

# KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

### GRADE 4 – AGRICULTURE ACTIVITY

Time: 2 HOURS



#### LEARNER'S DETAILS

Name: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASST/UIP Number: \_\_\_\_\_ Date: \_\_\_\_\_

#### Instructions for Learners

1. Write your name, Assessment/UIP Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

#### FOR EXAMINER'S USE

| SECTION       | % SCORE | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations | Assessors remarks |
|---------------|---------|------------------------|----------------------|--------------------------|--------------------|-------------------|
| SCORE RANGE   |         | 75-100                 | 40-74                | 21-39                    | 1-20               |                   |
| LEARNER SCORE |         |                        |                      |                          |                    |                   |
| LEVEL         |         | 4                      | 3                    | 2                        | 1                  |                   |
| TICK LEVEL    |         |                        |                      |                          |                    |                   |

#### Answer ALL questions in this section

1. During a school agriculture lesson, pupils collected different materials to make compost manure. Which material would be most suitable for the compost heap?

- A. Stones                      B. Polythene bags  
C. Kitchen waste      D. Glass pieces

2. A farmer planted several crops in his field. He noticed that birds were eating the grains before they were harvested. Which crop was most likely being damaged?

- A. Kales                      B. Beans  
C. Sorghum                  D. Cow peas

3. Peter is helping his parents on their farm. In the morning, he is asked to provide water for the livestock. What is this water being used for?

- A. Watering animals      B. Cooking food  
C. Swimming                  D. Bathing people

4. A cow becomes sick and the farmer takes it to a trained animal health professional.



Who should treat the sick cow?

- A. Doctor                      B. Farmer  
C. Optician                      D. Veterinary doctor

5. Mary picked some soil from her farm and observed that:-

- i. It was sticky,
- ii. Had very fine particles and
- iii. Could hold water for a long time.

Which type of soil did she find?

- A. Sandy soil                      B. Loamy soil  
C. Clay soil                      D. Stony soil

6. John, a Grade 4 pupil, was helping his mother prepare food at home. He noticed that the cooking stove was using a substance that produces heat when burned.



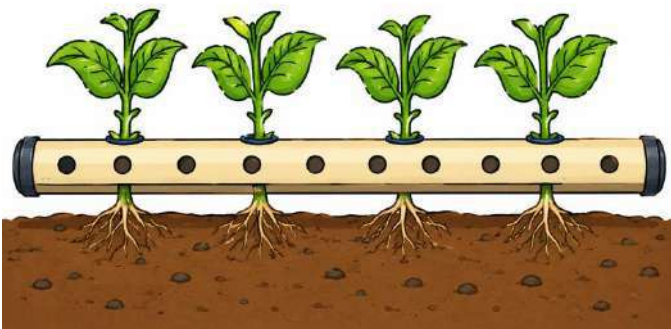
What is the substance used for cooking called?

- A. Soil    B. Fuel    C. Water    D. Air

7. A family keeps chickens at home. When the chickens are well cared for, they provide useful products. Which of the following is a product obtained from birds?

- A. Milk    B. Wool    C. Eggs    D. Honey

8. A farmer places small pipes along rows of crops so that water drips slowly near the roots of the plants.



Which method of irrigation is being used?

- A. Overhead irrigation    B. Drip irrigation  
C. Flood irrigation    D. Basin irrigation

9. During a lesson, pupils were asked to identify legumes. Which crop does **not** belong to the group?

- A. Kales    B. Peas  
C. Green grams    D. Beans

10. A farmer wants to grow a crop that is well suited to sandy soil. Which plant would be the best choice?



A



B



C



D

11. A farmer notices ticks and other external parasites on his cattle. Which method can he use to control these parasites?

- A. Giving the animals more water  
B. Feeding them vegetables  
C. Deworming them  
D. Dipping them

12. While making compost manure, Amina adds a little water to the materials. Why does she do this?

- A. To make the materials dry  
B. To remove the soil  
C. To make the compost moist  
D. To dilute the kitchen waste completely

13. During a practical agriculture lesson, pupils are shown a farm tool with several strong prongs used for lifting and loosening farm materials. Which tool is it?



A



B



C



D

**14.** A farmer keeps several animals that can help with farm work. Which one is different because it is a wild animal and is not normally kept as a farm working animal?

- A. Donkey                      B. Horse
- C. Bull                         D. Hippopotamus

**15.** Mr. Otieno keeps oxen on his farm. He uses them to help with heavy farm activities. Which pair shows two common uses of oxen?

- A. Transport and ploughing
- B. Sports and entertainment
- C. Ploughing and security
- D. Food and sports

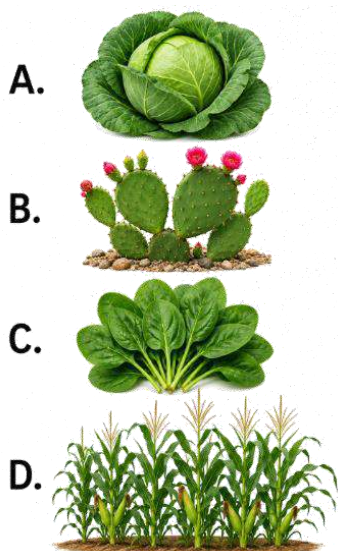
**16.** Jane wants to plant improved fruit trees at home. Her teacher advises her to buy healthy fruit seedlings from a reliable place. Where should she get them?

- A. Local tree nursery    B. Hospital
- C. Hotel                     D. Classroom

**17.** During a soil study, pupils compare soil that feels rough with soil that feels smooth. What is the roughness or smoothness of soil called?

- A. Soil profile                B. Soil erosion
- C. Soil structure            D. Soil texture

**18.** Kevin is identifying plants around his school. Which of the following plants has thorns and needs to be handled carefully?



**19.** During break time, pupils are given different farm products. Which one can normally be eaten raw?

- A. Dry rice                      B. Green maize
- C. Carrot                        D. Irish potato

**20.** A farmer covers the soil around young plants with dry grass and other plant materials.



What is the main reason for doing this?

- A. To add stones to the soil
- B. To provide a home for pests
- C. To conserve soil moisture
- D. To cover the plants completely

**21.** A farmer notices that small wild animals are feeding on his crops. Which group contains animals that can destroy crops?

- A. Rats, mice and squirrels
- B. Cows, goats and sheep
- C. Chickens, ducks and turkeys
- D. Horses, donkeys and oxen

**22.** A farmer planted too many seedlings close together in a seedbed.



What is this practice called?

- A. Pruning                      B. Thinning
- C. Cutting                     D. Weeding

**23.** David uses a panga on the farm. To keep the panga in good working condition, what should he do?

- A. Store it in a wet place
- B. Use it to cut stones
- C. Sharpen it regularly
- D. Leave it outside in the rain

**24.** During a health lesson, pupils discuss common illnesses found in their community. Which group gives examples of common illnesses?

- A. Stomachache, headache and coughing
- B. Farming, fishing and cooking
- C. Running, jumping and walking
- D. Planting, weeding and harvesting

**25.** A family uses different sources of energy at home. Which group contains examples of fuels or sources of energy?

- A. Firewood, charcoal and gas
- B. Water, soil and stones
- C. Leaves, fruits and vegetables
- D. Books, pencils and rulers

**26.** Before going shopping, Brian prepares a price list. His teacher explains that a price list helps a person plan how much money is needed. Which statement is **not** an importance of preparing a price list?

- A. It wastes time
- B. It helps save money
- C. It reduces wastage
- D. It shows the amount of money required

**27.** Bary wants to buy cabbage, tomatoes and onions for his family. Where is he most likely to find these fresh vegetables?

- A. A shoe shop
- B. A grocery
- C. A school
- D. A hotel

**28.** During a nutrition lesson, pupils are asked to identify foods that mainly provide the body with energy. Which group contains energy-giving foods only?

- A. Potatoes, rice and ugali
- B. Meat, eggs and rice
- C. Potatoes, ugali and oranges
- D. Rice, meat and mangoes

**29.** Sarah exercises every morning by running, stretching and playing games. Which pair shows two benefits of regular exercise?

- A. Makes the body weak and tired
- B. Helps the body grow healthy and strong
- C. Causes illness and poor growth
- D. Makes the body unable to move

**30.** During a lesson on fruits and vegetables, the teacher asks pupils to identify the food that is **not** a fruit. Which one should they choose?

- A. Mango
- B. Apple
- C. Carrot
- D. Orange

**31.** A teacher reminds pupils to take good care of their play items. Which action shows poor care of play items?

- A. Using them for the correct purpose
- B. Repairing damaged items
- C. Cleaning them before use
- D. Keeping them dirty

**32.** Before pupils use a playing item, the teacher checks whether it is safe. Which quality should a suitable playing item **not** have?

- A. Sharp edges
- B. Safe design
- C. Easy availability
- D. Long-lasting material

**33.** During a Grade 4 lesson, pupils are asked to name items they can use for play. Which group contains suitable playing items?

- A. Balls, ropes and kites
- B. Knives, hoes and pangas
- C. Stones, glass and nails
- D. Needles, scissors and blades

**34.** A farmer has more fresh milk than the family can drink immediately. He wants to make the milk last longer. Which method can be used to preserve milk?

- A. Leaving it uncovered
- B. Boiling, fermenting or refrigerating it
- C. Keeping it in direct sunlight
- D. Mixing it with soil

**35.** During a meal, the teacher observes the pupils' table manners. Which behaviour is **not** a bad eating habit?

- A. Eating with a closed mouth
- B. Eating while talking
- C. Eating while standing
- D. Eating while walking

**36.** A shoemaker is making new shoes for pupils. Which group contains materials that can be used to make shoes?

- A. Canvas, leather and plastic
- B. Soil, sand and stones
- C. Water, milk and juice
- D. Grass, leaves and fruits

**37.** A pupil is shown a food rich in nutrients that help protect the body from diseases and keep it healthy. Which nutrient is being referred to?



- A. Proteins
- B. Carbohydrates
- C. Water
- D. Vitamins

**38.** During a nutrition lesson, pupils are asked to identify a food that is **not** a good source of protein. Which one is the best answer?

- A. Eggs
- B. Bread
- C. Beans
- D. Milk

**39.** Which one of the following is a farm tool used for digging the soil?

- A. Panga
- B. Jembe
- C. Spoon
- D. Plate

**40.** Which one of the following is a domestic animal?

- A. Lion
- B. Elephant
- C. Goat
- D. Zebra

**41.** Which one of the following is needed by plants to grow well?

- A. Stones
- B. Water
- C. Plastic
- D. Glass

**42.** Which farm animal gives us milk?

- A. Cow
- B. Hen
- C. Sheep
- D. Donkey

**43.** Which one of the following is a crop grown for food?

- A. Maize
- B. Grass
- C. Tree
- D. Flower

**44.** What should a farmer do before planting seeds?

- A. Prepare the land
- B. Harvest the crop
- C. Sell the seeds
- D. Feed the animals

**45.** Which one of the following is used to water young plants?

- A. Watering can
- B. Knife
- C. Basket
- D. Cup

**46.** Which one of the following animals is kept for eggs?

- A. Cow
- B. Hen
- C. Goat
- D. Sheep

**47.** Removing unwanted plants from a garden is called:

- A. Harvesting
- B. Weeding
- C. Planting
- D. Digging

**48.** Which one of the following helps to make the soil fertile?

- A. Manure
- B. Plastic
- C. Glass
- D. Metal

**49.** When should crops be harvested?

- A. When they are mature
- B. Immediately after planting
- C. Before germination
- D. When they are still seeds

**50.** Which one of the following is a good way of caring for farm animals?

- A. Giving them clean water
- B. Beating them
- C. Leaving them hungry
- D. Keeping them in dirty shelters

## ANSWERS

| No. | Answer |
|-----|--------|
| 1   | C      |
| 2   | C      |
| 3   | A      |
| 4   | D      |
| 5   | C      |
| 6   | C      |
| 7   | C      |
| 8   | B      |
| 9   | A      |
| 10  | B      |
| 11  | D      |
| 12  | C      |
| 13  | B      |
| 14  | D      |
| 15  | A      |
| 16  | A      |
| 17  | D      |
| 18  | B      |
| 19  | C      |
| 20  | C      |
| 21  | A      |
| 22  | B      |
| 23  | C      |
| 24  | A      |
| 25  | A      |
| 26  | A      |
| 27  | B      |
| 28  | A      |
| 29  | B      |
| 30  | C      |
| 31  | D      |
| 32  | A      |
| 33  | A      |
| 34  | B      |
| 35  | A      |
| 36  | A      |
| 37  | D      |
| 38  | B      |
| 39  | B      |
| 40  | C      |
| 41  | B      |
| 42  | A      |
| 43  | A      |
| 44  | A      |
| 45  | A      |
| 46  | B      |
| 47  | B      |
| 48  | A      |
| 49  | A      |
| 50  | A      |

# KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

### GRADE 4 – CRE ACTIVITY

Time: 2 HOURS



### LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ .

Date: \_\_\_\_\_ .

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| RANGE   |         | 75-100                 | 40-74                | 21-39                    | 1-20               |                   |
| SCORE   |         |                        |                      |                          |                    |                   |
| LEVEL   |         | 4                      | 3                    | 2                        | 1                  |                   |
| LEVEL   |         |                        |                      |                          |                    |                   |

### Answer ALL questions in this section

1. During a CRE lesson, the teacher asked the learners who made the earth, the sky, animals, plants and human beings. Who is the correct answer?

A. Adam B. Eve C. God D. Satan

2. Brian was asked why his name is important to him. His teacher explained that names help people to identify one another and make each person different from others. What does a name make us?

A. Unique B. Good C. Bad D. Clean

3. During a group activity, Amina noticed that her classmate had forgotten her pencil. She kindly shared her pencil with her. Which good thought did Amina demonstrate?

A. Being unfair  
B. Being kind  
C. Hating others  
D. Being selfish

4. Kevin found some money on the classroom floor. Instead of keeping it, he gave it to the teacher so that the owner could be found. Which good choice did Kevin make?

A. Disrespecting others  
B. Being disobedient  
C. Being sad  
D. Being truthful

5. During a family day at school, pupils were asked to identify members of a nuclear family. Which person is normally part of a nuclear family?

A. Father B. Uncle  
C. Cousin D. Grandfather

6. When Mary listens to her parents, speaks politely to her classmates and values other people's feelings, she is showing how to treat people properly. What is this called?

A. Hate B. Gossip C. Abuse D. Respect

**7.** During a Bible lesson, the teacher told the story of Amnon and Tamar. She asked the learners to identify their father, who was an important king of Israel. Who was their father?

- A. Abraham                      B. Moses
- C. David                         D. Solomon

**8.** Peter learned that Christians should take good care of their bodies because the Bible describes the body as a temple. A temple of whom is the body?

- A. Church                      B. Holy Spirit
- C. Pastor                       D. Parents

**9.** During a lesson about the character of God, the teacher listed qualities such as being holy, loving and faithful. Which of the following is **not** considered an attribute in this list?

- A. Holy    B. Loving    C. Jealousy    D. Faithful

**10.** Sarah was reading the Bible and noticed that it contains many books. Her teacher asked the class how many books are found in the Bible. What was the correct answer?

- A. 37        B. 26        C. 39        D. 66

**11.** During Bible study, pupils were asked to identify the section where the books of Genesis and Exodus are found. In which Testament are these books?

- A. New Testament
- B. Old Testament
- C. First Testament
- D. Last Testament

**12.** David opened his Bible and learned that it is divided into two major sections. What are these sections called?

- A. Two Testaments
- B. Three Testaments
- C. Four Testaments
- D. Five Testaments

**13.** During a Bible storytelling lesson, the teacher told the learners about Zacchaeus, who collected money from people. What type of collector was Zacchaeus?

- A. Book collector    B. Fruit collector
- C. Tax collector      D. Garbage collector

**14.** Zacchaeus was a short man who wanted to see Jesus when He passed through the town. He climbed a particular tree to get a better view. Which tree did he climb?

- A. Mango tree        B. Pine tree
- C. Fig tree             D. Sycamore tree

**15.** In a Bible lesson about Moses and the Israelites, the teacher introduced King Balak. The learners were asked to identify Balak's father. Who was Balak's father?

- A. Balaam                B. Zippor
- C. Noah                  D. Abraham

**16.** During a lesson on Abraham's family, the teacher explained that Lot travelled with Abraham and was a close relative. What was Lot's relationship to Abraham?

- A. Cousin    B. Niece    C. Brother    D. Nephew

**17.** Mary was visited by an angel who gave her the good news that she would give birth to Jesus Christ. Which angel announced this message?

- A. Gabriel
- B. Noah
- C. Moses
- D. Abraham

**18.** During a Bible quiz, pupils were asked to identify the parents of John the Baptist. Which couple were his parents?

- A. Hannah and Elkanah
- B. Mary and Joseph
- C. Zechariah and Elizabeth
- D. Amram and Jochebed

**19.** A sick child prayed to Jesus and trusted that Jesus could heal him. What should Christians have in Jesus when praying for healing?

- A. Fear
- B. Faith
- C. Doubt
- D. Ignorance

**20.** As Jesus entered a town, He met a blind man named Bartimaeus who was sitting by the roadside begging. In which town did Jesus meet Bartimaeus?

- A. Bethlehem
- B. Nazareth
- C. Bethany
- D. Jericho

**21.** During break time, Brian found a pencil belonging to another learner. What is the best choice Brian should make?

- A. Keep it because he found it
- B. Hide it from the owner
- C. Return it to the owner
- D. Throw it away

**22.** Mary listens carefully when her parents, teachers and elders speak to her. Which Christian value is Mary showing?

- A. Pride
- B. Respect
- C. Anger
- D. Selfishness

**23.** A Grade 4 learner wants to learn about the life of Jesus. Which book should the learner read?

- A. The Bible
- B. A dictionary
- C. A newspaper
- D. A storybook

**24.** Peter helps his mother to wash utensils and keeps his room clean. What is Peter demonstrating?

- A. Laziness
- B. Responsibility
- C. Disobedience
- D. Carelessness

**25.** Zacchaeus was a tax collector who wanted to see Jesus. What did Zacchaeus do because he was short?

- A. He climbed a tree
- B. He ran away
- C. He went home
- D. He hid behind a wall

**26.** Samson was walking when a lion attacked him. What did Samson do?

- A. He ran away from the lion
- B. He killed the lion
- C. He called his friends
- D. He climbed a tree

**27.** Joseph was taken to Egypt and later became known for explaining dreams. What special ability did God give Joseph?

