

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 10 – COMMUNITY SERVICE LEARNING

Time: 2 Hours

LEARNER'S DETAILS

Name: _____, School: _____.

Assessment Number: _____, Date: _____.

School Code: _____, Signature: _____.

INSTRUCTIONS TO CANDIDATES

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

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (30 MARKS)

Answer ALL questions in this section.

1.

a) What is meant by **community development**? (2 marks)

b) State **two ways** Community Service Learning can contribute to community development. (2 marks)

i. _____

ii. _____

2.

A group of learners observes that many young people in their community spend most of their free time without engaging in productive activities.

a) Identify **one community problem** illustrated by the situation. **(1 mark)**

b) State **two possible causes** of the problem. **(2 marks)**

i. _____

ii. _____

c) Suggest **one CSL activity** that could help address the problem. **(1 mark)**

3.

a) What is a **community resource**? **(1 mark)**

b) Give **three examples of resources** that may be available in a community. **(3 marks)**

i. _____

ii. _____

iii. _____

4.

a) Define **empathy**. **(2 marks)**

b) State **two ways** a learner can demonstrate respect when working with community members. **(2 marks)**

i. _____

ii. _____

5.

a) State **two methods of communication** that can be used when organising a community service project. **(2 marks)**

i. _____

ii. _____

b) Give **one reason** why effective communication is important in CSL. **(1 mark)**

6.

Before starting a community clean-up project, learners inspect the area and notice broken glass, exposed wires and stagnant water.

a) Identify **two risks** in the situation. **(2 marks)**

i. _____

ii. _____

b) State **two safety measures** learners should take. **(2 marks)**

i. _____

ii. _____

7.

a) State **two questions** a learner may ask themselves when reflecting on a completed CSL activity. **(2 marks)**

i. _____

ii. _____

b) State **one importance of reflection** in Community Service Learning. **(1 mark)**

SECTION B: 50 MARKS

Answer ALL questions in this section.

8.

Your school wants Grade 10 learners to develop a project that will address poor waste management in the community surrounding the school.

a) Identify **two methods** learners could use to collect information about waste-management problems. **(2 marks)**

i. _____

ii. _____

b) State **three questions** learners could ask community members during the needs assessment. **(3 marks)**

i. _____

ii. _____

iii. _____

c) State **three objectives** that could guide the proposed project. **(3 marks)**

i. _____

ii. _____

iii. _____

d) Identify **two stakeholders** who should be consulted before implementing the project. **(2 marks)**

i. _____

ii. _____

9.

A group of Grade 10 learners identifies elderly people living alone in their community. Some of the elderly people have difficulty obtaining basic necessities and maintaining their surroundings. The learners decide to develop a service project to support them.

a) Identify **two needs** of the elderly people from the case study. **(2 marks)**

i. _____

ii. _____

b) Suggest **three appropriate service activities** learners could undertake. **(3 marks)**

i. _____

ii. _____

iii. _____

c) State **two values** learners should demonstrate while working with the elderly. **(2 marks)**

i. _____

ii. _____

d) Explain **two precautions** learners should observe when providing assistance to vulnerable people. **(2 marks)**

i. _____

ii. _____

e) State **one possible benefit** of the project to the learners. **(1 mark)**

10.

During a tree-planting project, the learners realise that they have fewer seedlings than expected. Some members suggest cancelling the activity, while others suggest changing the project plan.

a) Identify **two possible causes** of the shortage of seedlings. **(2 marks)**

i. _____

ii. _____

b) State **three possible solutions** to the problem. **(3 marks)**

i. _____

ii. _____

iii. _____

c) Identify **two qualities** that would help the project leader make an appropriate decision. **(2 marks)**

i. _____

ii. _____

d) Explain **two reasons** why learners should consider alternative solutions before making a final decision. **(2 marks)**

i. _____

ii. _____

e) State **one lesson** learners can gain from experiencing such a challenge. **(1 mark)**

11.

