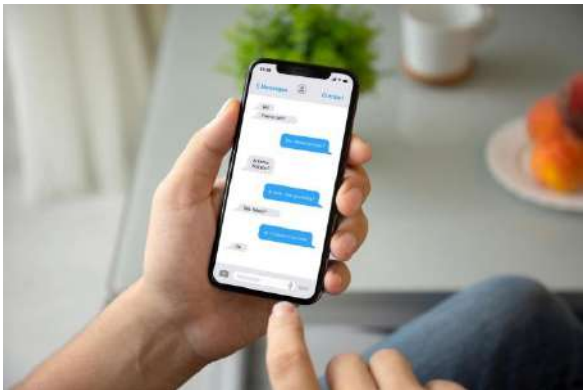
5. (a) **Identify and Name** the online platforms represented by these icons: (4 marks)



A



B



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. _____

(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



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)

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)

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- (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 : _____

- (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)

83

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. _____

(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.

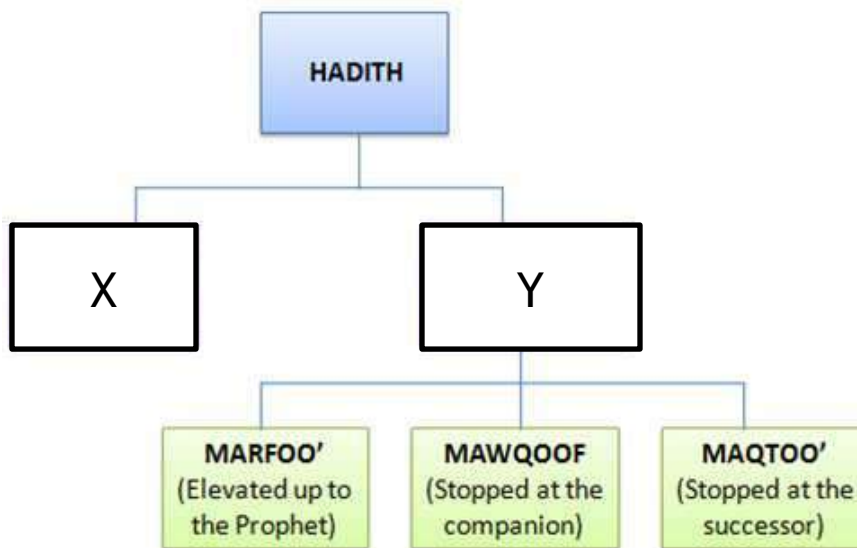
(a) **Define** the term *Asbabu al-Nuzuul*. (2 marks)

(b) **List** three benefits of knowing the *Asbabu al-Nuzuul* for a student. (6 marks)

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

84

(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)

- 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 and 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	

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)

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 kulitatu? (Alama 2)

(h) Tathmini kauli hii: "Mtu mmoja anaweza kuleta mabadiliko makubwa katika jamii." Tumia mifano kutoka kwenye kifungu kuthibitisha jibu lako. (Alama 3)

(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.

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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."

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(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.

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:**

3. **Insha ya Wasifu:** Mwandikie wasifu mwalimu wako unayempenda zaidi shuleni.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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:** _____

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.

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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.

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)

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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)

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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)

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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:** _____

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. |

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:



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 – PHYSICAL EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

21. Write your name in the spaces provided above.
22. Write the name of your school and your stream in the spaces provided.
23. Write your admission number and the date of the assessment in the spaces provided.
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.

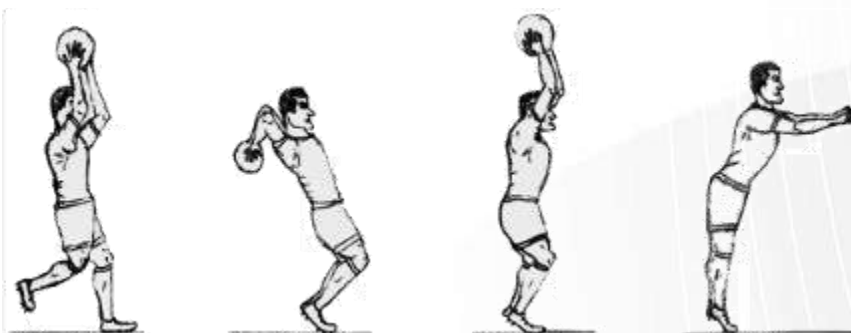
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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. 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)

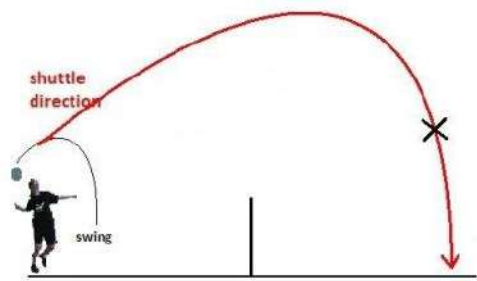
Marking	Dodging

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

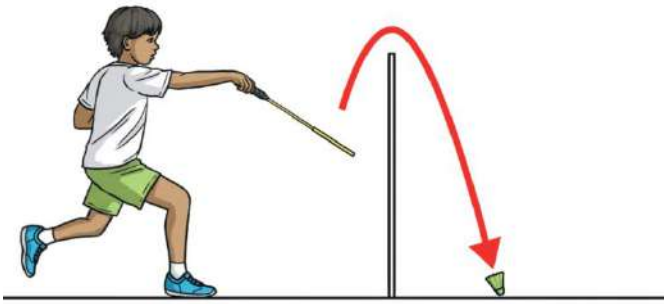
(i) _____

(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)