- A. Ability to build houses
- B. Ability to interpret dreams
- C. Ability to control animals
- D. Ability to make weapons

**28.** Balaam was travelling when his donkey suddenly stopped. What unusual thing happened next?

- A. The donkey spoke to Balaam
- B. The donkey ran into the river
- C. The donkey disappeared
- D. The donkey became a lion

**29.** Abraham trusted God and obeyed Him even when God asked him to do difficult things. What quality did Abraham demonstrate?

- A. Faith
- B. Hatred
- C. Jealousy
- D. Disobedience

**30.** Amina becomes angry when another learner takes her book, but she remains calm and talks politely. Which quality is Amina demonstrating?

- A. Self-control
- B. Greed
- C. Pride
- D. Fear

## ANSWERS

### No. Option

- |    |   |
|----|---|
| 1  | C |
| 2  | A |
| 3  | B |
| 4  | D |
| 5  | A |
| 6  | D |
| 7  | C |
| 8  | B |
| 9  | C |
| 10 | D |
| 11 | B |
| 12 | A |
| 13 | C |
| 14 | D |
| 15 | B |
| 16 | D |
| 17 | A |
| 18 | C |
| 19 | B |
| 20 | D |
| 21 | C |
| 22 | B |
| 23 | A |
| 24 | B |
| 25 | A |
| 26 | B |
| 27 | B |
| 28 | A |
| 29 | A |
| 30 | A |

# KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

### GRADE 4 – CREATIVE ARTS ACTIVITY

Time: 2 HOURS



### LEARNER'S DETAILS

Name: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASST/UPI Number: \_\_\_\_\_ Date: \_\_\_\_\_

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| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

### Answer ALL questions in this section

1. During an art lesson, the teacher showed learners a picture with some parts appearing very light while other parts appeared very dark. She explained that the lightness or darkness in a picture is called.

- A. Tone
- B. Shade
- C. Colour
- D. Tint

2. During a colour-mixing activity, the teacher displayed several colours on the table. Which one of the following is a primary colour?

- A. Orange
- B. Green
- C. Red
- D. Purple

3. Grade 4 learners at Tumaini Primary School wanted to improvise charcoal drawing sticks using locally available materials. They collected green sticks, a tin kiln, a source of fire and a panga under the guidance of their teacher. What were they most likely preparing?

- A. Charcoal sticks
- B. Crayons
- C. Calligraphy pens
- D. Water colours

4. Faith was practising the smudge technique to create a drawing of a kayamba. Her teacher asked her to choose a suitable drawing material. Which one of the following would NOT be suitable for the smudge technique?

- A. Crayon
- B. Paint
- C. Charcoal
- D. Pencil

**5.** During an art lesson, Grade 4 learners were asked to name secondary colours. Which learner gave an incorrect example?

- A. Green
- B. Violet
- C. Yellow
- D. Orange

**6.** The Grade 4 teacher asked learners to bring suitable materials for modelling solfa syllables. Four learners brought different materials. Who brought a material that was NOT suitable for modelling?

- A. John – Clay
- B. Susan – Plasticine
- C. Peter – Sand
- D. Wairimu – Flatboard

**7.** Raymond was learning how to mix primary colours. He mixed red and yellow in equal amounts. Which colour did he obtain?

- A. Orange
- B. Green
- C. Violet
- D. Blue

**8.** During a photography lesson, learners were taught that good photographs depend on several important factors. Which one of the following is an element of photography?

- A. Overlapping
- B. Lighting
- C. Types of camera
- D. Tune

**9.** Mrs. Njeri asked Grade 4 learners to prepare a still-life composition using a bottle, cup, fruit and flower vase. Which arrangement would make the best still-life composition?

- A. Placing the objects close together in an attractive arrangement
- B. Placing all the objects very far apart
- C. Placing the objects on rollers
- D. Placing all the objects on top of each other

**10.** During a practical lesson, a learner wanted to improvise a percussion instrument. He collected Y-shaped sticks, bottle tops and wires and used appropriate tools under the teacher's supervision. Which instrument was he most likely making?

- A. Drum
- B. Shaker
- C. Kayamba
- D. Rattle

**11.** During an art lesson, Amina used a brush and paint to create pictures on paper. The teacher explained that the art of applying paint to create images is called \_\_\_\_\_.

- A. Tinting
- B. Montage
- C. Painting
- D. Photography

**12.** Teacher Njeri wanted to display pictures of primary and secondary colours to Grade 4 learners using a digital device. Which device would be most suitable?

- A. Radio
- B. Clock
- C. Computer
- D. Watch

**13.** During a photography activity, learners were asked to identify things that can be used to take photographs. Which one of the following cannot be used to take a photograph?

- A. Computer
- B. Mirror
- C. Camera
- D. Smartphone

**14.** During a pottery activity, a learner decorated a clay pot by making lines and patterns on its surface using a pointed tool. Which technique was used?

- A. Canvas
- B. Pottery
- C. Knife
- D. Incising

**15.** A school wanted to create a poster containing words, pictures and photographs to communicate information about a school event. What is the art of combining such elements to communicate a message called?

- A. Painting      B. Writing
- C. Drawing      D. Graphic design

**16.** During a Creative Arts lesson, Grade 4 learners were asked to draw a percussion instrument that they had studied in class. Which of the following would be an appropriate instrument to draw?

- A. Kayamba
- B. Recorder
- C. Flute
- D. Violin

**17.** Grade 4 learners were preparing materials for making stick or rod puppets. Which one of the following would NOT normally be required?

- A. Brushes
- B. Nails
- C. Adhesives
- D. Water

**18.** During a puppet-making activity, Brian wanted to join two pieces of cardboard together. Which material should he use?

- A. Drinking water
- B. Glue
- C. Rubbing material
- D. Scratching tool

**19.** The teacher asked learners to identify a suitable material for improvising a marimba. Which learner gave the correct answer?

- A. Asha – dried grass
- B. Peter – wood
- C. Mary – rubber
- D. Jane – clay

**20.** During a lettering activity, the teacher showed learners a sample of letters made with broad, straight strokes and clear shapes.



Which lettering method was used?

- A. Capital lettering
- B. Italic lettering
- C. Block lettering
- D. Calligraphy

**21.** During a Physical Education lesson, Grade 4 learners were divided into teams to practise netball. The teacher asked them to state the number of players in one netball team. How many players are there?

- A. 11      B. 5      C. 7      D. 14

**22.** Tom was learning about different types of physical activities. His teacher asked him to identify an activity that involves water. Which one of the following is a water activity?

- A. Athletics      B. Netball
- C. Whirlpool      D. Backward roll

**23.** Mary joined her school's netball team. During training, the coach taught the players different passing skills. Which one of the following is NOT a common netball passing skill?

- A. Chest pass
- B. Overhead pass
- C. Underarm pass
- D. Bounce pass

**24.** During a netball match, players need to pass, catch and control the ball. Which part of the body is mainly used to play netball?

- A. Feet    B. Hands    C. Elbows    D. Knees

**25.** The Grade 4 learners wanted to practise netball but did not have a standard ball. Their teacher guided them to improvise one using locally available materials. Which material would be most suitable?

- A. Stones                      B. Sticks  
C. Old paper bags        D. Pieces of metal

**26.** During an athletics lesson, the teacher explained that some races are short-distance races. Which one of the following is a short race?

- A. 200 metres              B. 100 metres  
C. 5,000 metres          D. 400 metres

**27.** Grade 4 learners visited an athletics field and observed the shape of the running track. What shape is a standard athletics track generally?

- A. Square    B. Oval    C. Circle    D. Triangle

**28.** During a 100-metre race, the teacher reminded learners to observe safety rules. Which action shows good safety during a race?

- A. Pushing other runners  
B. Following your lane  
C. Throwing stones  
D. Wearing unsuitable attire

**29.** During a break-time physical activity, learners were taught how to skip a rope. Which one of the following is a benefit of skipping rope?

- A. It helps to keep the body healthy and fit.  
B. It makes the body weak.  
C. It makes learners lazy.  
D. It prevents learners from exercising.

**30.** During a gymnastics lesson, the teacher demonstrated different types of balances. Which one of the following is NOT a balance?

- A. Backward roll  
B. Head balance  
C. Hand balance  
D. Crab balance

**31.** During a gymnastics lesson, Akinyi was asked to demonstrate a crab balance. Which parts of her body should support her body on the ground?

- A. Head only  
B. Stomach and shoulders  
C. Hands and stomach  
D. Hands and feet

**32.** Before practising gymnastics, the teacher asked Grade 4 learners at Nembu Primary School to warm up their bodies. Which activity would NOT be appropriate as a warm-up activity?

- A. Doing square formations  
B. Jogging  
C. Sitting still  
D. Stretching

**33.** During a football lesson, the teacher asked learners to identify the number of players who normally form one soccer team on the field. What is the correct answer?

- A. 5  
B. 11  
C. 8  
D. 10

**34.** Before a swimming lesson, the instructor reminded learners about safety precautions. Which action is NOT a safe swimming practice?

- A. Warming up before swimming  
B. Entering the swimming pool from the deep end without proper instruction  
C. Avoiding eating while swimming  
D. Wearing the correct swimming costume

**35.** During swimming practice, some beginners needed support to remain safely afloat. Which one of the following is specifically designed as a floating device?

- A. Basin
- B. Floaters
- C. Tyre
- D. Rope

**36.** During a swimming lesson, the teacher demonstrated different swimming skills. Which one of the following is NOT a swimming skill?

- A. Front crawl
- B. Crouch surface dive
- C. Standing surface dive
- D. Crab balance

**37.** During a school assembly, the teacher explained that P.H.E. is an important learning area that helps learners develop physical fitness and healthy living habits. What does P.H.E. stand for?

- A. Education of Health
- B. Playing in the Field
- C. Physical Education
- D. Physical and Health Education

**38.** During a relay race, four learners worked together, encouraged one another and passed the baton correctly to help their team win. What was this behaviour called?

- A. Working together
- B. Teamwork
- C. Group
- D. Fair play

**39.** During a Creative Arts lesson, the teacher asked learners to explain the meaning of improvising. Who gave the correct explanation?

- A. John – buying ready-made materials from a shop
- B. Jane – cleaning the environment
- C. Kariku – making something using locally available materials
- D. Njeri – making anything without using materials

**40.** During a netball tournament at school, two teams entered the court to play against each other. How many teams take part in one netball game?

- A. 4
- B. 2
- C. 5
- D. 1

**41.** During a music lesson, the teacher placed a kayamba, shaker, marimba and drum on a table. The learners were asked to identify the instrument that can produce different musical pitches and melodies. Which instrument was it?

- |            |           |
|------------|-----------|
| A. Kayamba | B. Shaker |
| C. Marimba | D. Drum   |

**42.** During a national celebration, learners sang a song praising their country and encouraging citizens to love and serve it. What type of song were they singing?

- |                   |                 |
|-------------------|-----------------|
| A. Sacred song    | B. Lullaby      |
| C. Patriotic song | D. Topical song |

**43.** Hanna was practising French rhythm syllables with her classmates. The teacher asked them to identify the rhythm that was NOT a French rhythm pattern. Which one should Hanna choose?

- |           |                |
|-----------|----------------|
| A. Taa-aa | B. Tap-tap-tap |
| C. Ta-te  | D. Taa         |

**44.** During a music lesson, Grade 4 learners were shown a musical note below.



The teacher asked them to identify the note. Which note was being demonstrated?

- A. Minim
- B. Quaver
- C. Crotchet
- D. Semibreve

**45.** During a music lesson, the teacher gave Amina a descant recorder and asked her to demonstrate how it produces sound. What should Amina do?

- A. Hit it
- B. Pluck it
- C. Blow into it
- D. Shake it

**46.** During a singing practice, the teacher asked learners to sing one part loudly and another part softly. What musical term describes the loudness and softness of sound?

- A. Rhythm
- B. Melody
- C. Pitch
- D. Dynamics

**47.** During a solfa singing exercise, the teacher asked learners to identify a melody that does NOT move in an ascending order from lower to higher sounds. Which one is NOT ascending?

- A. d – r – m
- B. m – r – d
- C. r – m – m
- D. d – d – r – m

**48.** During a music lesson, Grade 4 learners were revising the words of the Kenya National Anthem. Which line below is NOT found in the Kenya National Anthem?

- A. Firm may we stand to defend
- B. The fruit of our labour
- C. And our homeland of Kenya
- D. My readiness and duty to defend the flag of our Republic

**49.** During a folk-song performance, one learner started the song while the other learners responded by singing after him. What is the learner who leads the singing called?

- A. Dancer
- B. Soloist
- C. Audience
- D. Instrument

**50.** During a music lesson, the teacher asked learners to identify different types of songs. Which one of the following is NOT a type of song?

- A. Sacred song
- B. Topical song
- C. Patriotic song
- D. Rhythm song

## ANSWERS

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



**KENYA PRIMARY SCHOOL EDUCATION BOARD**  
**DECEMBER ASSIGNMENT 2026**

## GRADE 4 – ENGLISH COMPOSITION ACTIVITY

**Time:** 40 Minutes

## LEARNER'S DETAILS

**Name:** \_\_\_\_\_, **SCHOOL** \_\_\_\_\_

ASST/UPI Number: \_\_\_\_\_ Date \_\_\_\_\_

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

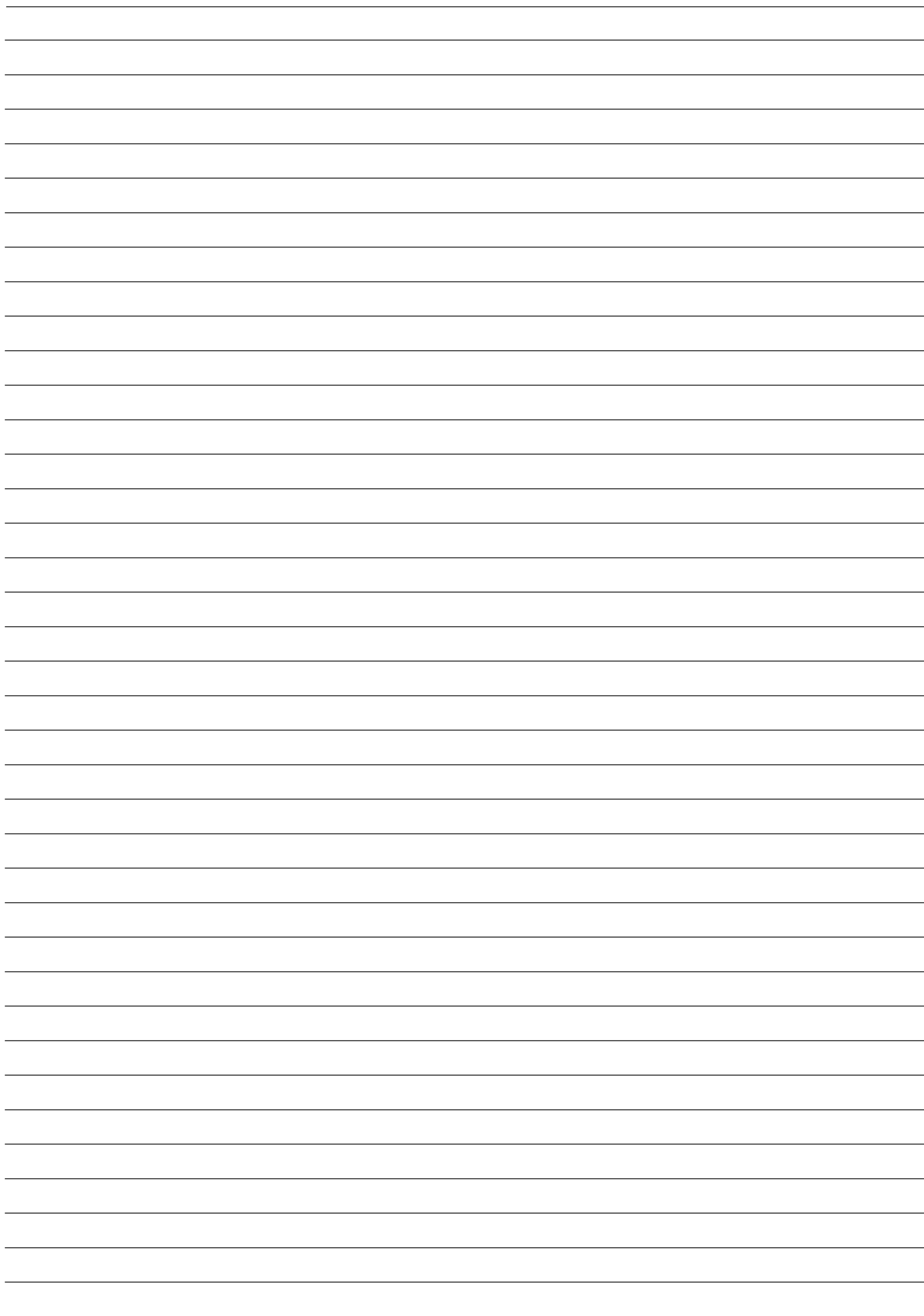
**FOR EXAMINER'S USE**

| SECTION                       | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations  | Approaching<br>Expectations | Below<br>Expectations    | Assessor's<br>Remarks |
|-------------------------------|------------|---------------------------|--------------------------|-----------------------------|--------------------------|-----------------------|
| SCORE<br>RANGE (Out<br>of 20) |            | 15–20                     | 8–14                     | 5–7                         | 1–4                      |                       |
| LEARNER<br>SCORE              |            |                           |                          |                             |                          |                       |
| LEVEL                         |            | 4                         | 3                        | 2                           | 1                        |                       |
| TICK LEVEL                    |            | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |                       |

Write an interesting story about:

## MY PET

[illegible]



ANSWERS AND MARKING SCHEME  
KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 4 – ENGLISH COMPOSITION ACTIVITY

Time: 40 Minutes

EXPECTED COMPOSITION

Topic: MY PET

Sample Answer

My Pet

I have a lovely pet called Bruno. Bruno is a small brown dog that lives with us at home. He has a long tail, bright eyes and soft fur. He is very friendly and playful.

Every morning, I give Bruno food and clean water. I also take him outside to exercise. He enjoys running around the compound and playing with a ball. In the evening, I make sure that he has a clean and comfortable place to sleep.