A CSL group receives money and materials from community members to support a school sanitation project. After purchasing some materials, the group leader does not record all the expenditure and cannot clearly explain how some of the money was used.

a) Identify **one ethical problem** in the situation. **(1 mark)**

b) State **three principles of accountability** that should guide the management of project resources. **(3 marks)**

i. _____

ii. _____

iii. _____

c) Suggest **two measures** that could prevent misuse of resources in future projects. **(2 marks)**

i. _____

ii. _____

d) Explain **two reasons** why proper record keeping is important in CSL projects. **(2 marks)**

i. _____

ii. _____

e) State **two people or groups** to whom the project team should be accountable. **(2 marks)**

i. _____

ii. _____

12.

Your class has completed a community project aimed at improving access to clean water. The project involved creating awareness about water conservation, cleaning the surroundings of a community water point and encouraging proper use of the facility.

a) State **three indicators** that could be used to evaluate the success of the project. **(3 marks)**

i. _____

ii. _____

iii. _____

b) Give **two methods** that could be used to obtain feedback from community members. **(2 marks)**

i. _____

ii. _____

c) Suggest **two measures** that could make the project sustainable after the learners complete their activities. **(2 marks)**

i. _____

ii. _____

d) State **one challenge** that could affect the sustainability of the project. **(1 mark)**

e) Explain **one way** learners can use what they learned from the project in their future lives. **(1 mark)**

f) Why is reflection important after completing a Community Service Learning project? **(1 mark)**

GRADE 10 COMMUNITY SERVICE LEARNING

MARKING SCHEME

General instruction: Award marks for any other relevant and correct response. Where an explanation is required, the learner should demonstrate understanding rather than merely list a point.

SECTION A: 30 MARKS

1.

a) What is meant by community development? (2 marks)

Community development is the process through which people in a community work together to identify and address their needs and improve their social, economic and environmental well-being.

(2 marks)

b) State two ways Community Service Learning contributes to community development. (2 marks)

Any two:

- Helps address real community problems.
- Mobilises community members to participate in development activities.
- Promotes environmental conservation.
- Improves community facilities and services.
- Develops responsible and active citizens.
- Creates awareness about community issues.
- Encourages cooperation between schools and communities.

(1 × 2 = 2 marks)

2.

a) Identify one community problem. (1 mark)

- Lack of productive activities/opportunities for young people.

(1 mark)

b) State two possible causes. (2 marks)

Any two:

- Unemployment.
- Lack of recreational facilities.
- Lack of youth development programmes.
- Poverty.
- Lack of skills or training opportunities.
- Peer influence.
- Lack of community support.

(1 × 2 = 2 marks)

c) Suggest one CSL activity. (1 mark)

Any one:

- Organise a youth skills-training programme.
- Establish a sports or talent-development activity.
- Conduct career guidance and mentorship.
- Organise an entrepreneurship awareness programme.
- Establish a community youth club.

(1 mark)

3.

a) What is a community resource? (1 mark)

A community resource is a person, facility, material, organisation, skill or other asset available within a community that can be used to meet community needs or support development.

(1 mark)

b) Give three examples. (3 marks)

Any three:

- Schools
- Health centres
- Water sources
- Community halls
- Skilled people
- Community leaders
- Religious organisations
- Youth groups
- Non-governmental organisations
- Local businesses
- Natural resources
- Sports facilities

(1 × 3 = 3 marks)

4.

a) Define empathy. (2 marks)

Empathy is the ability to understand and appreciate another person's feelings, experiences or situation and respond appropriately.

(2 marks)

b) State two ways of demonstrating respect. (2 marks)

Any two:

- Listening carefully to community members.
- Using polite and appropriate language.
- Respecting people's opinions and beliefs.
- Seeking permission before using people's property or images.
- Treating everyone equally.

- Respecting privacy and dignity.
- Valuing community members' contributions.

(1 × 2 = 2 marks)

5.

a) State two methods of communication. (2 marks)

Any two:

- Face-to-face meetings.
- Telephone calls.
- Text messages.
- Notices/posters.
- Letters.
- Community meetings/barazas.
- Emails.
- Social media platforms.
- Public announcements.

(1 × 2 = 2 marks)

b) Give one reason why effective communication is important. (1 mark)

- It ensures that participants understand project objectives, responsibilities and activities.

(1 mark)

Other acceptable responses include:

- Reduces misunderstandings.
- Promotes teamwork.
- Helps coordinate activities.
- Enables information sharing.

