

NOVEMBER-DECEMBER HOLIDAY ASSIGNMENTS 2026

COMPETENCY BASED EDUCATION
SENIOR SCHOOL CURRICULUM
GRADE 10 PROJECTS & ASSESSMENTS



THE BOOK CONTAINS
PROJECTS FROM:

- 1 STEM PATHWAY
- 2 SOCIAL SCIENCE PATHWAY
- 3 ARTS & SPORTS PATHWAY



LEARNER'S NAME:
SCHOOL:
ULI NUMBER: DATE:

Empowering Your Future Through Creativity,
Critical Thinking, and Hands-on Experience.



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. All answers MUST be written in the spaces provided in the paper.
5. Do NOT remove any page from this question paper.

Time: To be determined by the school

Assessment Mode: Individual/Group Practical Project

PROJECT TITLE

Establishment and Management of a Small Vegetable Production Enterprise

PROJECT TASK

The learner is required to **plan, establish and manage a small vegetable production plot** using locally available resources.

The project should involve the following activities:

1. Select a suitable site for vegetable production.
2. Prepare the land appropriately.
3. Select a suitable vegetable crop such as **kale (sukuma wiki), spinach, onion, tomato, cabbage or indigenous vegetables.**
4. Prepare or demonstrate appropriate planting materials.
5. Carry out planting using the recommended spacing.
6. Apply suitable soil fertility management practices.
7. Demonstrate appropriate crop management practices such as weeding, watering, mulching and pest/disease control.
8. Keep simple records of the activities carried out.
9. Demonstrate safe and responsible use of agricultural tools and materials.
10. Present the completed project and explain the practices used.

PROJECT REQUIREMENTS

The learner should provide:

- A small piece of land or suitable container/garden space.
- Appropriate planting materials.
- Agricultural tools required for the task.
- Manure or another locally available soil-fertility material.
- Water where necessary.
- A simple project record book/notebook.

ASSESSMENT RUBRIC – 20 MARKS

Assessment Area	Expected Performance	Marks
1. Site selection and preparation	Selects a suitable site and prepares it correctly for crop production	3
2. Selection and preparation of planting materials	Selects healthy, suitable planting materials and prepares them appropriately	2
3. Planting	Demonstrates correct planting procedure, depth and spacing	3
4. Crop management	Correctly carries out watering, weeding, mulching and other relevant management practices	4
5. Soil fertility management	Applies appropriate manure/fertiliser and demonstrates proper soil fertility practices	2
6. Pest and disease management	Identifies common problems and demonstrates appropriate control measures safely	2
7. Record keeping	Keeps accurate records of activities, inputs and observations	2
8. Safety, responsibility and presentation	Uses tools safely, maintains cleanliness and explains the project clearly	2
TOTAL		20

PERFORMANCE LEVELS

Level	Description
Excellent	Performs the task accurately, independently, safely and demonstrates a clear understanding of the agricultural practices.
Good	Performs most tasks correctly with minimal assistance.
Fair	Performs some tasks correctly but requires guidance.
Needs Improvement	Has difficulty performing the required tasks and requires substantial assistance.

LEARNER'S PROJECT RECORD

The learner should maintain a simple record containing:

Name: _____

Grade: 10 _____

Crop: _____

Project Start Date: _____

Site: _____

Date	Activity Carried Out	Materials/Tools Used	Observation

TEACHER'S ASSESSMENT

Total Score: _____ / 20

Teacher's Comment:

Teacher's Name: _____

Signature: _____

Date: _____



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Time Allowed: To be completed over an agreed project period

Mode: Individual practical project

PROJECT TITLE

DESIGN AND CONSTRUCT A SCALE MODEL OF A BASIC FIXED-WING AIRCRAFT

PROJECT SITUATION

Your school has established an **Aviation Technology Exhibition Corner** where learners are expected to demonstrate their understanding of basic aircraft construction, aircraft components, safety practices, aircraft-related drawing and principles of flight.

You have been assigned the task of **designing and constructing a simple scale model of a fixed-wing aircraft** using locally available and safe materials.

The model should demonstrate the learner's understanding of the major aircraft components and their functions. The learner should also prepare a simple **isometric drawing** of the proposed aircraft before construction.

The project should be completed safely and presented to the teacher for assessment.

TASKS

TASK 1:

Before constructing the model, carry out a brief investigation of fixed-wing aircraft.

(a) State four major components of a fixed-wing aircraft that you intend to include in your model. (2 marks)

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

(b) State one function of each component identified in (a). (2 marks)

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

TASK 2:

Prepare a **neat isometric drawing** of the aircraft model you intend to construct.