Bruno is also very useful because he helps to guard our home. Whenever a stranger comes near our compound, he barks loudly. He is kind to all the members of our family and especially loves playing with me.

I love my pet very much because he is friendly, helpful and enjoyable to have around. I always take good care of him.

MARKING SCHEME – 10 MARKS

| Area Assessed                  | Description                                                                         | Marks |
|--------------------------------|-------------------------------------------------------------------------------------|-------|
| Relevance to the Topic         | Composition is about <b>My Pet</b> and remains focused on the topic.                | 2     |
| Content Development            | Gives clear details about the pet, its appearance, care, activities and importance. | 3     |
| Organization                   | Has a clear beginning, middle and ending; ideas are arranged logically.             | 2     |
| Grammar and Sentence Structure | Uses correct simple grammar, tense, punctuation and sentence construction.          | 2     |
| Spelling and Vocabulary        | Correct spelling and appropriate Grade 4 vocabulary are used.                       | 1     |
| TOTAL                          |                                                                                     | 10    |

PERFORMANCE LEVELS

EXCEEDING EXPECTATIONS – 9-10 MARKS

- Composition is fully relevant to the topic.
- Ideas are well developed.
- Clear beginning, middle and ending.
- Very good grammar and sentence construction.
- Few or no spelling and punctuation errors.

MEETING EXPECTATIONS – 7-8 MARKS

- Composition is relevant to the topic.
- Ideas are adequately developed.
- Organization is generally clear.
- Has minor grammar, spelling or punctuation errors that do not affect meaning.

APPROACHING EXPECTATIONS – 5-6 MARKS

- Contains some relevant ideas.
- Ideas are limited or not fully developed.

- Organization may be weak.
- Several grammar, spelling or punctuation errors are present.

**BELOW EXPECTATIONS – 1–4 MARKS**

- Little or no relevance to the topic.
- Composition is very short or incomplete.
- Ideas are poorly developed.
- Many grammar and spelling errors make the composition difficult to understand.

**0 MARKS**

- No attempt.
- Completely unrelated response.

**DETAILED SCORING GUIDE**

| Score | Interpretation                                                                   |
|-------|----------------------------------------------------------------------------------|
| 10    | Excellent composition with rich content, correct grammar and clear organization. |
| 9     | Very good composition with only minor errors.                                    |
| 8     | Good composition with adequate details and generally correct language.           |
| 7     | Satisfactory composition with a few important details missing.                   |
| 6     | Fair attempt with limited ideas and noticeable errors.                           |
| 5     | Basic attempt with weak organization and limited development.                    |
| 4     | Poor composition with very limited relevant content.                             |
| 3     | Very poor composition; ideas are unclear or poorly developed.                    |
| 2     | Minimal writing related to the topic.                                            |
| 1     | Extremely limited response.                                                      |
| 0     | No attempt or completely unrelated response.                                     |

**ASSESSOR'S RECORDING TABLE**

| Learner Score Level |   | Performance              |
|---------------------|---|--------------------------|
| 9–10                | 4 | Exceeding Expectations   |
| 7–8                 | 3 | Meeting Expectations     |
| 5–6                 | 2 | Approaching Expectations |
| 1–4                 | 1 | Below Expectations       |

## KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – ENGLISH LISTENING AND SPEAKING ACTIVITY

Time: 15 Minutes Per learner



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION                       | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessor's<br>Remarks |
|-------------------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|-----------------------|
| SCORE<br>RANGE (Out<br>of 50) |            | 38–50                     | 20–37                   | 11–19                       | 1–10                  |                       |
| LEARNER<br>SCORE              |            |                           |                         |                             |                       |                       |
| LEVEL                         |            | 4                         | 3                       | 2                           | 1                     |                       |
| TICK LEVEL                    |            |                           |                         |                             |                       |                       |

**TASK 1: LISTENING AND SPEAKING – 10 MARKS**

Theme: Keeping Our Environment Clean

Teacher's Instructions

Read the passage aloud **twice**. The learner should listen carefully without looking at the passage. After reading, ask the five oral questions.

Teacher's Script

Our environment is the place where we live, learn and work. We should keep it clean and safe every day. At school, pupils should put rubbish in dustbins instead of throwing it on the ground. We should sweep classrooms and keep the compound free from litter. Planting trees and flowers makes the school compound beautiful and provides shade. We should also avoid blocking drainage channels with rubbish because this can cause flooding. Everyone should work together to protect the environment and keep our surroundings healthy.

Oral Questions

1. What should pupils use to put rubbish in?(2 marks)
2. Mention one place that should be kept clean at school.(2 marks)
3. Why should we plant trees?(2 marks)
4. What can happen when drainage channels are blocked with rubbish?(2 marks)

## 5. Who should work together to protect the environment?(2 marks)

### Task 1 Marking Scheme

1. Dustbins – **2 marks**
2. Classroom/compound/school surroundings – **2 marks**
3. To provide shade/make the compound beautiful/protect the environment – **2 marks**
4. It can cause flooding – **2 marks**
5. Everyone/all people/the community – **2 marks**

**TOTAL: 10 MARKS**

## **TASK 2: READING ALOUD – 10 MARKS**

### Teacher's Instructions

Ask the learner to read the following sentences aloud. Assess the learner's pronunciation, fluency, voice projection, expression and ability to observe punctuation.

### Sentences

1. The pupils cleaned their classroom before the lesson began.
2. My mother grows vegetables in our home garden.
3. We should drink clean water every day.
4. The children planted trees around the school compound.
5. Our teacher reminded us to respect other people.

### Assessment Guide

Award **2 marks for each sentence** based on:

- Correct pronunciation
- Fluency
- Clear voice
- Proper expression
- Observance of punctuation

**TOTAL: 10 MARKS**

## **TASK 3: READING ALOUD PASSAGE – 30 MARKS**

### THE SCHOOL TREE-PLANTING DAY

Last Friday, Grade Four pupils at Umoja Primary School took part in a tree-planting activity. Their teacher, Mr. Otieno, explained that trees are important because they provide shade, protect the soil and make the environment beautiful. The pupils were excited because they wanted to help make their school greener.

Early in the morning, the pupils gathered near the school garden. They carried seedlings, hoes, watering cans and small pieces of sticks for marking the planting places. Their teacher showed them how to dig suitable holes without damaging the seedlings. He reminded them to handle the young trees carefully.

The pupils worked in groups. Some pupils dug the holes while others planted the seedlings. Another group carried water and watered the newly planted trees. The pupils planted different types of trees around the school compound. They also planted a few flowering plants near the school entrance.

During the activity, the teacher explained that trees need water, sunlight and good soil to grow well. He also told the pupils that they should protect the trees from animals and people who might damage them. The pupils agreed to take turns watering the seedlings every morning.

After planting the trees, the pupils collected rubbish from the compound and put it into the dustbins. Their teacher congratulated them for working together. He reminded them that keeping the environment clean is everyone's responsibility.

At the end of the activity, the pupils were tired but very happy. They had learnt that planting and caring for trees can help protect the environment. They promised to encourage their families and friends to plant more trees at home and in their communities.

### **READING ASSESSMENT RUBRIC – 30 MARKS**

| <b>Skill Assessed</b>                | <b>Mark<br/>s</b> |
|--------------------------------------|-------------------|
| <b>Correct pronunciation</b>         | 6                 |
| <b>Fluency</b>                       | 6                 |
| <b>Accuracy</b>                      | 6                 |
| <b>Expression and<br/>intonation</b> | 6                 |
| <b>Observing punctuation</b>         | 6                 |
| <b>TOTAL</b>                         | <b>30</b>         |

Suggested Scoring Guide

#### **Correct Pronunciation – 6 marks**

- 6: Excellent pronunciation with almost no errors
- 4–5: Good pronunciation with a few errors
- 2–3: Several pronunciation errors
- 1: Very poor pronunciation
- 0: Unable to read

#### **Fluency – 6 marks**

- 6: Reads smoothly and confidently
- 4–5: Generally fluent with few pauses
- 2–3: Frequent pauses and hesitations
- 1: Very slow and hesitant
- 0: Unable to read

#### **Accuracy – 6 marks**

- 6: Reads words accurately
- 4–5: Few reading errors
- 2–3: Several errors

- 1: Many errors
- 0: Unable to read

### **Expression and Intonation – 6 marks**

- 6: Excellent expression and appropriate intonation
- 4–5: Good expression
- 2–3: Limited expression
- 1: Little or no expression
- 0: Unable to demonstrate expression

### **Observing Punctuation – 6 marks**

- 6: Correctly observes full stops, commas, questions and other punctuation
- 4–5: Makes a few punctuation mistakes
- 2–3: Frequently ignores punctuation
- 1: Rarely observes punctuation
- 0: Unable to demonstrate the skill

### **ASSESSMENT SUMMARY**

| <b>Task</b>   | <b>Activity</b>           | <b>Marks</b>    |
|---------------|---------------------------|-----------------|
| <b>Task 1</b> | Listening and Speaking    | <b>10</b>       |
| <b>Task 2</b> | Reading Aloud – Sentences | <b>10</b>       |
| <b>Task 3</b> | Reading Aloud – Passage   | <b>30</b>       |
| <b>TOTAL</b>  |                           | <b>50 MARKS</b> |

### **PERFORMANCE LEVELS**

| <b>Score</b> | <b>Level</b> | <b>Performance</b>       |
|--------------|--------------|--------------------------|
| <b>38–50</b> | <b>4</b>     | Exceeding Expectations   |
| <b>20–37</b> | <b>3</b>     | Meeting Expectations     |
| <b>11–19</b> | <b>2</b>     | Approaching Expectations |
| <b>1–10</b>  | <b>1</b>     | Below Expectations       |

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – ENGLISH GRAMMAR ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION       | % SCORE | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations | Assessors remarks |
|---------------|---------|------------------------|----------------------|--------------------------|--------------------|-------------------|
| SCORE RANGE   |         | 75-100                 | 40-74                | 21-39                    | 1-20               |                   |
| LEARNER SCORE |         |                        |                      |                          |                    |                   |
| LEVEL         |         | 4                      | 3                    | 2                        | 1                  |                   |
| TICK LEVEL    |         |                        |                      |                          |                    |                   |

Answer ALL questions in this section

1. Read the passage below. It contains blank spaces numbered 1–10. Fill in each blank with the best alternative from the choices given.

Njoroge and (1) sister Lucy (2) in a small (3) in the village. Every morning they (4) to walk (5) the forest to school.

Njoroge (6) a brightly (7) stone (8) looked like a pretty stone. He (9) to pick it. Just before he could pick it, he (10) that it was a snake.

- |                 |             |             |             |
|-----------------|-------------|-------------|-------------|
| 1. A. his       | B. her      | C. its      | D. their    |
| 2. A. leave     | B. lived    | C. live     | D. went     |
| 3. A. hurt      | B. hat      | C. hut      | D. room     |
| 4. A. hard      | B. heard    | C. have     | D. had      |
| 5. A. on        | B. through  | C. at       | D. over     |
| 6. A. saw       | B. seen     | C. sow      | D. so       |
| 7. A. colours   | B. coloured | C. colour   | D. called   |
| 8. A. who       | B. whose    | C. and      | D. which    |
| 9. A. bended    | B. bend     | C. bent     | D. jumped   |
| 10. A. realized | B. realised | C. realezed | D. rialised |

Choose the correct preposition to complete each sentence.

11. The books are \_\_\_\_\_ the classroom.  
 A. in                      B. on  
 C. at                      D. by

12. The security guard at the bank stands \_\_\_\_\_ the door.

A. in                      B. on                      C. by                      D. over

13. He is coming \_\_\_\_\_ the market.  
 A. at                      B. from                      C. on                      D. by

**Choose the correct word to complete each simile or proverb.**

14. As gentle as a \_\_\_\_\_.  
A. honey B. cure C. lamb D. lion
15. As sweet as \_\_\_\_\_.  
A. lamb B. honey C. cure D. sugarcane
16. Prevention is better than \_\_\_\_\_.  
A. honey B. lamb  
C. medicine D. cure

**Choose the correct pronoun to complete each sentence.**

17. That pen is \_\_\_\_\_.  
A. them B. their C. mine D. theirs
18. The doctor took \_\_\_\_\_ first-aid kits to the ambulance.  
A. there B. them C. their D. theirs

**Choose the correct article: a, an or the.**

19. John gave her \_\_\_\_\_ glass of water.  
A. a B. an  
C. the D. no article
20. It will rain today, so you should take \_\_\_\_\_ umbrella.  
A. a B. an  
C. the D. no article

**Read the passage below and answer the question that follows.**

Mary and Tom, her brother, were spending Christmas at their grandmother's home. Grandmother always reminded them to say prayers before they went to bed.

One evening, a few days before Christmas, the children knelt down beside their beds and started praying. Tom prayed in a very loud voice.

"I pray for a ball! Pray for Christmas clothes! I pray for a bicycle..."

"Shh!" His sister Mary leaned over to him and whispered, "Why are you shouting your prayers? God is not deaf."

"I know," Tom whispered back, "but Grandfather is!"

**27. Where were the children spending Christmas?**

- A. At their home  
B. At their neighbours' home  
C. At their grandmother's home  
D. At their friend's home

21. We went to \_\_\_\_\_ cinema hall and saw very funny movies.  
A. a B. an C. the D. no article

**Choose the correct word to complete each sentence.**

22. Jane is the \_\_\_\_\_ girl in our class.  
A. beautiful  
B. more beautiful  
C. most beautiful  
D. beautifully
23. Kipchoge did his \_\_\_\_\_ in the marathon competition.  
A. good B. better  
C. best D. well

**Choose the correct plural form of each word.**

24. **Mouse**  
A. Mouses B. Mouse C. Mice D. Meese
25. **Wolf**  
A. Wolfs B. Wolves C. Wolfes D. Wolvs
26. **Ox**  
A. Oxes B. Oxen C. Oxs D. Oxies

**28. Which of the following did Tom NOT pray for?**

- A. A ball  
B. Christmas clothes  
C. His grandfather  
D. A bicycle

**29. "God is not deaf." Who said these words?**

- A. Tom
- B. Mary
- C. Mother
- D. Grandfather

**30. When did Tom pray for a ball, bicycle and Christmas clothes?**

- A. After Christmas
- B. A few days before Christmas
- C. On Christmas Day
- D. A few days after Christmas

**31. At what time of the day did the children kneel to pray?**

- A. In the morning
- B. In the afternoon
- C. At noon
- D. In the evening

**Read the passage below and answer the questions that follow.**

There are many games played in Kenya. Some of them are netball, volleyball, football and handball.

Football is very popular. The game has two teams. Each team has 11 players. A goalkeeper prevents the ball from entering the goal. The game is supervised by a referee who is helped by two linesmen.

Football is mainly played by boys. Girls enjoy playing netball, while handball is played by both boys and girls. People who cheer for and like football are called fans.

**32. A football team has \_\_\_\_\_ players.**

- A. Twenty-two
- B. Two
- C. Eleven
- D. Three

**33. How many games are mentioned in the passage?**

- A. Five
- B. Four
- C. Three
- D. Two

**34. The player who prevents the ball from entering the goal is the \_\_\_\_\_.**

- A. Goalkeeper
- B. Referee
- C. Linesman
- D. Player

**35. The game of football is supervised by \_\_\_\_\_.**

- A. Linesmen
- B. Goalkeeper
- C. Referees
- D. Fans

**36. Which of the following games is played by both boys and girls?**

- A. Handball
- B. Football
- C. Volleyball
- D. Netball

**37. Those people who help the referee are called \_\_\_\_\_.**

- A. Cheerers
- B. Linesmen
- C. Fans
- D. Hooligans

**38. Which of the following is very popular?**

- A. Netball
- B. Volleyball
- C. None
- D. Football

**39. People who like and cheer for players are called \_\_\_\_\_.**

- A. Cheerers
- B. Players
- C. Fans
- D. Onlookers

**Read the statement below and answer the question that follows.**

Mary woke up early and prepared her school uniform. She packed her books, ate breakfast and left home before the school bell rang.

**40.** Why did Mary leave home early?

- A. She wanted to play with her friends.
- B. She wanted to arrive at school before the bell rang.
- C. She had forgotten her books.
- D. She did not want to eat breakfast.

| No. | Answer | No. | Answer |
|-----|--------|-----|--------|
| 1   | A      | 21  | C      |
| 2   | B      | 22  | C      |
| 3   | C      | 23  | C      |
| 4   | D      | 24  | C      |
| 5   | B      | 25  | B      |
| 6   | A      | 26  | B      |
| 7   | B      | 27  | C      |
| 8   | D      | 28  | C      |
| 9   | C      | 29  | B      |
| 10  | A      | 30  | B      |
| 11  | A      | 31  | D      |
| 12  | C      | 32  | C      |
| 13  | B      | 33  | B      |
| 14  | C      | 34  | A      |
| 15  | B      | 35  | C      |
| 16  | D      | 36  | A      |
| 17  | C      | 37  | B      |
| 18  | C      | 38  | D      |
| 19  | A      | 39  | C      |
| 20  | B      | 40  | B      |

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – FRENCH LISTENING AND SPEAKING ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

## INSTRUCTIONS

The teacher should read the questions and instructions aloud. Learners should listen carefully and respond as required.

## TASK 1: LISTENING COMPREHENSION — 10 MARKS

**Teacher reads the passage twice.**

Passage

Bonjour! Je m'appelle Marie. J'ai neuf ans. J'habite à Nakuru avec ma famille. Mon père s'appelle Paul et ma mère s'appelle Anne. J'ai un frère. Il s'appelle Jean. J'aime ma famille et mon école.

**Teacher asks the following questions orally. Award 2 marks for each correct answer.**

1. Comment s'appelle la fille? **(2 marks)**
2. Quel âge a Marie? **(2 marks)**
3. Où habite Marie? **(2 marks)**
4. Comment s'appelle son père? **(2 marks)**
5. Comment s'appelle son frère? **(2 marks)**

## TASK 2: LISTEN AND IDENTIFY — 5 MARKS

**Teacher says each French word aloud. Learners identify or point to the correct object/picture.**

6. **Un livre** — (1 mark)
7. **Un stylo** — (1 mark)
8. **Une chaise** — (1 mark)
9. **Une table** — (1 mark)
10. **Un sac** — (1 mark)

### TASK 3: LISTEN AND RESPOND — 5 MARKS

Teacher asks each question orally. Learner gives the appropriate response in French.