6.

a) Identify two risks. (2 marks)

Any two:

- Injury from broken glass.
- Electric shock from exposed wires.
- Waterborne/vector-borne diseases from stagnant water.
- Slipping or falling near stagnant water.
- Infection from contaminated materials.

(1 × 2 = 2 marks)

b) State two safety measures. (2 marks)

Any two:

- Avoid touching exposed electrical wires.
- Report dangerous areas to responsible authorities.

- Wear protective gloves and appropriate footwear.
- Use suitable tools to collect waste.
- Avoid direct contact with stagnant or contaminated water.
- Keep learners away from dangerous areas.
- Conduct a risk assessment before starting work.

(1 × 2 = 2 marks)

7.

a) State two questions a learner may ask when reflecting. (2 marks)

Any two:

- What did I learn from the activity?
- What did I do well?
- What challenges did I encounter?
- How did the activity benefit the community?
- What could I have done differently?
- Did we achieve our objectives?
- What should be improved in future?

(1 × 2 = 2 marks)

b) State one importance of reflection. (1 mark)

- It helps learners identify what they learned, evaluate their experiences and improve future activities.

(1 mark)

SECTION B: 50 MARKS

8.

a) Two methods of collecting information. (2 marks)

Any two:

- Observation.
- Interviews.
- Questionnaires.
- Community meetings.
- Surveys.
- Focus group discussions.
- Discussions with local leaders.

(1 × 2 = 2 marks)

b) Three questions learners could ask community members. (3 marks)

Any three relevant questions, for example:

1. What are the main waste-management problems in this community?
2. Where is waste usually disposed of?
3. What causes poor waste disposal in this area?
4. How does poor waste management affect residents?

5. What solutions would you recommend?
6. What support can community members provide?

(1 × 3 = 3 marks)

c) Three objectives for the project. (3 marks)

Any three appropriate objectives:

- To create awareness about proper waste disposal.
- To reduce littering around the school and community.
- To encourage sorting and recycling of waste.
- To organise regular community clean-up activities.
- To promote responsible waste-management practices.

(1 × 3 = 3 marks)

d) Two stakeholders. (2 marks)

Any two:

- Community leaders.
- Local government authorities.
- Environmental officers.
- School administration.
- Teachers.
- Parents.
- Community members.
- Waste-management organisations.
- Local businesses.

(1 × 2 = 2 marks)

9.

a) Two needs of the elderly people. (2 marks)

Any two:

- Access to basic necessities.
- Assistance with maintaining their surroundings.
- Social support and companionship.
- Access to health services.
- Help with household/community tasks.
- Protection and care.

(1 × 2 = 2 marks)

b) Three appropriate service activities. (3 marks)

Any three:

- Cleaning their surroundings.
- Assisting with obtaining basic necessities.
- Organising visits and companionship.
- Creating awareness about available support services.

- Helping with appropriate household tasks.
- Organising a community donation drive.
- Linking them with relevant community support services.

(1 × 3 = 3 marks)

c) Two values learners should demonstrate. (2 marks)

Any two:

- Respect
- Empathy
- Compassion
- Patience
- Responsibility
- Honesty
- Kindness
- Dignity

(1 × 2 = 2 marks)

d) Explain two precautions. (2 marks)

Any two:

- Respect their privacy and dignity.
- Seek consent before providing assistance or taking photographs.
- Avoid exposing their personal information.
- Use safe methods when assisting them physically.
- Report serious needs to appropriate adults or authorities.
- Avoid taking advantage of vulnerable people.

(1 × 2 = 2 marks)

e) One possible benefit to learners. (1 mark)

Any one:

- Develops empathy and compassion.
- Develops communication skills.
- Promotes responsible citizenship.
- Provides practical experience.
- Develops teamwork skills.
- Increases awareness of community needs.

(1 mark)

10.

a) Two possible causes of shortage of seedlings. (2 marks)

Any two:

- Fewer seedlings were supplied than expected.
- Poor planning.
- Miscalculation of the required number.

- Some seedlings were damaged.
- Some seedlings were lost during transportation.
- Limited funds.
- Supplier failure.