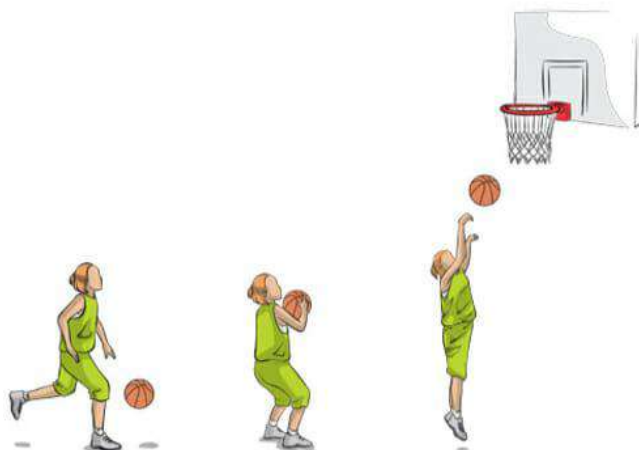
(i) _____

(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)

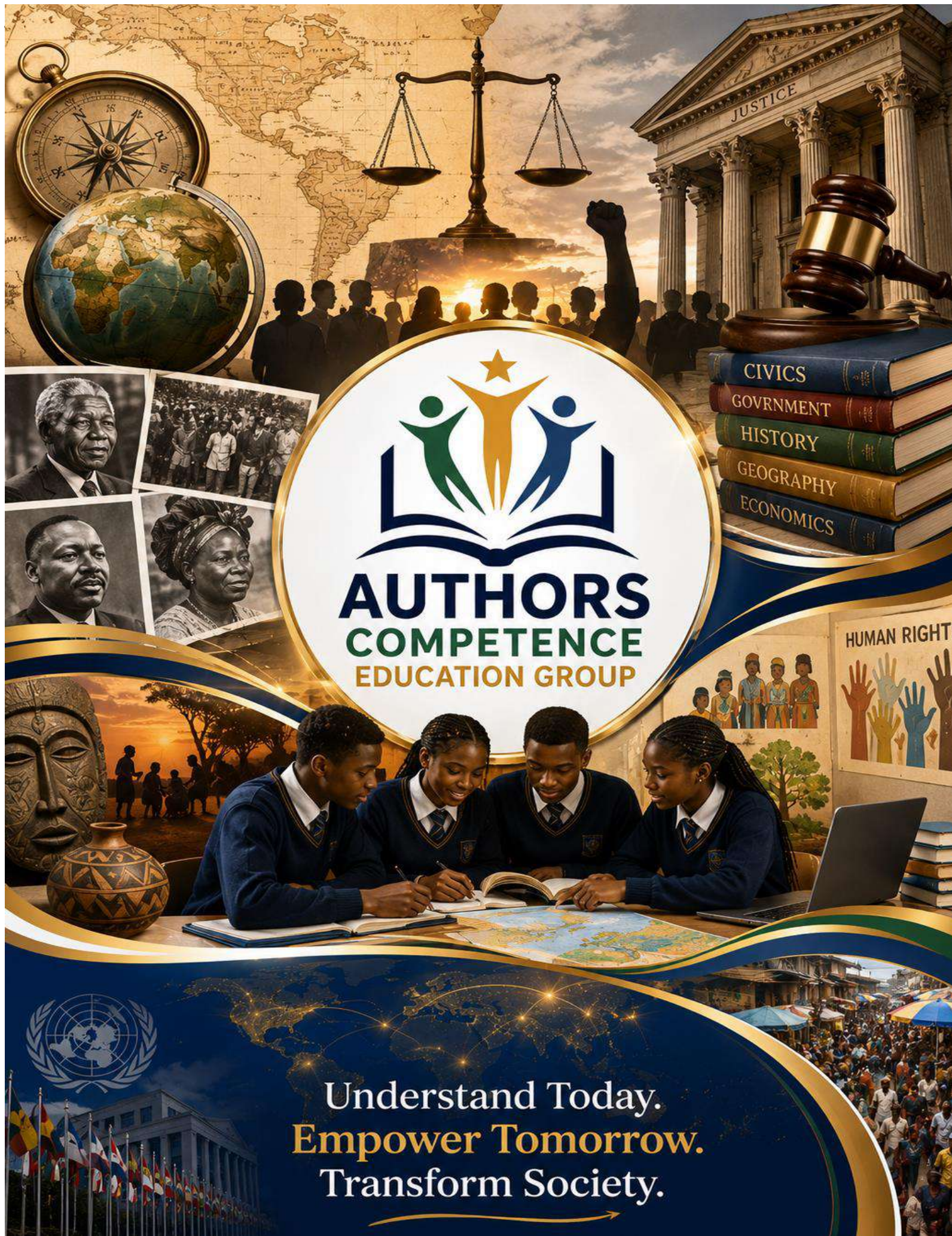
(c) **Explain** why the "Backboard" is used during a lay-up. (2 marks)

(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)



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