11. **Comment tu t'appelles?**

Expected response: *Je m'appelle \_\_\_\_\_*. (1 mark)

12. **Quel âge as-tu?**

Expected response: *J'ai neuf/dix ans*. (1 mark)

13. **Comment ça va?**

Expected response: *Ça va bien*. (1 mark)

14. **Où habites-tu?**

Expected response: *J'habite à \_\_\_\_\_*. (1 mark)

15. **Quelle est ta couleur préférée?**

Expected response: *Ma couleur préférée est \_\_\_\_\_*. (1 mark)

### TASK 4: SPEAKING — 5 MARKS

Each learner should answer orally. Award 1 mark for each correct response.

16. Greet the teacher in French. (1 mark)
17. Introduce yourself in French. (1 mark)
18. Say your age in French. (1 mark)
19. Name one member of your family in French. (1 mark)
20. Say one colour in French. (1 mark)

### TASK 5: SHORT CONVERSATION — 5 MARKS

Learner participates in a short conversation with the teacher.

**Teacher:** Bonjour!

**Learner:** \_\_\_\_\_ (1)

**Teacher:** Comment tu t'appelles?

**Learner:** \_\_\_\_\_ (1)

**Teacher:** Quel âge as-tu?

**Learner:** \_\_\_\_\_ (1)

**Teacher:** Comment ça va?

**Learner:** \_\_\_\_\_ (1)

**Teacher:** Au revoir!

**Learner:** \_\_\_\_\_ (1)

TOTAL: 30 MARKS

| <b>Task</b>                     | <b>Marks</b> |
|---------------------------------|--------------|
| Task 1: Listening Comprehension | 10           |
| Task 2: Listen and Identify     | 5            |
| Task 3: Listen and Respond      | 5            |
| Task 4: Speaking                | 5            |
| Task 5: Short Conversation      | 5            |
| <b>TOTAL</b>                    | <b>30</b>    |

ANSWERS / MARKING SCHEME – GRADE 4 FRENCH ORAL

TASK 1: LISTENING COMPREHENSION — 10 MARKS

1. **Marie.** — 2 marks
2. **Neuf ans.** — 2 marks
3. **À Nakuru.** — 2 marks
4. **Paul.** — 2 marks
5. **Jean.** — 2 marks

TASK 2: LISTEN AND IDENTIFY — 5 MARKS

6. **Un livre** — 1 mark
7. **Un stylo** — 1 mark
8. **Une chaise** — 1 mark
9. **Une table** — 1 mark
10. **Un sac** — 1 mark

TASK 3: LISTEN AND RESPOND — 5 MARKS

11. **Je m'appelle** \_\_\_\_\_. — 1 mark
12. **J'ai neuf ans / J'ai dix ans.** — 1 mark
13. **Ça va bien.** — 1 mark
14. **J'habite à** \_\_\_\_\_. — 1 mark
15. **Ma couleur préférée est** \_\_\_\_\_. — 1 mark

TASK 4: SPEAKING — 5 MARKS

16. **Bonjour !** — 1 mark
17. **Je m'appelle** \_\_\_\_\_. — 1 mark
18. **J'ai** \_\_\_\_\_ **ans.** — 1 mark
19. **Mon père / Ma mère / Mon frère / Ma sœur.** — 1 mark
20. **Rouge / Bleu / Vert / Jaune / Noir / Blanc,** etc. — 1 mark

TASK 5: SHORT CONVERSATION — 5 MARKS

**Teacher:** Bonjour !

**Learner:** **Bonjour !** — 1 mark

**Teacher:** Comment tu t'appelles ?

**Learner:** **Je m'appelle** \_\_\_\_\_. — 1 mark

**Teacher:** Quel âge as-tu ?

**Learner:** **J'ai** \_\_\_\_\_ **ans.** — 1 mark

**Teacher:** Comment ça va ?

**Learner:** **Ça va bien.** — 1 mark

**Teacher:** Au revoir !

**Learner:** **Au revoir !** — 1 mark

TOTAL: 30 MARKS

**Task**

**Mark  
s**

| <b>Task</b>                     | <b>Marks</b> |
|---------------------------------|--------------|
| Task 1: Listening Comprehension | 10           |
| Task 2: Listen and Identify     | 5            |
| Task 3: Listen and Respond      | 5            |
| Task 4: Speaking                | 5            |
| Task 5: Short Conversation      | 5            |
| <b>TOTAL</b>                    | <b>30</b>    |

# KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

### GRADE 4 – FRENCH WRITING ACTIVITY

Time: 2 HOURS



#### LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

#### Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

#### FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

#### INSTRUCTIONS

1. Read the questions carefully.
2. Write your answers in French.
3. Use simple and correct French sentences.
4. Write neatly.

#### TASK 1: COMPLETE THE SENTENCES — 10 MARKS

Complete the sentences using suitable French words.

1. Je m'appelle \_\_\_\_\_. (2 marks)
2. J'ai \_\_\_\_\_ ans. (2 marks)
3. J'habite à \_\_\_\_\_. (2 marks)
4. Ma couleur préférée est \_\_\_\_\_. (2 marks)
5. J'aime \_\_\_\_\_. (2 marks)

## TASK 2: MY FAMILY — 10 MARKS

Write **five simple sentences in French** about your family.

You may use the following words:

**père – mère – frère – sœur – famille – aime – habite**

Example:

**J'ai une famille.**

Write your five sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## TASK 3: GUIDED COMPOSITION — 10 MARKS

Write a short composition of **5–7 sentences** about yourself.

Use the following information:

- Your name
- Your age
- Where you live
- Your school
- Your favourite colour
- Your favourite food
- What you like doing

Title: Je me présente

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## GRADE 4 FRENCH WRITING ACTIVITY

MARKING SCHEME / MODEL ANSWERS

TERM 3: SECOND ASSESSMENT 2026

### TOTAL: 30 MARKS

#### TASK 1: COMPLETE THE SENTENCES — 10 MARKS

Accept any grammatically correct and appropriate answer.

1. **Je m'appelle Marie.** — 2 marks  
*Accept learner's own name.*
2. **J'ai neuf ans.** — 2 marks  
*Accept any correct age written in French.*
3. **J'habite à Nakuru.** — 2 marks  
*Accept any appropriate place name.*
4. **Ma couleur préférée est le bleu.** — 2 marks  
*Accept any correct colour.*
5. **J'aime le football.** — 2 marks  
*Accept any appropriate activity, food, sport or hobby expressed correctly.*

#### Marking Guide

- Correct French word/expression: **2 marks**
- Incorrect or inappropriate response: **0 marks**

#### TASK 2: MY FAMILY — 10 MARKS

##### Sample Answer

1. **J'ai une famille.**
2. **Mon père s'appelle Paul.**
3. **Ma mère s'appelle Anne.**
4. **J'ai un frère.**
5. **J'aime beaucoup ma famille.**

##### Mark Allocation

Award **2 marks per sentence × 5 = 10 marks.**

For each sentence:

- **2 marks** – Correct and meaningful French sentence.
- **1 mark** – Meaning is understandable but there is a minor grammatical/spelling error.
- **0 marks** – Incorrect, incomplete or meaningless sentence.

**Note:** Accept learners' own family details as long as the sentences are grammatically acceptable.

### TASK 3: GUIDED COMPOSITION — 10 MARKS

Model Answer

Je me présente

**Je m'appelle Marie. J'ai neuf ans. J'habite à Nakuru. Je vais à l'école primaire. Ma couleur préférée est le bleu. J'aime le riz et j'aime jouer au football.**

Marking Scheme

Award **10 marks** as follows:

| Requirement                         | Marks     |
|-------------------------------------|-----------|
| Name correctly stated               | 1         |
| Age correctly stated                | 1         |
| Place of residence correctly stated | 1         |
| School correctly stated             | 1         |
| Favourite colour correctly stated   | 1         |
| Favourite food correctly stated     | 1         |
| Activity/hobby correctly stated     | 1         |
| Correct simple French sentences     | 2         |
| Neatness and overall presentation   | 1         |
| <b>TOTAL</b>                        | <b>10</b> |

General Guidelines

- Accept **5–7 meaningful sentences**.
- Learners may give their **own personal information**.
- Do not penalise a learner for using different but correct vocabulary.
- Minor spelling errors should lose only the relevant language mark, provided the meaning is clear.
- Give **0 marks** for information that is completely missing or unintelligible.

TOTAL MARKS: 30

| Task                           | Marks     |
|--------------------------------|-----------|
| Task 1: Complete the Sentences | 10        |
| Task 2: My Family              | 10        |
| Task 3: Guided Composition     | 10        |
| <b>TOTAL</b>                   | <b>30</b> |

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – FRENCH ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UIP Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UIP Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

Answer ALL questions in this section

## TASK 1:

Read the passage and answer Questions 1–5.

## Le matin de Paul

Paul est un élève de neuf ans. Il habite avec sa famille. Chaque matin, Paul se réveille à six heures. Il se lave, s'habille et prend son petit-déjeuner. À sept heures, il va à l'école. Il aime beaucoup le français et les mathématiques. À l'école, Paul joue avec ses amis pendant la récréation. Après les cours, il rentre à la maison.

1. Quel âge a Paul ?

- A. Huit ans                      B. Neuf ans  
C. Dix ans                      D. Douze ans

2. À quelle heure Paul se réveille-t-il ?

- A. À cinq heures              B. À six heures  
C. À sept heures              D. À huit heures

3. Que prend Paul le matin ?

- A. Le déjeuner                      B. Le dîner  
C. Le petit-déjeuner              D. Le goûter

4. Quelles matières Paul aime-t-il ?

- A. Le français et les mathématiques  
B. L'anglais et les sciences  
C. Le français et l'art  
D. Les mathématiques et la musique

5. Que fait Paul pendant la récréation ?

- A. Il dort.
- B. Il mange à la maison.
- C. Il joue avec ses amis.
- D. Il rentre à la maison.

**TASK 2:**

Choose the correct answer.

6. Complete the sentence: Je \_\_\_\_\_ un élève.

- A. suis    B. es    C. est    D. sont

7. Complete the sentence: Marie \_\_\_\_\_ une sœur.

- A. ai    B. as    C. a    D. ont

8. Choose the correct plural of *un livre*.

- A. une livre                      B. des livres  
C. un livres                      D. les livre

9. Choose the correct feminine form of *petit*.

- A. petites                      B. petite  
C. petits                      D. petit

10. Complete the sentence: Nous \_\_\_\_\_ à l'école.

- A. va    B. allez    C. allons    D. vont

11. Which word means "**the boy**"?

- A. La garçon                      B. Le garçon  
C. Une garçon                      D. Les garçon

12. Complete the sentence: Ils \_\_\_\_\_ au football.

- A. joue  
B. joues  
C. jouons  
D. jouent

13. Choose the correct article: \_\_\_\_\_ maison est grande.

- A. Le                      B. La  
C. Un                      D. Des

14. What is the plural of *une fille*?

- A. Un fille  
B. Des filles  
C. Une filles  
D. Les fille

15. Complete the sentence: Tu \_\_\_\_\_ dix ans.

- A. ai  
B. a  
C. as  
D. ont

**TASK 3:**

Choose the best response.

16. Marie: *Bonjour ! Comment ça va ?*  
Paul: \_\_\_\_\_

- A. Au revoir !  
B. Ça va bien, merci.  
C. Bonne nuit !  
D. Je m'appelle école.

17. Teacher: *Comment tu t'appelles ?*  
Learner: \_\_\_\_\_

- A. J'ai neuf ans.  
B. Je vais à l'école.  
C. Je m'appelle Amina.  
D. Je suis à la maison.

18. Amina: *Quel âge as-tu ?*  
Brian: \_\_\_\_\_

- A. J'ai dix ans.  
B. Je m'appelle Brian.  
C. Je suis Kenyan.  
D. Je vais bien.

19. Jean: *Au revoir !*  
Peter: \_\_\_\_\_

- A. Bonjour !                      B. Merci !  
C. Au revoir !                      D. Bon appétit !

20. Teacher: *Quelle est ta couleur préférée ?*  
Learner: \_\_\_\_\_

- A. J'ai huit ans.                      B. Le bleu.  
C. Je suis à l'école.                      D. Je m'appelle Ali.

**TASK 4:**

Read the passage and answer Questions 21–25.

**La famille de Sophie**

Sophie a une petite famille. Elle habite avec son père, sa mère et son frère. Son père s'appelle Marc et sa mère s'appelle Anne. Son frère s'appelle Luc. Sophie aime sa famille. Le samedi, la famille reste à la maison. Ils regardent la télévision et mangent ensemble.

**21.** Comment est la famille de Sophie ?

- A. Grande
- B. Petite
- C. Très vieille
- D. Très pauvre

**22.** Avec qui Sophie habite-t-elle ?

- A. Avec ses amis
- B. Avec ses enseignants
- C. Avec sa famille
- D. Avec ses voisins

**23.** Comment s'appelle le père de Sophie ?

- A. Luc
- B. Marc
- C. Paul
- D. Jean

**24.** Comment s'appelle le frère de Sophie ?

- A. Anne
- B. Marc
- C. Luc
- D. Pierre

**25.** Que fait la famille le samedi ?

- A. Elle va à l'école.
- B. Elle voyage.
- C. Elle reste à la maison.
- D. Elle va au marché.

**TASK 6: FILL IN THE BLANKS**

Choose the word that correctly completes each sentence.

**26.** Je \_\_\_\_\_ Amina.

- A. m'appelle
- B. t'appelle
- C. s'appelle
- D. appelle

**27.** Nous \_\_\_\_\_ des amis.

- A. suis
- B. sommes
- C. êtes
- D. sont

**28.** Il \_\_\_\_\_ un livre.

- A. ai
- B. as
- C. a
- D. ont

**29.** Les élèves \_\_\_\_\_ à l'école.

- A. va
- B. vas
- C. allons
- D. vont

**30.** J'aime \_\_\_\_\_ français.

- A. le
- B. la
- C. les
- D. une

## ANSWER KEY

1. B
2. B
3. C
4. A
5. C
6. A
7. C
8. B
9. B
10. C
11. B
12. D
13. B
14. B
15. C
16. B
17. C
18. A
19. C
20. B
21. B
22. C
23. B
24. C
25. C
26. A
27. B
28. C
29. D
30. A

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – GERMAN LISTENING AND SPEAKING ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

## SECTION A: LISTENING COMPREHENSION – 10 MARKS

**Teacher's Instructions:** Read the passage aloud twice. Learners listen carefully and answer the questions orally or in writing.

## Passage

„Guten Morgen! Ich heie Maria. Ich bin zehn Jahre alt. Ich wohne in Nakuru. Ich gehe in die Schule. Ich habe einen Bruder und eine Schwester. Mein Bruder heit David. Meine Schwester heit Anna. Meine Lieblingsfarbe ist rot. Ich habe eine Katze. Die Katze heit Mimi.“

## Questions

1. Wie heit das Mdchen? (1)
2. Wie alt ist Maria? (1)
3. Wo wohnt Maria? (1)
4. Wohin geht Maria? (1)
5. Wie viele Geschwister hat Maria? (1)
6. Wie heit ihr Bruder? (1)

7. Wie heißt ihre Schwester? **(1)**
8. Was ist Marias Lieblingsfarbe? **(1)**
9. Welches Tier hat Maria? **(1)**
10. Wie heißt die Katze? **(1)**

## **SECTION B: READING GERMAN WORDS – 10 MARKS**

**Teacher's Instructions:** Ask the learner to read each German word aloud. Award **1 mark** for each correctly pronounced word.

1. **Mutter** \_\_\_\_\_
2. **Vater** \_\_\_\_\_
3. **Bruder** \_\_\_\_\_
4. **Schwester** \_\_\_\_\_
5. **Schule** \_\_\_\_\_
6. **Haus** \_\_\_\_\_
7. **Buch** \_\_\_\_\_
8. **Hund** \_\_\_\_\_
9. **Katze** \_\_\_\_\_
10. **Wasser** \_\_\_\_\_

**Total: 10 marks**

## **SECTION C: READING SENTENCES – 10 MARKS**

**Teacher's Instructions:** The learner reads each sentence aloud. Award **2 marks** for each sentence:

- 1 mark for correct pronunciation
- 1 mark for fluency and understanding

1. **Ich heiße Peter.(2 marks)**
2. **Ich bin neun Jahre alt.(2 marks)**
3. **Ich wohne in Nakuru.(2 marks)**
4. **Das ist meine Mutter.(2 marks)**
5. **Ich habe einen kleinen Hund.(2 marks)**

**Total: 10 marks**

## **SECTION D: SPEAKING – 10 MARKS**

Task 1: Personal Introduction – 5 Marks

The learner answers the teacher's questions in German.

1. **Wie heißt du?**
2. **Wie alt bist du?**
3. **Wo wohnst du?**
4. **Welche Farbe magst du?**
5. **Was hast du?**

**1 mark each = 5 marks**

Task 2: Simple Conversation – 5 Marks

**Teacher:** Guten Morgen!

**Learner:** \_\_\_\_\_

**Teacher:** Wie heißt du?

**Learner:** \_\_\_\_\_

**Teacher:** Wie geht es dir?

**Learner:** \_\_\_\_\_

**Teacher:** Wie alt bist du?

**Learner:** \_\_\_\_\_

**Teacher:** Auf Wiedersehen!

**Learner:** \_\_\_\_\_

**1 mark each = 5 marks**

## MARKING SCHEME

### SECTION A: LISTENING – 10 MARKS

1. Maria
2. Zehn Jahre alt
3. Nakuru
4. In die Schule
5. Zwei
6. David
7. Anna
8. Rot
9. Eine Katze
10. Mimi

**Total: 10 marks**

### SECTION B: READING WORDS – 10 MARKS

1. Mutter – 1
2. Vater – 1
3. Bruder – 1
4. Schwester – 1
5. Schule – 1
6. Haus – 1
7. Buch – 1
8. Hund – 1
9. Katze – 1
10. Wasser – 1

**Total: 10 marks**

### SECTION C: READING SENTENCES – 10 MARKS

Award **2 marks per sentence**:

- Correct pronunciation – 1 mark
- Fluency/clear reading – 1 mark

**Total: 10 marks**

### SECTION D: SPEAKING – 10 MARKS

Task 1 – 5 Marks

1. Name – 1
2. Age – 1
3. Place of residence – 1
4. Favourite colour – 1
5. Appropriate answer – 1

Task 2 – 5 Marks

1. Guten Morgen – 1

2. Name – 1
3. Appropriate response to *Wie geht es dir?* – 1
4. Age – 1
5. Auf Wiedersehen – 1

GRAND TOTAL: 40 MARKS

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – GERMAN WRITING ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UIP Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UIP Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

## INSTRUCTIONS

1. Read all the tasks carefully.
2. Answer all the questions in German.
3. Use simple German words and sentences.
4. Write neatly and clearly.
5. Attempt all the tasks.