(1 × 2 = 2 marks)

b) Three possible solutions. (3 marks)

Any three:

- Obtain additional seedlings from another supplier.
- Ask community members or organisations to donate seedlings.
- Reduce the area to be planted while maintaining the main objective.
- Plant available seedlings strategically.
- Reschedule part of the activity.
- Seek support from the school or relevant environmental organisations.

(1 × 3 = 3 marks)

c) Two qualities of the project leader. (2 marks)

Any two:

- Good decision-making.
- Creativity.
- Flexibility.
- Problem-solving ability.
- Leadership.
- Communication skills.
- Responsibility.
- Resourcefulness.
- Ability to consult others.

(1 × 2 = 2 marks)

d) Two reasons for considering alternative solutions. (2 marks)

- It increases the possibility of finding an effective solution.
- It enables the team to compare advantages and disadvantages.
- It prevents making rushed decisions.
- It encourages creativity and critical thinking.
- It helps the team make better use of available resources.

(1 × 2 = 2 marks)

e) One lesson learners can gain. (1 mark)

Any one:

- The importance of planning.
- The importance of flexibility.
- Challenges can be solved through teamwork.
- The need to have alternative plans.
- Effective problem-solving requires creativity.

(1 mark)

11.

a) Identify one ethical problem. (1 mark)

- Lack of accountability and transparency in the use of project funds/resources.

(1 mark)

b) Three principles of accountability. (3 marks)

Any three:

- Transparency.
- Honesty.
- Proper record keeping.
- Responsibility.
- Integrity.
- Proper reporting.
- Efficient use of resources.
- Openness in financial transactions.

(1 × 3 = 3 marks)

c) Two measures to prevent misuse of resources. (2 marks)

Any two:

- Keep accurate financial records.
- Require receipts for expenditure.
- Have more than one person involved in handling project funds.
- Regularly report expenditure to stakeholders.
- Prepare and follow a project budget.
- Conduct regular monitoring and auditing.
- Obtain approval before major expenditure.

(1 × 2 = 2 marks)

d) Two reasons for proper record keeping. (2 marks)

- It promotes accountability and transparency.
- It helps track how resources have been used.
- It provides evidence of expenditure.
- It makes evaluation and reporting easier.
- It helps prevent misuse of resources.
- It assists in planning future projects.

(1 × 2 = 2 marks)

e) Two people/groups to whom the project team should be accountable. (2 marks)

Any two:

- School administration.
- Teachers/project supervisors.

- Learners/team members.
- Community members.
- Donors/sponsors.
- Community leaders.
- Relevant government authorities.

(1 × 2 = 2 marks)

12.

a) Three indicators of project success. (3 marks)

Any three:

- Improved cleanliness around the water point.
- Reduced wastage of water.
- Increased community awareness about water conservation.
- Improved use and maintenance of the water facility.
- Positive feedback from community members.
- Reduced cases of misuse of the water source.
- Increased participation in maintaining the facility.

(1 × 3 = 3 marks)

b) Two methods of obtaining feedback. (2 marks)

Any two:

- Interviews.
- Questionnaires.
- Community meetings.
- Focus group discussions.
- Suggestion boxes.
- Observation.
- Informal discussions with beneficiaries.

(1 × 2 = 2 marks)

c) Two measures for sustainability. (2 marks)

Any two:

- Establish a community committee to continue maintaining the water point.
- Train community members on proper maintenance.
- Develop a regular cleaning schedule.
- Involve local leaders in monitoring the facility.
- Create continued awareness programmes.
- Link the community with relevant authorities for support.
- Mobilise local resources for maintenance.

(1 × 2 = 2 marks)

d) One challenge affecting sustainability. (1 mark)

Any one:

- Lack of funds.
- Lack of community participation.
- Poor maintenance.
- Lack of leadership.
- Lack of resources.
- Loss of interest after the learners leave.
- Vandalism.
- Poor coordination.

(1 mark)

e) One way learners can use what they learned in future. (1 mark)

- They can apply the skills, values and knowledge gained to solve other problems in their homes, schools and communities.

(1 mark)

f) Why is reflection important? (1 mark)

- It helps learners understand what they learned, evaluate the effectiveness of their actions and identify improvements for future community service projects.