## TASK 1: WORDS AND SENTENCES — 10 MARKS

Complete each sentence with a suitable German word.

1. Guten \_\_\_\_\_, Frau Lehrerin. (2 marks)
2. Das ist mein \_\_\_\_\_.  
(father) (2 marks)
3. Ich trinke \_\_\_\_\_.  
(water) (2 marks)
4. Mein Lieblingssessen ist \_\_\_\_\_. (2 marks)
5. Ich spiele gern \_\_\_\_\_. (2 marks)

## TASK 2: WRITE ABOUT YOUR DAY — 10 MARKS

Write **five simple German sentences** about what you do during the day.

You may use the following words:

**aufstehen – waschen – essen – Schule – lernen – spielen – schlafen**

Example:

**Ich gehe zur Schule.**

Write your sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## TASK 3: GUIDED COMPOSITION — 10 MARKS

MEIN LIEBLINGSTAG

Write **5–7 simple sentences** about your favourite day.

Use the questions to guide you:

- Welcher Tag ist dein Lieblingstag?
- Warum magst du diesen Tag?
- Was machst du an diesem Tag?
- Mit wem bist du?
- Was isst du?
- Was spielst du?
- Wie fühlst du dich?

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## GRADE 4 GERMAN WRITING ACTIVITY

### MARKING SCHEME / MODEL ANSWERS

TOTAL: 30 MARKS

#### TASK 1: WORDS AND SENTENCES — 10 MARKS

1. **Guten Morgen**, Frau Lehrerin. — **2 marks**
2. Das ist mein **Vater**. — **2 marks**
3. Ich trinke **Wasser**. — **2 marks**
4. Mein Lieblingsessen ist **Reis**. — **2 marks**
5. Ich spiele gern **Fußball**. — **2 marks**

**Note:** For questions 4 and 5, accept other suitable and correctly written German words.

#### TASK 2: WRITE ABOUT YOUR DAY — 10 MARKS

Sample Answers

1. **Ich stehe am Morgen auf.**
2. **Ich wasche mich.**
3. **Ich esse mein Frühstück.**
4. **Ich gehe in die Schule.**
5. **Ich spiele mit meinen Freunden.**

Mark Allocation

Award **2 marks for each sentence**:

- **2 marks** – Correct, meaningful German sentence.
- **1 mark** – Meaning is clear but there is a minor error.
- **0 marks** – Incorrect or incomplete sentence.

**Total: 10 marks**

#### TASK 3: GUIDED COMPOSITION — 10 MARKS

MODEL ANSWER

Mein Lieblingstag

**Mein Lieblingstag ist Samstag. Ich mag Samstag sehr. Ich bin zu Hause mit meiner Familie. Ich spiele Fußball mit meinen Freunden. Ich esse gern Reis und Fleisch. Am Abend sehe ich fern. Ich bin an diesem Tag glücklich.**

MARKING SCHEME

| Requirement                    | Marks |
|--------------------------------|-------|
| Names a favourite day          | 1     |
| Gives a reason                 | 1     |
| States an activity             | 1     |
| Mentions people he/she is with | 1     |

| Requirement                     | Marks     |
|---------------------------------|-----------|
| Mentions food                   | 1         |
| Mentions a game/hobby           | 1         |
| States a feeling                | 1         |
| Correct simple German sentences | 2         |
| Neatness and presentation       | 1         |
| <b>TOTAL</b>                    | <b>10</b> |

#### GENERAL MARKING GUIDELINES

- Accept **5–7 meaningful sentences**.
- Accept different correct German vocabulary.
- Accept the learner's own experiences and ideas.
- Minor spelling mistakes should not result in loss of all marks where the intended meaning is clear.
- Grammar errors should be penalised according to their effect on meaning.
- Do not require learners to reproduce the model answer word-for-word.

**GRAND TOTAL: 30 MARKS**

## DECEMBER ASSIGNMENT 2026

GRADE 4 – GERMAN ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UIP Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

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| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

Answer ALL questions in this section

TASK 1:

Read the passage and answer Questions 1–5.

Meine Familie

Hallo! Ich heie **Anna**. Ich bin neun Jahre alt. Ich wohne mit meiner Familie in Nakuru. Mein Vater heit **Peter** und meine Mutter heit **Maria**. Ich habe einen Bruder. Er heit **Paul**. Wir gehen jeden Morgen zur Schule. Ich liebe meine Familie.

1. Wie heit das Mdchen?

- A. Maria                      B. Anna  
C. Paul                        D. Peter

2. Wie alt ist Anna?

- A. Sieben Jahre  
B. Acht Jahre  
C. Neun Jahre  
D. Zehn Jahre

3. Wo wohnt Anna?

- A. Nairobi                    B. Mombasa  
C. Kisumu                    D. Nakuru

4. Wie heit Annas Bruder?

- A. Peter  
B. Paul  
C. John  
D. David

5. Wen liebt Anna?

- A. Ihre Schule
- B. Ihre Lehrerin
- C. Ihre Familie
- D. Ihre Freundin

**TASK 2:**

6. Choose the correct German word for "I am".

- A. Du bist
- B. Ich bin
- C. Er ist
- D. Wir sind

7. Peter is talking about himself. Which sentence is correct?

- A. Ich heit Peter.
- B. Ich bin Peter.
- C. Ich bist Peter.
- D. Ich sind Peter.

8. Choose the correct word to complete the sentence:

**Ich \_\_\_\_ neun Jahre alt.**

- A. bist
- B. sind
- C. bin
- D. ist

9. Choose the correct word:

**Du \_\_\_\_ mein Freund.**

- A. bin
- B. bist
- C. ist
- D. sind

10. Which sentence means "She is a girl"?

- A. Sie ist ein Mdchen.
- B. Er ist ein Mdchen.
- C. Sie bin ein Mdchen.
- D. Ich ist ein Mdchen.

**TASK 3:**

**Read each short conversation and choose the best answer.**

16. Teacher: „**Guten Morgen!**“  
Pupil: \_\_\_\_\_

- A. Guten Morgen!
- B. Gute Nacht!
- C. Danke!
- D. Tschss!

11. Choose the correct article:

\_\_\_\_ **Buch**

- A. die
- B. der
- C. das
- D. den

12. Choose the correct article:

\_\_\_\_ **Mutter**

- A. der
- B. die
- C. das
- D. ein

13. Which word completes the sentence correctly?

**Das ist \_\_\_\_ Vater.**

- A. meine
- B. mein
- C. meinen
- D. meiner

14. Choose the correct plural form of „**das Buch**“.

- A. die Buch
- B. die Bcher
- C. der Bcher
- D. das Bcher

15. Which sentence is grammatically correct?

- A. Ich haben einen Bruder.
- B. Ich hat einen Bruder.
- C. Ich habe einen Bruder.
- D. Ich bist einen Bruder.

17. Anna: „**Wie heit du?**“  
Peter: \_\_\_\_\_

- A. Ich bin neun Jahre.
- B. Ich heie Peter.
- C. Mir geht es gut.
- D. Ich wohne in Nakuru.

18. Teacher: „**Wie geht es dir?**“

Pupil: \_\_\_\_\_

- A. Ich heie Ali.
- B. Ich bin zehn.
- C. Mir geht es gut.
- D. Ich wohne in Kenya.

19. John: „**Danke!**“

Mary: \_\_\_\_\_

- A. Guten Morgen!
- B. Bitte!
- C. Auf Wiedersehen!
- D. Hallo!

#### TASK 4:

**Read the passage and answer Questions 21–25.**

In der Schule

Mein Name ist **David**. Ich bin zehn Jahre alt. Ich bin Schler. Meine Schule ist gro und schn. In meinem Klassenzimmer gibt es einen Tisch, Sthle, eine Tafel und viele Bcher. Meine Lehrerin heit **Frau Anna**. Ich lerne Deutsch, Mathematik und Englisch. Ich mag meine Schule sehr.

21. Wie alt ist David?

- A. Acht Jahre      B. Neun Jahre
- C. Zehn Jahre      D. Elf Jahre

22. Was ist David?

- A. Ein Lehrer      B. Ein Schler
- C. Ein Arzt      D. Ein Bauer

23. Wie ist Davids Schule?

- A. Klein und alt
- B. Gro und schn
- C. Dunkel und klein
- D. Alt und schmutzig

#### TASK 5:

**Choose the correct word to complete each sentence.**

26. Ich \_\_\_\_\_ Maria.

- A. heie
- B. heit
- C. heien
- D. bist

20. Sarah: „**Auf Wiedersehen!**“

Amina: \_\_\_\_\_

- A. Auf Wiedersehen!
- B. Danke!
- C. Bitte!
- D. Guten Morgen!

24. Was gibt es im Klassenzimmer?

- A. Ein Auto
- B. Einen Tisch und Sthle
- C. Einen Garten
- D. Ein Bett

25. Welche Sprache lernt David?

- A. Deutsch
- B. Kiswahili
- C. Franzsisch
- D. Arabisch

27. Er \_\_\_\_\_ zehn Jahre alt.

- A. bin
- B. bist
- C. ist
- D. sind

28. Wir \_\_\_\_\_ Schüler.

- A. bin
- B. bist
- C. ist
- D. sind

29. Das ist \_\_\_\_\_ Mutter.

- A. mein
- B. meine
- C. meinen
- D. meiner

30. Ich wohne \_\_\_\_\_ Nakuru.

- A. in
- B. auf
- C. an
- D. zu

## ANSWERS

1. B
2. C
3. D
4. B
5. C
6. B
7. B
8. C
9. B
- 10.A
- 11.C
- 12.B
- 13.B
- 14.B
- 15.C
- 16.A
- 17.B
- 18.C
- 19.B
- 20.A
- 21.C
- 22.B
- 23.B
- 24.B
- 25.A
- 26.A
- 27.C
- 28.D
- 29.B
- 30.A

## DECEMBER ASSIGNMENT 2026

GRADE 4 – H.R.E ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_, SCHOOL: \_\_\_\_\_.

ASST/UIP Number: \_\_\_\_\_, Date: \_\_\_\_\_.

## Instructions for Learners

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| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK<br>LEVEL    |            |                           |                         |                             |                       |                      |

## Answer ALL questions in this section

1. During a Hindu Religious Education lesson, the teacher explained that Hindus believe in one ultimate reality known as:

- A. Dharma      B. Brahman  
C. Karma      D. Puja

2. During morning worship at home, Rohan joined his family in offering prayers to God. What is this act of worship commonly called?

- A. Puja    B. Karma    C. Yoga    D. Seva

3. A Hindu family keeps a special place at home where they pray and place sacred images. What is this place commonly called?

- A. Shrine      B. Classroom  
C. Market      D. Library

4. During a lesson, learners were told that Hindus believe actions have consequences. This principle is known as:

- A. Moksha    B. Karma    C. Puja    D. Ahimsa

5. Priya helped an elderly neighbour without expecting anything in return. Which Hindu value did she demonstrate?

- A. Seva      B. Anger  
C. Greed      D. Jealousy

6. During a discussion about Hindu values, the teacher explained the importance of avoiding harm to living beings. This principle is called:

- A. Ahimsa  
B. Karma  
C. Puja  
D. Moksha

**7.** A Hindu learner refused to hurt an animal even when other children encouraged her to do so. Which value did she demonstrate?

- A. Ahimsa
- B. Pride
- C. Laziness
- D. Dishonesty

**8.** During a Hindu festival, children decorated their homes with colourful lights. Which festival is famously associated with the festival of lights?

- A. Diwali
- B. Holi
- C. Navratri
- D. Raksha Bandhan

**9.** During Diwali celebrations, a family lit lamps and prayed together. What do the lamps traditionally represent?

- A. Light overcoming darkness
- B. Anger overcoming peace
- C. Wealth overcoming kindness
- D. Noise overcoming silence

**10.** During Holi, children celebrated by using different colours. What is Holi commonly known as?

- A. Festival of Colours
- B. Festival of Harvest
- C. Festival of Lamps
- D. Festival of Animals

**11.** During a Hindu Religious Education lesson, the teacher showed learners a sacred text containing teachings and guidance. Which of the following is an important Hindu scripture?

- A. Bhagavad Gita
- B. Constitution
- C. Dictionary
- D. Atlas

**12.** Arjun was reading a section of the Bhagavad Gita with his teacher. Who gives guidance to Arjuna in the Bhagavad Gita?

- A. Krishna
- B. Ganesha
- C. Hanuman
- D. Shiva

**13.** During a lesson on Hindu deities, learners learned about Ganesha, who is commonly represented with the head of a:

- A. Lion
- B. Elephant
- C. Horse
- D. Eagle

**14.** A Hindu family prayed to Ganesha before beginning an important activity. Ganesha is traditionally associated with:

- A. Removing obstacles
- B. Creating storms
- C. Controlling oceans
- D. Growing crops only

**15.** During a Hindu cultural activity, learners saw an image of Hanuman. Hanuman is commonly represented as a:

- A. Monkey-like figure
- B. Fish
- C. Elephant
- D. Peacock

**16.** A teacher told the story of Rama and Sita to learners. Which Hindu epic contains many stories about Rama?

- A. Ramayana
- B. Bhagavad Gita
- C. Vedas
- D. Upanishads

**17.** During a storytelling session, learners discussed Rama's behaviour towards others. Which quality is strongly associated with the ideal of Rama?

- A. Righteousness
- B. Dishonesty
- C. Cruelty
- D. Greed

**18.** A Hindu learner returned a lost book to its owner instead of keeping it. Which value did the learner demonstrate?

- A. Honesty
- B. Jealousy
- C. Anger
- D. Pride

**19.** During a school activity, Neha shared her lunch with a classmate who had forgotten to carry food. Which value did she demonstrate?

- A. Compassion
- B. Selfishness
- C. Hatred
- D. Laziness

**20.** A Hindu child speaks respectfully to parents, teachers and elderly people. Which value is being demonstrated?

- A. Respect                      B. Greed
- C. Anger                        D. Disobedience

**21.** During a Hindu Religious Education lesson, learners discussed the concept of living according to one's duties and moral responsibilities. This is known as:

- A. Dharma      B. Diwali    C. Puja    D. Yoga

**22.** Ravi completes his school work honestly and responsibly because he understands that he has duties to perform. Which Hindu concept does this best illustrate?

- A. Dharma              B. Holi
- C. Moksha              D. Puja

**23.** During a health and well-being lesson, learners practised simple yoga exercises under the teacher's guidance. Yoga can help develop:

- A. Physical and mental well-being
- B. Dishonesty
- C. Anger
- D. Laziness

**24.** A Hindu learner spent a few quiet minutes concentrating during prayer. Which practice helps a person develop concentration and inner calm?

- A. Meditation              B. Fighting
- C. Gossiping                D. Shouting

**25.** During a discussion on Hindu beliefs, the teacher explained that Hindus may worship God in different forms. Which statement is correct?

- A. Hindu worship may involve different forms of the Divine
- B. Hindus never pray
- C. Hindus do not have religious festivals
- D. Hindus do not have sacred texts

**26.** A family prepared fruits and other suitable foods and offered them during puja before sharing them. What is such an offering commonly called?

- A. Prasad                      B. Karma
- C. Dharma                    D. Yoga

**27.** During a Hindu lesson, learners were taught that people should care for animals, plants and the natural environment. Why is this important?

- A. It shows respect for life and creation
- B. It encourages pollution
- C. It promotes destruction
- D. It encourages wastefulness

**28.** During a community service activity, Hindu learners helped clean a public place. Which value does this activity demonstrate?

- A. Seva    B. Greed    C. Hatred    D. Laziness

**29.** A learner apologised after hurting a friend's feelings and promised to behave better. Which value did the learner demonstrate?

- A. Self-reflection and responsibility
- B. Revenge
- C. Pride
- D. Jealousy

**30.** At the end of the lesson, the teacher asked learners to identify one way of living according to Hindu values. Which answer is BEST?

- A. Helping others and living peacefully
- B. Hurting living beings
- C. Taking things that belong to others
- D. Treating people unfairly

## ANSWER

1. B
2. A
3. A
4. B
5. A
6. A
7. A
8. A
9. A
10. A
11. A
12. A
13. B
14. A
15. A
16. A
17. A
18. A
19. A
20. A
21. A
22. A
23. A
24. A
25. A
26. A
27. A
28. A
29. A
30. A

## DECEMBER ASSIGNMENT 2026

GRADE 4 – IRE ACTIVITY

Time: 2 HOURS

## LEARNER'S DETAILS



Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

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| SCORE   |       |              |              |              |              |           |
| LEVEL   |       | 4            | 3            | 2            | 1            |           |
| LEVEL   |       |              |              |              |              |           |

*Answer ALL questions in this section*

1. Amina looked at the sun, trees, animals and people around her. Her teacher asked her who created all these things. Who is the Creator?  
A. Angel Jibril  
B. Allah  
C. Prophet Muhammad (SAW)  
D. Human beings
2. During an IRE lesson, the teacher asked pupils to name the declaration that shows belief in Allah and His Messenger. What is it called?  
A. Salah      B. Shahadah  
C. Zakah      D. Sawm
3. Hassan was learning about the main duties that every Muslim should observe. How many pillars of Islam are there?  
A. Three      B. Four  
C. Five      D. Six
4. Before going to school, Ali performed Fajr. At different times of the day, he continued with the other daily prayers. How many times do Muslims pray every day?  
A. Three      B. Four      C. Five      D. Six
5. Fatuma woke up early before sunrise and prepared herself for prayer. Which Salah was she going to perform?  
A. Fajr  
B. Dhuhr  
C. Asr  
D. Maghrib
6. Before standing on her prayer mat, Maryam washed her hands, face and feet. What was Maryam performing?  
A. Hajj  
B. Wudhu  
C. Zakah  
D. Sawm

7. Musa wanted to perform Wudhu before Salah. What should he mainly use to clean the required parts of his body?

- A. Milk
- B. Water
- C. Oil
- D. Juice

8. During Salah, a Muslim should face the direction of the Ka'bah. This direction is called the \_\_\_\_\_.

- A. Mosque
- B. Qiblah
- C. Mimbar
- D. Madrasah

9. At Madrasah, the teacher showed pupils the holy book containing the words of Allah. Which book was she holding?

- A. Bible
- B. Torah
- C. Qur'an
- D. Newspaper

10. Salim learnt that Allah sent His messages to Prophet Muhammad (SAW) through a special angel. Which angel brought the revelation?

- A. Jibril
- B. Mika'il
- C. Israfil
- D. Malik

11. During a class discussion, pupils learnt about the birthplace of Prophet Muhammad (SAW). In which town was he born?

- A. Makkah
- B. Madinah
- C. Taif
- D. Jerusalem

12. A pupil was reading about the family of Prophet Muhammad (SAW). Who was his father?

- A. Abdullah
- B. Abu Talib
- C. Abu Bakr
- D. Umar

13. Zainab was asked to name the mother of Prophet Muhammad (SAW). Which answer should she give?

- A. Aminah
- B. Khadijah
- C. Fatimah
- D. Halimah

14. During a certain month, Muslims stop eating and drinking from dawn until sunset. In which month do they fast?

- A. Ramadan
- B. Muharram
- C. Safar
- D. Rajab

15. After completing the month of fasting, Muslims gather together for a special celebration. Which celebration is this?

- A. Eid-ul-Fitr
- B. Hajj
- C. Jumu'ah
- D. Ashura

16. Ahmed's family set aside part of their wealth to help poor and needy people. Which pillar of Islam were they practising?

- A. Salah
- B. Zakah
- C. Sawm
- D. Hajj

17. Every week, Muslims gather at the mosque for a special congregational prayer. On which day is this prayer performed?

- A. Monday
- B. Wednesday
- C. Friday
- D. Sunday

18. Hawa and her mother went to a building where Muslims gather to perform Salah. Where did they go?

- A. Church
- B. Mosque
- C. Market
- D. School

19. During congregational prayer, one person stood in front and led the Muslims in Salah. What is this person called?

- A. Imam      B. Farmer
- C. Doctor      D. Prefect

20. Yusuf met his Muslim friend on the way to school. He wanted to greet him in the Islamic way. What should Yusuf say?

- A. Thank you
- B. Assalamu Alaikum
- C. Good night
- D. Goodbye

21. Aisha greeted her friend by saying, "Assalamu Alaikum." How should her friend reply?

- A. Welcome
- B. Wa Alaikum Salam
- C. Thank you
- D. Good morning

22. Peter found a lost pencil in the classroom. Instead of keeping it, he gave it to the teacher so that the owner could get it back. Which good character did Peter show?

- A. Honesty      B. Greed
- C. Laziness      D. Pride

23. Musa always listens to his father and mother and speaks to them politely. Which people is Musa respecting?

- A. His parents      B. Strangers only
- C. His toys      D. His books

24. During a game, Amina accidentally broke a cup. When her mother asked what happened, Amina explained exactly what had happened. What did Amina do?

- A. Told the truth
- B. Told a lie
- C. Stole something
- D. Fought

25. During an IRE lesson, pupils learnt that Angel Jibril had a special duty. What was his duty?

- A. Bringing Allah's revelation
- B. Growing crops
- C. Building houses
- D. Teaching in schools

26. Ibrahim was reading a story about Prophet Ibrahim (AS) and his son. Which prophet was the son of Prophet Ibrahim (AS)?

- A. Ismail (AS)
- B. Musa (AS)
- C. Yusuf (AS)
- D. Yunus (AS)

27. Heavy rain fell for many days during the time of Prophet Nuh (AS). Allah commanded him to build something to save the believers. What did he build?

- A. An ark
- B. A mosque
- C. A palace
- D. A bridge

28. A Muslim family travelled to the holy city to perform Hajj. Which city did they visit?

- A. Makkah
- B. Madinah
- C. Nairobi
- D. Cairo

29. On her way home, Maryam saw an elderly woman carrying heavy bags. Maryam helped her carry the bags. What Islamic value did Maryam show?

- A. Kindness      B. Selfishness
- C. Greed      D. Pride

30. Khalid obeys Allah's teachings and performs his daily prayers regularly. What does this show?

- A. Love and obedience to Allah
- B. Hatred for others
- C. Laziness
- D. Disrespect

## Answers

1. **B**
2. **B**
3. **C**
4. **C**
5. **A**
6. **B**
7. **B**
8. **B**
9. **C**
10. **A**
11. **A**
12. **A**
13. **A**
14. **A**
15. **A**
16. **B**
17. **C**
18. **B**
19. **A**
20. **B**
21. **B**
22. **A**
23. **A**
24. **A**
25. **A**
26. **A**
27. **A**
28. **A**
29. **A**
30. **A**

**TATHMINI YA ELIMU YA MSINGI YA KENYA**  
**TATHMINI YA DISEMBA 2026**  
**GREDI YA 4 – SHUGHULI YA KISWAHILI KUSIKILIZA NA KUZUNGUMZA**



Muda: Dakika 15 Kila Mwanafunzi

**TAARIFA ZA MWANAFUNZI**

Jina: \_\_\_\_\_

Shule: \_\_\_\_\_

Nambari ya Tathmini/UPI: \_\_\_\_\_

Tarehe: \_\_\_\_\_

**Maelekezo kwa Wanafunzi**

1. Andika jina lako, Nambari yako ya Tathmini/UPI na tarehe katika nafasi ulizopewa.
2. Kagua karatasi ya maswali kwa makini ili kuhakikisha kurasa zote zimechapishwa na hakuna swali lililoachwa.
3. Jibu maswali yote katika nafasi ulizopewa.

**KWA MATUMIZI YA TATHMINI PEKEE**

| SEHEMU       | ASILIMIA<br>YA ALAMA | Amezidi<br>Matarajio | Ametimiza<br>Matarajio | Anakaribia<br>Kutimiza<br>Matarajio | Bado<br>Hajafikia<br>Matarajio | Maoni ya<br>Mtathmini |
|--------------|----------------------|----------------------|------------------------|-------------------------------------|--------------------------------|-----------------------|
| KIWANGO      |                      | 38–50                | 20–37                  | 11–19                               | 1–10                           |                       |
| ALAMA        |                      |                      |                        |                                     |                                |                       |
| KIWANGO      |                      | 4                    | 3                      | 2                                   | 1                              |                       |
| ALAMA<br>(✓) |                      |                      |                        |                                     |                                |                       |

**KAZI YA 1: KUSIKILIZA NA KUZUNGUMZA (Alama 10)**

Maelekezo kwa Mwalimu

Soma kifungu hiki **mara mbili**. Mwanafunzi asione kifungu wakati wa kusoma. Baada ya kusoma, muulize maswali yafuatayo. Maswali yameandaliwa kwa kuhitaji mwanafunzi **kukumbuka, kueleza, kutumia na kutoa sababu**.

**Kifungu cha Kusoma**

Juma anaishi na wazazi wake katika kijiji kilicho karibu na shule. Kila asubuhi kabla ya kwenda shuleni, humsaidia baba yake kuwapa kuku chakula na maji. Siku moja aligundua kuwa baadhi ya kuku walikuwa wagonjwa. Alimweleza baba yake, naye akamwambia awatenganishe kuku hao na wengine ili ugonjwa usisambae. Baadaye baba aliwaita mtaalamu wa mifugo ambaye aliwachunguza kuku hao na kuwapa matibabu.

Juma alijifunza kuwa wanyama wanahitaji chakula bora, maji safi na mahali safi pa kuishi. Aliamua kuwashauri watoto wengine kutowatendea wanyama vibaya. Baba yake alifurahia kuona mwanawe akiwajibika na kumpongeza kwa kuwa mwangalifu.

**Maswali ya Mdomo**

1. Juma humsaidia baba yake kufanya kazi gani kabla ya kwenda shuleni? **(Alama 2)**
2. Kwa nini kuku wagonjwa walitenganishwa na wengine? **(Alama 2)**

3. Taja mahitaji mawili ya wanyama yaliyotajwa katika kifungu. **(Alama 2)**

4. Ikiwa wewe ungekuwa Juma, ungefanya nini baada ya kugundua mnyama mgonjwa? Eleza. **(Alama 2)**

5. Unafikiri kwa nini ni muhimu kuwatunza wanyama vizuri? **(Alama 2)**

**JUMLA: 10 ALAMA**

### **KAZI YA 2: KUSOMA KWA SAUTI (Alama 10)**

Maelekezo kwa Mwalimu

Mpe mwanafunzi sentensi zifuatazo azisome kwa sauti. Usimsaidie kusoma. Tathmini uwezo wake wa kutamka maneno, kusoma kwa ufasaha, kutumia lafudhi na kuzingatia alama za uandishi.

1. Wanafunzi walipofika shuleni, walikuta miti iliyopandwa wiki iliyopita.
2. Mama alimwomba Asha kusaidia kupanga vitabu kwenye kabati.
3. Ingawa mvua ilikuwa nyingi, wakulima walifurahia kuona mazao yao yakistawi.
4. Je, unafikiri tunaweza kufanya nini ili kuweka mazingira yetu safi?
5. Mwalimu alisema, "Kila mmoja wetu ana jukumu la kulinda mazingira."

Mwongozo wa Kutoa Alama

| <b>Kipengele</b>             | <b>Alama</b> |
|------------------------------|--------------|
| Matamshi sahihi              | 2            |
| Ufasaha                      | 2            |
| Sauti inayoeleweka           | 2            |
| Lafudhi na hisia             | 2            |
| Kuzingatia alama za uandishi | 2            |
| <b>Jumla</b>                 | <b>10</b>    |

### **KAZI YA 3: KUSOMA KIFUNGU (Alama 30)**

SIRI YA BUSTANI YA SHULE

Shule ya Msingi ya Tumaini ilikuwa na bustani ndogo nyuma ya madarasa. Wanafunzi walipenda kutembelea bustani hiyo wakati wa mapumziko kwa sababu kulikuwa na maua ya rangi mbalimbali, mboga na miti midogo. Hata hivyo, mwalimu wao, Bi. Achieng, aligundua kuwa bustani hiyo haikuwa ikitunzwa vizuri. Baadhi ya mimea ilikuwa imekauka, taka zilikuwa zimetapakaa na magugu yalikuwa yameota sehemu nyingi.

Siku moja, Bi. Achieng aliwauliza wanafunzi kwa nini bustani ilikuwa katika hali hiyo. Wanafunzi walitoa mawazo tofauti. Baadhi yao walisema hakukuwa na maji ya kutosha,

huku wengine wakisema wanafunzi hawakushirikiana kuitunza. Mwalimu aliwaambia kuwa tatizo hilo lingeweza kutatuliwa ikiwa kila mwanafunzi angechukua jukumu.

Darasa liliamua kuunda vikundi vitatu. Kundi la kwanza lilipewa jukumu la kuondoa taka na magugu. Kundi la pili lilipaswa kumwagilia mimea kila asubuhi na jioni. Kundi la tatu lilitakiwa kupanda miche mipya na kutengeneza uzio mdogo kuzunguka bustani.

Wiki mbili baadaye, mabadiliko yalionekana wazi. Bustani ilikuwa safi na mimea ilikuwa imeanza kuchanua. Maua yalivutia vipepeo na ndege wadogo. Wanafunzi walifurahia matokeo ya kazi yao kwa sababu walitambua kuwa ushirikiano unaweza kutatua matatizo mengi.

Siku ya Ijumaa, mwalimu aliwatembelea wanafunzi bustanini. Aliwapongeza kwa kazi nzuri waliyofanya. Kisha aliwauliza ni somo gani walilojifunza kutokana na shughuli hiyo. Mwanafunzi mmoja alisema kuwa kila mtu anaweza kuchangia katika kuboresha mazingira. Mwingine alisema kuwa kazi huwa rahisi watu wanaposhirikiana.

Kuanzia siku hiyo, wanafunzi waliamua kutunza bustani yao kila siku. Pia walianza kuhamasisha madarasa mengine kutunza mazingira ya shule. Bustani hiyo ikawa mfano mzuri wa jinsi ushirikiano, uwajibikaji na bidii vinavyoweza kuleta mabadiliko.

#### Mwongozo wa Kutathmini Kusoma (Alama 30)

| Kipengele                    | Alama     |
|------------------------------|-----------|
| Matamshi sahihi              | 6         |
| Ufasaha wa kusoma            | 6         |
| Usahihi wa maneno            | 6         |
| Lafudhi, sauti na hisia      | 6         |
| Kuzingatia alama za uandishi | 6         |
| <b>JUMLA</b>                 | <b>30</b> |

#### VIASHIRIA VYA UWEZO WA JUU WA KUFIKIRI

Katika kutathmini mwanafunzi, mwalimu azingatie kama mwanafunzi anaweza:

- Kueleza **sababu** ya jambo lililotokea.
- Kutoa **maoni yake mwenyewe** kwa mantiki.
- Kutumia alichojifunza katika **hali nyingine**.
- Kutabiri kinachoweza kutokea kutokana na tukio.
- Kutoa suluhisho la tatizo.
- Kueleza somo au funzo analolipata kutokana na kifungu.

#### MUHTASARI WA TATHMINI

| Kazi                     | Alama |
|--------------------------|-------|
| Kazi ya 1: Kusikiliza na | 10    |

| <b>Kazi</b>                 | <b>Alama</b> |
|-----------------------------|--------------|
| Kuzungumza                  |              |
| Kazi ya 2: Kusoma kwa Sauti | 10           |
| Kazi ya 3: Kusoma Kifungu   | 30           |
| <b>JUMLA</b>                | <b>50</b>    |
|                             | <b>ALAMA</b> |

#### KIWANGO CHA UTENDAJI

| <b>Alama</b> | <b>Kiwango</b>                                       |
|--------------|------------------------------------------------------|
| <b>38–50</b> | <b>Kiwango cha 4 – Amezidi Matarajio</b>             |
| <b>20–37</b> | <b>Kiwango cha 3 – Ametimiza Matarajio</b>           |
| <b>11–19</b> | <b>Kiwango cha 2 – Anakaribia Kutimiza Matarajio</b> |
| <b>1–10</b>  | <b>Kiwango cha 1 – Bado Hajafikia Matarajio</b>      |

**TATHMINI YA ELIMU YA MSINGI YA KENYA**  
**TATHMINI YA DISEMBA 2026**  
**GREDI YA 4 – SHUGHULI YA KISWAHILI**



Muda: Saa 2

**TAARIFA ZA MWANAFUNZI**

Jina: \_\_\_\_\_

Shule: \_\_\_\_\_

Nambari ya Tathmini/UPI: \_\_\_\_\_

Tarehe: \_\_\_\_\_

Maelekezo kwa Wanafunzi

1. Andika jina lako, Nambari yako ya Tathmini/UPI na tarehe katika nafasi ulizopewa.
2. Kagua karatasi ya maswali kwa makini ili kuhakikisha kurasa zote zimechapishwa na hakuna swali lililoachwa.
3. Jibu maswali yote katika nafasi ulizopewa.

**KWA MATUMIZI YA MTAHINI PEKEE**

| SEHEMU          | % YA ALAMA | Kuzidi Matarajio | Kufikia Matarajio | Kukaribia Matarajio | Chini ya Matarajio | Maoni ya Mtaahini |
|-----------------|------------|------------------|-------------------|---------------------|--------------------|-------------------|
| Kiwango         |            | 75-100           | 40-74             | 21-39               | 1-20               |                   |
| Alama           |            |                  |                   |                     |                    |                   |
| Kiwango         |            | 4                | 3                 | 2                   | 1                  |                   |
| Weka Alama ya ✓ |            |                  |                   |                     |                    |                   |

Jibu maswali YOTE katika sehemu hii.

**1. Soma kifungu kifuatacho. Kimeacha nafasi zilizo na nambari 1–10. Chagua jibu bora zaidi kukamilisha kila nafasi.**

Duma ni mnyama ambaye hujulikana kuwa na (1) \_\_\_\_\_ sana. Ni mnyama mwenye mbio (2) \_\_\_\_\_ wanyama wote. Ajabu ni kwamba kila wakati hufaulu (3) \_\_\_\_\_. Duma huwa na mbio katika masafa (4) \_\_\_\_\_. Duma huwa na sura kama ya (5) \_\_\_\_\_. Watalii wanapotembelea mbuga (6) \_\_\_\_\_, huwaona wanyama wengi wa (7) \_\_\_\_\_. Watalii huiletea nchi (8) \_\_\_\_\_ pesa (9) \_\_\_\_\_ za kigeni. Pesa hizo hutumiwa katika (10) \_\_\_\_\_ wa muundo msingi.

- |                  |                |               |               |
|------------------|----------------|---------------|---------------|
| 1. A. kazi       | B. kasi        | C. kiasi      | D. kashi      |
| 2. A. kumliko    | B. kuwaliko    | C. kuliko     | D. kuziliko   |
| 3. A. anapowinda | B. alivyowinda | C. alipowinda | D. alikowinda |
| 4. A. madogo     | B. fupi        | C. mafupi     | D. kidogo     |
| 5. A. ng'ombe    | B. punda       | C. chui       | D. mbuzi      |
| 6. A. zetu       | B. letu        | C. chetu      | D. wetu       |
| 7. A. nyumbani   | B. shambani    | C. porini     | D. msituni    |
| 8. A. letu       | B. wetu        | C. chetu      | D. yetu       |
| 9. A. nyingi     | B. mingi       | C. wengi      | D. mengi      |
| 10. A. ubomozi   | B. ujensi      | C. ujengaji   | D. ununuzi    |

**11. Tambua kitenzi katika sentensi ifuatayo.**

Kaka yangu anaandika barua.

A. Yangu B. Barua C. Anaandika D. Kaka

**12. Tumia kivumishi kinachofaa kujaza pengo.**

Kikombe \_\_\_\_\_ kimevunjika.