(1 mark)

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – COMMUNITY SERVICE LEARNING LEARNER'S DETAILS

Name: _____, School: _____.

Assessment Number: _____, Date: _____.

School Code: _____, Signature: _____.

PROJECT THEME

Identifying a Community Problem and Taking Practical Action to Address It

A. PROJECT TASK

You are required to identify **one genuine problem affecting your school or local community** and undertake a practical Community Service Learning activity to address it.

The project should involve:

1. Identifying a community need or problem.
2. Investigating the causes and effects of the problem.
3. Planning an appropriate service activity.
4. Implementing the planned activity.
5. Documenting the activity.
6. Evaluating the impact of the service.
7. Reflecting on what you have learned.

Suggested Project Areas

A learner may select **one** of the following:

- Environmental conservation
- Tree planting and care
- Waste management
- School/community cleanliness
- Water conservation
- Food and nutrition awareness
- Road safety awareness
- Supporting vulnerable members of the community
- Literacy promotion
- Child protection awareness
- Digital literacy awareness
- Public health and hygiene awareness
- Community beautification
- Promotion of peaceful coexistence
- Conservation of local cultural heritage

Note: The project should address a real and manageable need in the learner's community.

B. PROJECT REQUIREMENTS

The learner should prepare a simple **CSL Project Portfolio** containing the following:

1. Project Identification

State:

- Name of the project
- Community problem identified
- Location
- Target group
- Reason for choosing the problem

2. Investigation of the Problem

The learner should:

- Describe the problem.
- Identify its causes.
- Explain its effects on the community.
- Collect relevant information through appropriate methods such as observation, interviews or questionnaires.

3. Project Planning

Prepare a simple plan showing:

Activity	Resources Required	Persons Involved	Time

4. Implementation

Carry out the planned community service activity.

The learner should demonstrate:

- Participation
- Cooperation
- Responsibility
- Proper use of resources
- Respect for community members
- Safe and ethical conduct

5. Documentation

Provide appropriate evidence such as:

- Photographs, where permitted
- Observation records
- Interview notes
- Attendance records
- Activity log
- Drawings/posters
- Samples of work
- Feedback from beneficiaries

6. Evaluation

The learner should explain:

- What was achieved.
- Who benefited.
- Whether the identified problem was reduced.
- Challenges encountered.
- How the project could be improved.

7. Reflection

The learner should explain what he/she learned from the project, including:

- Skills gained
- Values developed
- Competencies demonstrated
- Changes in attitude
- How the experience can be applied in future.

C. 20-MARK ASSESSMENT RUBRIC

No.	Assessment Area	Indicators	Marks
1	Identification of community problem	Clearly identifies a genuine community problem, target group and justification	2
2	Investigation/Research	Collects relevant information and identifies causes/effects using appropriate methods	3
3	Project planning	Develops a realistic action plan showing activities, resources, people and time	3
4	Implementation of service activity	Participates actively and carries out the planned activity appropriately	4

5	Documentation and evidence	Keeps clear records and provides appropriate evidence of activities undertaken	2
6	Evaluation of impact	Assesses achievements, beneficiaries, challenges and areas for improvement	2
7	Reflection and learning	Demonstrates learning, self-awareness, values and competencies gained	2
8	Presentation of project portfolio	Portfolio is organised, clear, neat and logically presented	2
	TOTAL		20

D. MARKING GUIDE

1. Identification of Community Problem – 2 Marks

2 marks: Clearly identifies a genuine, relevant community problem and gives a convincing reason for selecting it.

1 mark: Identifies a relevant problem but gives limited justification.

0 marks: Problem is unclear, inappropriate or not identified.

2. Investigation/Research – 3 Marks

Performance	Marks
Thorough investigation using appropriate methods; causes and effects clearly established	3
Some investigation undertaken; causes/effects partly explained	2
Limited investigation	1
No meaningful investigation	0

3. Project Planning – 3 Marks

Award:

- **1 mark** – Appropriate activities identified.
- **1 mark** – Resources/persons required identified.
- **1 mark** – Realistic time schedule prepared.