A. Kipya B. Vipya  
C. Wazuri D. Ndefu

**13. Chagua neno ambalo ni nomino kati ya haya.**

Kitunguu, pakua, lake, mwembamba

- A. Kitunguu                      B. Pakua
- C. Lake                          D. Mwembamba

**14. Maagano kwa mtu ambaye hutarajii kuonana naye tena ni \_\_\_\_\_.**

- A. Alamsiki                      B. Tuonane kesho
- C. Lala unono                  D. Buriani

**15. Jaza kwa kutumia kielezi kifaacho.**

Kobe hutembea \_\_\_\_\_.

- A. Polepole                      B. Haraka
- C. Ovyo                          D. Mno

**16. Jibu kitendawili kifuatacho.**

*Nifungue nikufunike.*

- A. Mwavuli                      B. Mshipi
- C. Macho                          D. Kivuli

**17. Jibu kitendawili kifuatacho.**

*Ukinitembelea nyayo zi salama.*

- A. Sindano
- B. Kaptura
- C. Viatu
- D. Saa

**18. Kamilisha sentensi ifuatayo ukitumia kihusishi sahihi.**

Chura yumo \_\_\_\_\_ maji.

- A. Juu ya
- B. Ndani ya
- C. Chini ya
- D. Mfunguni mwa

**19. Jaza pengo kwa kihisishi kinachofaa.**

\_\_\_\_\_ Timu yetu imejinyakulia ushindi.

- A. Jamani!
- B. Msalani!
- C. Oyee!
- D. Sokoni

**20. Tumia neno la adabu kukamilisha sentensi.**

Tafadhali mwalimu, naomba ruhusa kwenda \_\_\_\_\_.

- A. Chooni                          B. Msalani
- C. Shuleni                          D. Sokoni

**21. Nomino dereva, kuku na kiwavi ziko katika ngeli ya \_\_\_\_\_.**

- A. A-WA
- B. KI-VI
- C. I-ZI
- D. LI-YA

**22. Jaza pengo kwa kiambishi kifaacho.**

Ng'ombe yule \_\_\_\_\_ mekula nyasi zote.

- A. wa                      B. a                      C. zi                      D. ya

**23. Mstari mmoja katika ubeti wa shairi huitwa \_\_\_\_\_.**

- A. Mshororo                      B. Mishororo
- C. Ubeti                          D. Shairi

**24. Kamilisha methali ifuatayo.**

Mtoto wa nyoka ni \_\_\_\_\_.

- A. Nyoka    B. Mtoto    C. Mayai    D. Jinyoka

**25. "Kufa moyo" ni nahau yenye maana ya \_\_\_\_\_.**

- A. Kujitahidi
- B. Kupoteza matumaini
- C. Kuendelea sana
- D. Kuwa na kiburi

**26. Chagua maneno ambayo yako katika ngeli ya LI-YA.**

- A. Gari, yai, joto
- B. Jua, jasho, joto
- C. Mkebe, jasho, jina
- D. Vita, uso, jamii

**27. Kipi si chombo cha sebuleni?**

- A. Kochi                          B. Meza ndogo
- C. Susu                          D. Televisheni

**28. Kisawe cha neno *televisheni* ni**

\_\_\_\_\_.

- |            |             |
|------------|-------------|
| A. Runinga | B. Redio    |
| C. Waraka  | D. Kompyuta |

**29. Kinyume cha neno *maskini* ni** \_\_\_\_\_.

- |           |             |
|-----------|-------------|
| A. Malkia | B. Mfalme   |
| C. Halati | D. Matajiri |

**30. Tunasema mfupi kama nyundo na mrefu kama** \_\_\_\_\_.

- |            |
|------------|
| A. Twiga   |
| B. Mlima   |
| C. Sindano |
| D. Korongo |

**Soma kifungu kifuatacho kisha ujibu maswali 22–31.**

Unapotembea mjini, chukua tahadhari kubwa sana. Kuna matapeli wanaohadaa watu mjini. Aidha, matapeli hao hujiweka katika makundi ili kusubiri watembezi wanaoonekana wageni. Pindi wanapowagundua, hunasa pesa, simu na vitu vingine na kukimbia navyo.

Pia kuna wale wanaotumia maneno matamu. Wao hukuandama na ukifika kichochoroni, watakupora na kukimbia. Wengine watakupiga na kukuacha umeumia. Iwapo unataka msaada wowote, basi mtafute bawabu au askari akusaidie. Usijitie kwenye shida tupu bure.

**31. Kulingana na taarifa, ni watu gani wanaiba pesa?**

- |             |             |
|-------------|-------------|
| A. Askari   | B. Matapeli |
| C. Mabawabu | D. Wakora   |

**32. Mwandishi anatushauri tufanye nini tunapotembea mjini?**

- |                  |              |
|------------------|--------------|
| A. Tujitahadhari | B. Tusiogope |
| C. Tuandamane    | D. Tusubiri  |

**33. Kamilisha methali ifuatayo:**

Maneno matamu humtoa \_\_\_\_\_ pangoni.

- |            |           |
|------------|-----------|
| A. Sungura | B. Nyoka  |
| C. Simba   | D. Samaki |

**34. Matapeli hao hujiweka kwenye \_\_\_\_\_ ili kusubiri watu wanaoonekana wageni.**

- |         |          |            |           |
|---------|----------|------------|-----------|
| A. Gari | B. Umati | C. Makundi | D. Kanisa |
|---------|----------|------------|-----------|

**35. Ni watu gani tunashauriwa tuwatafute tunapotaka msaada?**

- |         |           |           |             |
|---------|-----------|-----------|-------------|
| A. Wezi | B. Askari | C. Walimu | D. Matapeli |
|---------|-----------|-----------|-------------|

**36. Mwandishi anatushauri tusijitie kwenye \_.**

- |             |             |
|-------------|-------------|
| A. Raha     | B. Shida    |
| C. Matapeli | D. Magonjwa |

**37. Matapeli hao hujiweka kwenye makundi ili kusubiri watu wanaoonekana \_\_\_\_\_.**

- |           |            |
|-----------|------------|
| A. Walevi | B. Wakora  |
| C. Wageni | D. Wajinga |

**38. Matapeli wengine hutupiga na kutuacha tukiwa \_\_\_\_\_.**

- |                   |
|-------------------|
| A. Tunacheka      |
| B. Tumeumia       |
| C. Tunafurahi     |
| D. Tunasherehekea |

**39. Taja kinyume cha neno *wageni* kulingana na ufahamu.**

- |            |              |
|------------|--------------|
| A. Wenyeji | B. Watembezi |
| C. Watu    | D. Wakora    |

**40. Ufahamu huu unazungumzia nini?**

- |                 |                   |
|-----------------|-------------------|
| A. Ujanja mjini | B. Matapeli mjini |
| C. Ujinga mjini | D. Askari mjini   |

**MAJIBU**

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

## KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – MATHEMATICS ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION       | % SCORE | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations | Assessors remarks |
|---------------|---------|------------------------|----------------------|--------------------------|--------------------|-------------------|
| SCORE RANGE   |         | 75-100                 | 40-74                | 21-39                    | 1-20               |                   |
| LEARNER SCORE |         |                        |                      |                          |                    |                   |
| LEVEL         |         | 4                      | 3                    | 2                        | 1                  |                   |
| TICK LEVEL    |         |                        |                      |                          |                    |                   |

## Answer ALL questions in this section

1. A teacher writes the number **43,905** on the board while teaching learners about the value of digits. What is the place value of digit **4** in the number?
 

A. Tens

B. Tens of thousands

C. Thousands

D. Hundreds
2. During a mathematics lesson, a learner is asked to write **two thousand eight hundred and eighty-eight** using numerals. Which numeral should the learner write?
 

A. 2,088

B. 288

C. 2,888

D. 2,880
3. A shopkeeper records the number **23,461** items sold during a month. What is the total value of digit **3** in this number?
 

A. 3,000

B. 300

C. 30,000

D. 30

## WORKING SPACE

4. A teacher asks learners to identify the complete set of factors of **40**. Which group contains all the factors of 40?
  - A. 1, 3, 40, 8, 5, 21, 24
  - B. 1, 5, 9, 10, 20, 40, 38
  - C. 1, 8, 10, 7, 20, 40, 36
  - D. 1, 2, 4, 5, 8, 10, 20, 40
  
5. Five pupils recorded the following numbers during a mathematics activity: **154, 415, 541, 145 and 451**. Which arrangement shows the numbers from the largest to the smallest?
  - A. 541, 451, 415, 154, 145
  - B. 145, 154, 415, 451, 541
  - C. 451, 541, 415, 154, 145
  - D. 145, 154, 415, 541, 451
  
6. A school is numbering its library books up to **10,000**. Which number comes immediately before 10,000?
 

|          |           |
|----------|-----------|
| A. 9,991 | B. 999    |
| C. 9,999 | D. 10,001 |
  
7. A farmer harvested **149 kilograms** of maize. If the amount is rounded off to the nearest 10 kilograms, what will be the answer?
 

|           |           |
|-----------|-----------|
| A. 145 kg | B. 150 kg |
| C. 100 kg | D. 159 kg |
  
8. A football player wears jersey number **9**. Which Roman numeral should be printed on the jersey?
  - A. XI
  - B. IV
  - C. X
  - D. IX
  
9. During a class exercise, learners are asked to add **74 and 81**. What type of number is the answer?
  - A. Odd number
  - B. Prime number
  - C. Even number
  - D. Square number

10. A school store had **8,745 exercise books**. After giving **4,230 exercise books** to pupils, how many exercise books remained?

- A. 12,975                      B. 5,145  
C. 5,415                      D. 4,515

11. A health centre had recorded **1,390 patients**. Later, **512 new patients** were registered. How many patients were recorded altogether?

- A. 878                      B. 1,902  
C. 882                      D. 1,802

12. A teacher asks learners to divide **129 sweets equally among 20 children**. How many sweets will each child receive and how many will remain?

- A. 60 remainder 9  
B. 6 remainder 9  
C. 12 remainder 9  
D. 9 remainder 20

13. A rectangular shape is divided into four equal parts, and one part is shaded.



What fraction of the shape is un-shaded?

- A.  $\frac{1}{4}$                       B.  $\frac{4}{1}$                       C.  $\frac{3}{4}$                       D. 3

14. A learner is reading the decimal number **36.24**. What is the place value of digit **2**?

- A. Tenths  
B. Tens  
C. Hundredths  
D. Ones

15. During a lesson on fractions, a teacher writes  **$\frac{3}{8}$**  on the board and asks learners to identify the numerator. Which number is the numerator?

- A. 8                      B.  $\frac{8}{3}$   
C.  $\frac{3}{8}$                       D. 3

16. A train has **30 coaches**, and each coach carries **60 passengers**. If all the coaches are full, how many passengers are on the train?

- A. 90      B. 1,800      C. 180      D. 3,060

17. A learner measures **8 parts out of 10 equal parts** of a metre. How should the fraction **8/10** be written in words?

- A. Eight tens  
B. Eight tenths  
C. Eight over ten  
D. Ten eighths

18. A baker has **3½ kilograms** of flour. The baker wants to write this mixed number as an improper fraction. Which is correct?

- A.  $\frac{2}{7}$       B.  $\frac{5}{2}$       C.  $\frac{7}{2}$       D.  $\frac{6}{2}$

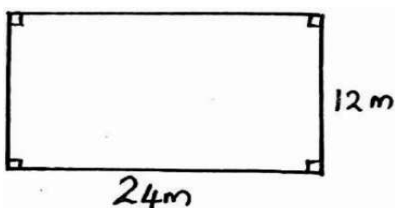
19. A shop packs **60 oranges** in each of 7 boxes. How many oranges are packed altogether?

- A. 420      B. 67      C. 607      D. 360

20. A learner is asked to arrange the decimal numbers **4.15, 4.51, 5.41 and 5.14** from the smallest to the largest. Which arrangement is correct?

- A. 5.41, 5.14, 4.51, 4.15  
B. 5.14, 5.41, 4.51, 4.15  
C. 4.15, 4.51, 5.14, 5.41  
D. 4.51, 4.15, 5.14, 5.41

21. A rectangular school garden is **12 m long and 6 m wide**.



What is its perimeter?

- A. 36 m      B. 432 m  
C. 72 m      D. 66 m

22. Lucy needs **10 litres of milk** for a family celebration. The shop sells milk in packets of  $\frac{1}{4}$  **litre** each. How many packets should she buy?

- A. 20      B. 40      C. 10      D. 80

23. A measuring container holds  $\frac{23}{100}$  **of a litre** of water. How can this fraction be written as a decimal?

- A. 0.28      B. 2.8      C. 280      D. 0.23

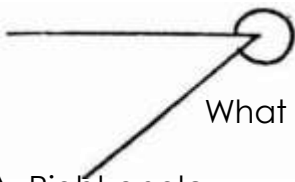
24. A school holiday lasts **4 weeks and 3 days**. Another activity takes **2 weeks and 5 days**. How much longer is the school holiday than the activity?

- A. 2 weeks 2 days      B. 1 week 2 days  
C. 1 week 5 days      D. 2 weeks 5 days

25. A football match and its activities lasted **620 minutes**. How many hours and minutes are 620 minutes?

- A. 6 hours 20 minutes      B. 10 hours 20 minutes  
C. 6 hours 2 minutes      D. 62 hours 20 minutes

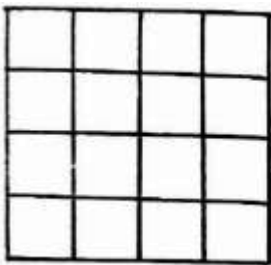
26. During a geometry lesson, a learner measures an angle as shown below.



What type of angle is it?

- A. Right angle      B. Acute angle  
C. Obtuse angle      D. Reflex angle

27. A tiled floor is made using equal unit squares.



If the arrangement shown in the diagram contains the indicated rows and columns, how many unit squares are there?

- A. 16      B. 12  
C. 8      D. 20

28. Nzimbo buys **1 kg of sugar for Sh 140** and a loaf of bread for **Sh 50**. He pays with a **Sh 500** note. How much change should he receive?

- A. Sh 190                      B. Sh 690  
C. Sh 490                      D. Sh 310

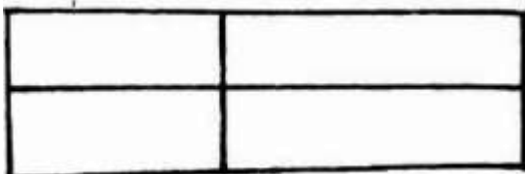
29. A family is planning its monthly budget. Which of the following is generally considered a **want** rather than a basic need?

- A. Food                      B. Car  
C. Clothes                      D. House

30. A shopkeeper has **Sh 7 and 5 cents**. How much is this amount in cents?

- A. 75 cents                      B. 705 cents  
C. 755 cents                      D. 715 cents

31. A learner studies the shape shown in the diagram and counts all the rectangles formed by its lines.



How many rectangles can be seen?

- A. 9      B. 4      C. 5      D. 7

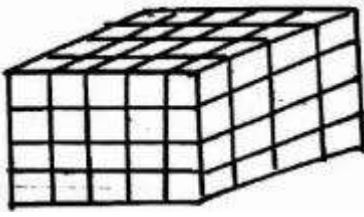
32. A clock shows the time indicated in the diagram.



If the time is in the morning, which option gives the correct time?

- A. 6:15 p.m.  
B. 3:30 a.m.  
C. 6:15 a.m.  
D. 3:30 p.m.

33. A construction block is made using equal-sized cubes as shown in the diagram.



How many cubes are needed to make the whole block?

- A. 20                      B. 40  
C. 60                      D. 80
34. A Grade 3 learner is being weighed during a school health check-up. Which is the most reasonable estimate of his mass?
- A. 100 kg  
B. 30 kg  
C. 300 kg  
D. 70 kg
35. A shopkeeper records two amounts of money: **Sh 270.91** and **Sh 19.22**. What is their total?
- A. Sh 249.69  
B. Sh 251.69  
C. Sh 231.69  
D. Sh 290.13
36. A lesson lasts **3 hours and 18 minutes**. How many minutes does the lesson last altogether?
- A. 188 minutes  
B. 198 minutes  
C. 152 minutes  
D. 168 minutes
37. A school trip begins on Monday and lasts for **4 complete days**. How many hours does the trip last?
- A. 96 hours  
B. 86 hours  
C. 28 hours  
D. 48 hours

## WORKING SPACE

38. Moraa had **810 litres of water** in a tank. Her family used **158 litres** for domestic work. How many litres of water remained?

- A. 748 litres      B. 968 litres  
C. 652 litres      D. 668 litres

39. A carpenter has a piece of wood measuring **3 m 60 cm**. He makes 3 pieces of the same length. What is the total length of the three pieces?

- A. 9 m 180 cm      B. 10 m 30 cm  
C. 3 m 63 cm      D. 10 m 80 cm

40. A businesswoman has **8 kg of sorghum**. She packs it into packets containing  $\frac{1}{2}$  **kg each**. How many packets can she make?

- A. 8      B. 16      C. 10      D. 4

41. A learner wants to measure the amount of water in a container. Which unit is most appropriate for measuring capacity?

- A. Litres      B. Metres  
C. Kilograms      D. Minutes

42. A teacher asks learners to find the sum of all the odd numbers between **0 and 20**. What is the answer?

- A. 45      B. 24      C. 25      D. 21

43. A number pattern increases by **10** each time: **75, 85, 95, ....** What is the next number?

- A. 65      B. 105      C. 115      D. 100

44. A farmer measures  $\frac{7}{3}$  **metres** of rope. How can this improper fraction be written as a mixed fraction?

- A.  $\frac{3}{7}$       B. 7.3      C.  $2\frac{1}{3}$       D.  $2\frac{1}{2}$

45. A clock face has Roman numerals. If one position is marked **VII**, which number does it represent?

- A. 4      B. 5      C. 6      D. 7

46. Four learners compare the fractions  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{10}$  and  $\frac{1}{9}$ . Which arrangement shows them from the smallest to the largest?

- A.  $\frac{1}{10}$ ,  $\frac{1}{9}$ ,  $\frac{1}{8}$ ,  $\frac{1}{7}$   
 B.  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$   
 C.  $\frac{1}{10}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{7}$   
 D.  $\frac{1}{7}$ ,  $\frac{1}{10}$ ,  $\frac{1}{9}$ ,  $\frac{1}{8}$

47. A customer has **Sh 12.80** and spends **Sh 9.90**. How much money remains?

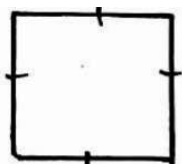
- A. Sh 2.10    B. Sh 2.90    C. Sh 3.90    D. Sh 2.10

48. During a school fundraising exercise, three groups collect **768**, **592** and **38** items. How many items do they collect altogether?

- A. 1,398    B. 1,389    C. 1,938    D. 1,839

49. A learner observes the closed, four-sided figure shown in the diagram.

What is the name of the figure?



- A. Rectangle      B. Oval  
 C. Square        D. Circle

50. A learner observes a repeating pattern of shapes in the diagram.



Which option shows the shape that should come next?

- A.       B.   
 C.       D. 

## ANSWERS

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

# KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

## DECEMBER ASSIGNMENT 2026

### GRADE 4 – SCIENCE AND TECHNOLOGY ACTIVITY

Time: 2 HOURS



#### LEARNER'S DETAILS

Name: \_\_\_\_\_ . SCHOOL: \_\_\_\_\_ .

ASST/UPI Number: \_\_\_\_\_ . Date: \_\_\_\_\_ .

#### Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

#### FOR EXAMINER'S USE

| SECTION          | %<br>SCORE | Exceeding<br>Expectations | Meeting<br>Expectations | Approaching<br>Expectations | Below<br>Expectations | Assessors<br>remarks |
|------------------|------------|---------------------------|-------------------------|-----------------------------|-----------------------|----------------------|
| SCORE<br>RANGE   |            | 75-100                    | 40-74                   | 21-39                       | 1-20                  |                      |
| LEARNER<br>SCORE |            |                           |                         |                             |                       |                      |
| LEVEL            |            | 4                         | 3                       | 2                           | 1                     |                      |
| TICK LEVEL       |            |                           |                         |                             |                       |                      |

#### Answer ALL questions in this section

1. During a Nature Walk, Grade 3 learners observed a goat, a tree, a stone and a chair. The teacher explained that plants and animals are grouped together because they are \_\_\_\_\_ things.

- A. heavy
- B. living
- C. bad
- D. non-living

2. During a health lesson, learners discussed the teeth found in the mouth of a fully grown adult. How many teeth does a healthy adult usually have?

- A. 28
- B. 20
- C. 32
- D. 9

3. A learner was eating groundnuts and used the broad teeth at the back of the mouth to crush the food. Which work do these teeth perform?

- A. Chewing and grinding
- B. Cutting and biting
- C. Tearing and cutting
- D. Biting and chewing

4. During a science lesson, learners listed the characteristics of animals. Which one of the following is NOT a characteristic of animals?

- A. They move.
- B. They make their own food.
- C. They grow.
- D. They reproduce.

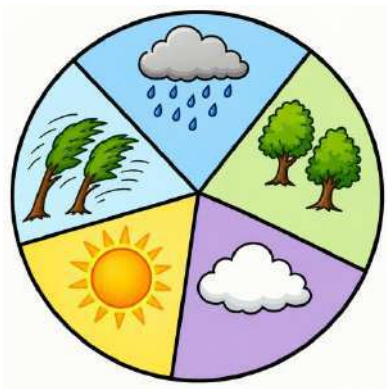
5. A farmer listened to the weather forecast before going to the farm. The weather symbol shown below was displayed on the forecast.



The symbol shows that the weather is

- A. rainy
- B. cloudy
- C. windy
- D. sunny

6. During a weather lesson, learners recorded the weather conditions for several days using the diagram shown below.



The diagram is called a \_\_\_\_\_.

- A. circle
- B. symbol
- C. weather clock
- D. pie chart

7. Before eating her lunch, Amina was reminded to wash her hands with clean water and soap. Dirty hands can bring \_\_\_\_\_ into our bodies.

- A. food
- B. clothes
- C. germs
- D. plants

8. During a technology lesson, learners identified devices used to receive, process or communicate information. Which one of the following is NOT a digital device?

- A. Radio
- B. Tablet
- C. Smartphone
- D. Water filter

9. Before leaving for school, Brian saw dark rain-bearing clouds in the sky. Which type of clouds is commonly associated with rain?

- A. Nimbus
- B. Cumulus
- C. Stratus
- D. Cirrus

10. During an experiment, learners sorted different materials according to their states of matter. Which one of the following is NOT a state of matter?

- A. Solid
- B. Liquid
- C. Plant
- D. Gas

11. After experiencing a toothache, Wanjiku visited a health professional who examines and treats teeth. This person is called a \_\_\_\_\_.

- A. teacher
- B. pastor
- C. driver
- D. dentist

12. During an agriculture lesson, learners discussed animals that provide useful products to human beings. Which animal commonly gives us milk?

- A. Cow
- B. Donkey
- C. Dog
- D. Cat

13. A learner used a torch to shine light through a small hole onto a wall. The experiment showed that light travels in a \_\_\_\_\_ line.

- A. zigzag
- B. straight
- C. curved
- D. cornered

14. While standing near a large rock, Kevin shouted and heard his voice coming back to him. The reflected sound he heard is called an \_\_\_\_\_.

- A. water
- B. microphone
- C. shaker
- D. echo

15. During playtime, learners moved a desk by pushing it across the classroom. When we push or pull an object, we apply a \_\_\_\_\_.

- A. weight
- B. water
- C. force
- D. wind

16. During an animal study, learners observed a cow, a fish and a bird. These animals have backbones. Animals with backbones are called \_\_\_\_\_.

- A. plants
- B. vertebrates
- C. growers
- D. invertebrates

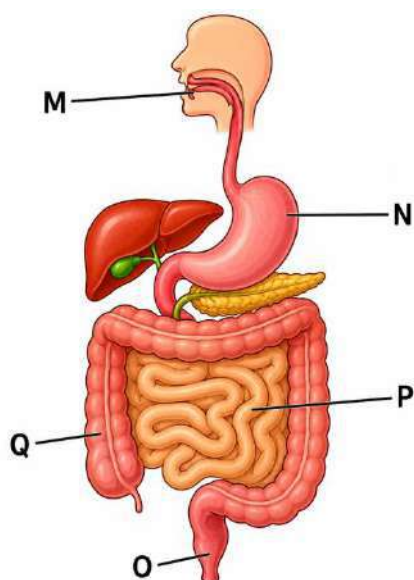
17. The school environmental club discussed activities that can cause air pollution. Which one of the following does NOT pollute the air?

- A. Smoke from burning charcoal
- B. Vehicle fumes
- C. Smoke from burning rubbish
- D. Growing plants

18. After harvesting maize, a farmer wanted to separate the chaff from the grains by winnowing. Which is the best weather condition for this activity?

- A. A windy day
- B. A rainy day
- C. A calm day
- D. A cloudy day

**Use the diagram below to answer Questions 19–22.**



19. A teacher used the digestive system diagram above to explain how food is broken down in the body. In which labelled part does digestion begin?

- A. N
- B. Q
- C. P
- D. M

20. Identify the part labelled N in the digestive system diagram.

- A. Liver
- B. Stomach
- C. Mouth
- D. Large intestine

21. During digestion, water and some mineral salts are absorbed in one part of the digestive system. According to the diagram, this part is labelled \_\_\_\_\_.

- A. Q
- B. M
- C. O
- D. N

22. The part labelled P in the diagram is the \_\_\_\_\_.

- A. mouth
- B. pancreas
- C. small intestine
- D. anus

23. During a technology lesson, learners observed patterns on traffic lights, computer icons and sports balls. These arrangements are examples of common \_\_\_\_\_ patterns.

- A. keyboard
- B. letter
- C. coded
- D. shape

24. At home, water is used for many activities. Which one of the following is NOT a common domestic use of water?

- A. Bathing
- B. Cooking
- C. Swimming
- D. Washing clothes

25. During a Social Studies lesson, learners observed the direction in which the sun appears in the morning and disappears in the evening. The sun rises in the \_\_\_\_\_ and sets in the \_\_\_\_\_.

- A. West, East
- B. East, West
- C. North, South
- D. South, North

26. During a water experiment, learners placed different objects in a basin of water. Which one of the following is most likely to float instead of sink?

- A. Stone
- B. Marble
- C. Plastic bottle cap
- D. Nail

27. During a sorting activity, learners grouped a table, chair, ruler and stone together. These objects are classified as \_\_\_\_\_.

- A. living things
- B. man-made things
- C. non-living things
- D. growing things

28. During a dental health lesson, the teacher showed learners the diagram of a tooth below.



Identify the type of tooth shown.

- A. Incisor
- B. Molar
- C. Canine
- D. Premolar

29. During a coding activity, learners used the diagram below to change letters into numbers.

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> | <b>H</b> |
| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |

Using the code, which number represents the word DAD?

- A. 414
- B. 345
- C. 412
- D. 234

30. During a science experiment, learners were asked to identify materials in different states of matter. Which one of the following is NOT a liquid?

- A. Water
- B. Ice
- C. Spirit
- D. Kerosene

31. During a school clean-up activity, learners needed to move a heavy load of soil from one place to another. Which simple tool would be most suitable?

- A. Wheelbarrow
- B. Scissors
- C. Beam balance
- D. Fishing rod

32. During an outdoor activity, learners wanted to observe objects that were very far away in the sky. Which instrument would be most suitable?

- A. Microscope
- B. Seesaw
- C. Binoculars
- D. Torch

33. During a Nature Walk, learners observed different ways in which animals move. Which animal moves by slithering?

- A. Spider
- B. Snake
- C. Housefly
- D. Bee

34. A learner tried to shine a torch through a thick piece of cardboard, but no light passed through it. Materials that do not allow light to pass through are called \_\_\_\_\_ materials.

- A. rough
- B. translucent
- C. transparent
- D. opaque

35. During a computer lesson, learners connected a desktop computer to a source of electrical power. Which item connects the digital device to the power source?

- A. CPU
- B. Monitor
- C. Power cable
- D. Keyboard

36. During a science lesson, learners studied the three main parts of a lever. Which one of the following is NOT a part of a lever?

- A. Fulcrum
- B. Load
- C. Effort
- D. Spade

37. The human body removes waste products such as urine, sweat and other wastes. This process is known as \_\_\_\_\_.

- A. breathing
- B. sweating
- C. excretion
- D. digestion

38. After food has been chewed, the tongue rolls it into small rounded masses to make swallowing easier. These rounded masses are called \_\_\_\_\_.

- A. boluses
- B. stones
- C. small particles
- D. balls

39. During an environmental conservation lesson, learners discussed substances that make rivers, lakes and other water sources dirty. Such substances are called \_\_\_\_\_.

- A. materials
- B. air
- C. pollutants
- D. solids

40. During a computer lesson, the teacher explained that one main part processes instructions and controls many activities of the computer. This part is commonly called the \_\_\_\_\_.

- A. keyboard
- B. monitor
- C. CPU
- D. hard disk

41. A family kept a burning charcoal jiko inside a poorly ventilated room. This can be dangerous because it may cause \_\_\_\_\_.

- A. coughing
- B. sneezing
- C. suffocation
- D. cooking

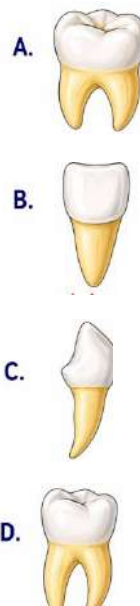
42. During a science experiment, a learner struck a drum and other learners standing around it could hear the sound. This shows that sound travels in \_\_\_\_\_.

- A. two directions
- B. a straight line only
- C. all directions
- D. one direction

43. During a computer lesson, Aisha wanted to point at and select an icon on the monitor. Which device should she use?



44. During a dental health lesson, learners studied different types of teeth and their functions. Study the drawings below and select the tooth mainly used for holding and tearing food.



45. During a lesson on light, learners identified sources of light found in their environment. Which one of the following is a natural source of light?

- A. Sun
- B. Candle
- C. Torch
- D. Electric bulb

46. During a science lesson, learners learned that solids, liquids and gases are different forms in which matter exists. They are collectively called \_\_\_\_\_ of matter.

- A. living things
- B. states
- C. environments
- D. materials

47. During a classification activity, learners grouped animals according to whether they had backbones or not. Which one of the following is NOT an invertebrate?

- A. Bee
- B. Locust
- C. Cow
- D. Snail

48. During a night observation activity, learners looked at objects in the sky. Which one of the following cannot normally be seen in the sky at night?

- A. Stars
- B. Clouds
- C. Sun
- D. Moon

49. Before carrying out an activity in the school workshop, learners were required to wear protective equipment. Study the protective device shown below.



Identify the protective device.

- A. Goggles
- B. Boots
- C. Face mask
- D. Gloves

50. During a holiday, children wanted to fly kites in an open field. Which weather condition is best for flying a kite?

- A. Sunny
- B. Windy
- C. Cloudy
- D. Rainy

## ANSWERS

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

## DECEMBER ASSIGNMENT 2026

## GRADE 4 – SOCIAL STUDIES ACTIVITY

Time: 2 HOURS



## LEARNER'S DETAILS

Name: \_\_\_\_\_, SCHOOL: \_\_\_\_\_.

ASST/UPI Number: \_\_\_\_\_.

Date: \_\_\_\_\_.

## Instructions for Learners

1. Write your name, Assessment/UPI Number and the Date in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.

## FOR EXAMINER'S USE

| SECTION | % SCORE | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations | Assessors remarks |
|---------|---------|------------------------|----------------------|--------------------------|--------------------|-------------------|
| RANGE   |         | 75-100                 | 40-74                | 21-39                    | 1-20               |                   |
| SCORE   |         |                        |                      |                          |                    |                   |
| LEVEL   |         | 4                      | 3                    | 2                        | 1                  |                   |
| LEVEL   |         |                        |                      |                          |                    |                   |

Answer ALL questions in this section

Use the map of Amani Area to answer Questions 1–5.

## AMANI AREA



## Key



Forest



Mountain



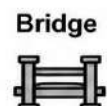
River



Tarmac road



Maize



Bridge

Settlements



Cattle dip

C.D

Governor office

G.O

Church



1. The people of Amani Area use \_\_\_\_\_ as their main means of transport.

A. Ship B. Air C. Railway D. Road

2. In which direction is the Governor's Office from the cattle dip?

A. North B. South C. West D. East

3. Which food crop is grown in Amani Area?

A. Trees B. Tea C. Maize D. Beans

4. The type of settlement shown on the map is known as a \_\_\_\_\_ settlement.

A. Linear B. Population  
C. Scattered D. Clustered

5. What is the main religion of the people of Amani Area?

A. Islam B. Christianity  
C. Hinduism D. Traditional religion

6. Our school is located in \_\_\_\_\_ County.

A. Kajiado  
B. Machakos  
C. Kiambu  
D. Nairobi

7. Which one of the following is **NOT** a physical feature found in our county?

A. River B. Plain C. School D. Plateau

8. \_\_\_\_\_ come to visit historic built environments in our county.

A. Attendants  
B. Wardens  
C. Tourists  
D. Services

9. There are \_\_\_\_\_ seasons in the county.

A. Four  
B. Three  
C. Five  
D. Two

10. An \_\_\_\_\_ is an activity that one starts in order to earn money.

A. Farmer  
B. Enterprise project  
C. Community  
D. Activity

11. A good citizen should participate in \_\_\_\_\_.

A. Stealing  
B. Fighting  
C. Singing  
D. Elections

12. How many counties are there in Kenya?

A. 27  
B. 12  
C. 47  
D. 40

13. Chiefs, village elders and priests are examples of \_\_\_\_\_.

A. Community members  
B. Church members  
C. School members  
D. Social groups

14. Which one of the following is **NOT** an example of a school core value?

A. Hatred  
B. Love  
C. Teamwork  
D. Honesty

15. \_\_\_\_\_ are important beliefs that guide members of a school.

A. School motto  
B. School core values  
C. History of the school  
D. School routine

16. Things we need to produce wealth in our county are called \_\_\_\_\_.

A. Books  
B. Money  
C. Economic activities  
D. Resources

**17.** Which one of the following is an example of a resource found in our county?

- A. Shop
- B. School
- C. Water
- D. Church

**18.** There are \_\_\_\_\_ main methods of trade.

- A. Two
- B. Three
- C. One
- D. Four

**19.** A \_\_\_\_\_ is a person who belongs to a particular county or country.

- A. Pupil
- B. Citizen
- C. Teacher
- D. Tourist

**20.** The ability to love one's school or country is called \_\_\_\_\_.

- A. Citizenship
- B. Patriotism
- C. Laziness
- D. Greediness

**21.** Which one of the following is **NOT** a quality of a good citizen in school?

- A. Responsible
- B. Honest
- C. Patient
- D. Rude

**22.** Which one of the following is **NOT** an example of a built environment?

- A. Homes
- B. Schools
- C. Rivers
- D. Roads

**23.** Many sub-counties make a \_\_\_\_\_.

- A. County
- B. Location
- C. Village
- D. Country

**24.** We harvest during the \_\_\_\_\_ season.

- A. Wet
- B. Dry
- C. Cold
- D. Rainy

**25.** Which one of the following is an example of a historic built environment?

- A. Church
- B. School
- C. Road
- D. Museum

**26.** Which one of the following is an aspect of traditional culture?

- A. Reading
- B. Writing
- C. Housing
- D. Drawing

**27.** The use of money to pay for goods and services is called \_\_\_\_\_ trade.

- A. Barter
- B. Currency
- C. Traditional
- D. Modern

**28.** Which one of the following is a product of traditional industry?

- A. Basket
- B. Cups
- C. Soap
- D. Spoon

**29.** Areas with few houses are said to be \_\_\_\_\_ populated.

- A. Densely
- B. Linearly
- C. Clustered
- D. Sparsely

**30.** We plant crops during the \_\_\_\_\_ season.

- A. Cold
- B. Dry
- C. Rainy
- D. Hot

## ANSWER KEY

### Question Answer

|    |   |
|----|---|
| 1  | D |
| 2  | B |
| 3  | C |
| 4  | A |
| 5  | B |
| 6  | D |
| 7  | C |
| 8  | C |
| 9  | A |
| 10 | B |
| 11 | D |
| 12 | C |
| 13 | A |
| 14 | A |
| 15 | B |
| 16 | D |
| 17 | C |
| 18 | A |
| 19 | B |
| 20 | B |
| 21 | D |
| 22 | C |
| 23 | A |
| 24 | B |
| 25 | D |
| 26 | C |
| 27 | B |
| 28 | A |
| 29 | D |
| 30 | C |