4. Implementation – 4 Marks

Indicator	Marks
Carries out the planned service activity effectively	1
Demonstrates active participation	1

Works cooperatively with others	1
Demonstrates responsibility and appropriate conduct	1
Total	4

5. Documentation – 2 Marks

- **2 marks:** Clear, relevant and convincing evidence/records maintained.
- **1 mark:** Some evidence provided but records are incomplete.
- **0 marks:** No meaningful evidence provided.

6. Evaluation – 2 Marks

- **2 marks:** Clearly evaluates the outcome, beneficiaries, challenges and possible improvements.
- **1 mark:** Gives a basic evaluation.
- **0 marks:** No meaningful evaluation.

7. Reflection and Learning – 2 Marks

- **2 marks:** Clearly explains skills, values, competencies and personal learning gained.
- **1 mark:** Gives a basic reflection.
- **0 marks:** No meaningful reflection.

8. Presentation – 2 Marks

- **2 marks:** Portfolio is neat, well organised and logically presented.
- **1 mark:** Portfolio is fairly organised but has weaknesses.
- **0 marks:** Portfolio is poorly presented or substantially incomplete.

E. COMPETENCIES TO BE OBSERVED

The assessment should provide evidence of the learner's ability to demonstrate relevant **core competencies**, particularly:

Competency	Evidence to Look For
Communication and Collaboration	Interviews, teamwork, discussions and community engagement
Critical Thinking and Problem Solving	Identification, analysis and proposed solution to the community problem
Creativity and Innovation	Original and practical approaches to solving the problem
Self-efficacy	Initiative, confidence, responsibility and perseverance
Citizenship	Participation in activities that benefit the community
Digital Literacy	Appropriate use of digital tools for research/documentation where available

These are consistent with the competency-based and experiential character of CSL. KICD describes CSL as involving practical community activities and reflection on learning, while the wider Basic Education Curriculum Framework links service learning with real community needs and development of competencies, civic responsibility and self-efficacy.

F. VALUES TO BE OBSERVED

The teacher should look for evidence of:

- Responsibility
- Respect
- Unity
- Integrity
- Caring for others
- Patriotism
- Social justice
- Environmental responsibility
- Peaceful coexistence

G. LEARNER'S PROJECT REPORT FORMAT

The final learner portfolio may be arranged as follows:

COVER PAGE

NAME OF SCHOOL: _____

GRADE: 10

LEARNING AREA: COMMUNITY SERVICE LEARNING

PROJECT TITLE: _____

LEARNER'S NAME: _____

ASSESSMENT NUMBER: _____

TEACHER: _____

DATE: _____

SECTION 1: INTRODUCTION

1. Name of project.
2. Location.
3. Community problem identified.
4. Target beneficiaries.
5. Reason for selecting the problem.

SECTION 2: PROBLEM INVESTIGATION

1. Description of the problem.
2. Causes.
3. Effects.
4. Information collected.
5. Methods used to collect information.

SECTION 3: PROJECT PLAN

Present the planned activities, resources, people involved and timeline.

SECTION 4: IMPLEMENTATION

Describe what was actually done and how the learner participated.

SECTION 5: EVIDENCE

Attach appropriate project evidence such as activity records, drawings, interview records, questionnaires, posters or photographs where appropriate and permitted.

SECTION 6: OUTCOME/EVALUATION

Explain:

- What changed?
- Who benefited?
- What was successful?
- What challenges were experienced?
- What could be done differently?

SECTION 7: REFLECTION

Answer:

1. What did I learn from this project?
2. What skills did I develop?
3. What values did I demonstrate?
4. What competencies did I develop?
5. How did the project change my understanding of community service?
6. What would I do differently in a future project?

H. TEACHER'S FINAL ASSESSMENT RECORD

Assessment Area	Maximum Marks	Learner's Score
Identification of community problem	2	_____
Investigation/Research	3	_____
Project planning	3	_____
Implementation	4	_____
Documentation	2	_____
Evaluation of impact	2	_____
Reflection and learning	2	_____

Portfolio presentation	2	_____
TOTAL	20	_____ / 20

Teacher's Comment:

Teacher's Name: _____

Signature: _____ **Date:** _____

Learner's Signature: _____ **Date:** _____