Your drawing should show and label at least the following:

1. Fuselage
2. Main wings
3. Empennage/tail assembly
4. Landing gear

(4 marks)

Drawing requirements

- Use appropriate drawing instruments.
- Maintain reasonable proportions.
- Clearly show the three-dimensional form.
- Use clear and legible labels.
- Include a suitable title.

TASK 3:

Using safe and locally available materials, construct the aircraft model based on your approved design.

Possible materials include:

- Cardboard
- Paper
- Lightweight wood
- Foam board
- Paper tubes
- Adhesive
- String
- Recycled materials
- Other safe locally available materials

The completed model should demonstrate:

- (a) A properly formed fuselage – 1 mark**
- (b) Correctly positioned main wings – 1 mark**
- (c) A recognisable tail/empennage assembly – 1 mark**
- (d) Appropriate representation of landing gear – 1 mark**

(e) Neat joining and finishing of components – **1 mark**

(f) Reasonable proportions and overall stability of the model – **1 mark**

(g) Creativity and appropriate use of locally available/recycled materials – **1 mark**

Total: 7 marks

TASK 4:

(a) Safety practices – 2 marks

Demonstrate **two safety precautions** observed during the construction of the model. **(2 marks)**

Examples include:

- Correct handling of cutting tools.
- Keeping the working area clean.
- Proper handling of adhesives.
- Avoiding unsafe sharp projections.
- Proper storage of tools after use.

(b) Project presentation – 2 marks

Present the completed model to the teacher and explain:

1. The purpose of the aircraft model.
2. How at least **two aircraft components** contribute to aircraft operation.

(c) Environmental responsibility – 1 mark

Explain **one way** in which the use of recycled or locally available materials makes the project environmentally responsible.

(1 mark)

MARK ALLOCATION SUMMARY

Task	Activity	Marks
1	Project investigation and planning	4
2	Isometric aircraft drawing	4
3	Construction of aircraft model	7
4	Safety and project presentation	5
TOTAL		20

LEARNER'S PROJECT SUBMISSION REQUIREMENTS

Each learner should submit:

1. A **project title page**.
2. A brief **investigation/planning sheet**.
3. The **isometric drawing** of the proposed aircraft.
4. The **completed aircraft model**.
5. A brief record of the **materials and tools used**.
6. A brief statement of the **safety precautions observed**.

7. A short oral presentation to the teacher.

PROJECT TITLE PAGE

NAME OF SCHOOL: _____

LEARNING AREA: AVIATION TECHNOLOGY

GRADE: 10

PROJECT TITLE:
DESIGN AND CONSTRUCT A SCALE MODEL OF A BASIC FIXED-WING AIRCRAFT

LEARNER'S NAME: _____

ADM NO.: _____

CLASS/STREAM: _____

TEACHER: _____

DATE OF SUBMISSION: _____

TOTAL MARKS: 20

TEACHER'S ASSESSMENT RECORD

Assessment Area	Maximum Marks	Score
Investigation and identification of aircraft components	4	
Isometric aircraft drawing	4	
Aircraft model construction	7	
Safety and presentation	5	
TOTAL	20	

Teacher's Comment:

Teacher's Name: _____

Signature: _____

Date: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – BIOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT TITLE

INVESTIGATION OF FACTORS AFFECTING SEED GERMINATION

Background

Seeds require suitable environmental conditions for successful germination. In this project, the learner will investigate **one environmental factor affecting seed germination**, collect data, present the findings and draw a scientifically supported conclusion.

The project should demonstrate the learner's ability to:

- formulate a simple biological problem;
- identify variables;
- make a prediction/hypothesis;
- plan and carry out a biological investigation;
- observe and record biological changes;
- collect and analyse data;
- present findings scientifically;
- draw conclusions from evidence;
- apply knowledge of biology to everyday life.

LEARNER'S PROJECT TASK

You are provided with suitable seeds such as **beans, maize or green grams**, containers, cotton wool or soil, water and other locally available materials.

Investigate:

How does the availability of water affect seed germination?

The investigation should have at least **three experimental conditions**, for example:

- **Set A:** Adequate water
- **Set B:** Limited water



- **Set C:** Excessive water

Use an equal number of seeds in each set and keep other conditions as similar as possible.

Observe the seeds over an appropriate period and record your findings.

PROJECT REQUIREMENTS

1. Identify the problem and state the objective — 2 marks

- a) Write the **problem/question** being investigated. **(1 mark)**
- b) State the **objective of the investigation**. **(1 mark)**

2. State the hypothesis — 2 marks

Write a suitable **testable hypothesis** predicting how availability of water will affect seed germination.

(2 marks)

3. Identify variables — 3 marks

Identify the following variables in the investigation:

- a) **Independent variable** — 1 mark
- b) **Dependent variable** — 1 mark
- c) **Two controlled variables** — 1 mark

4. Materials and apparatus — 2 marks

List **four materials/apparatus** that you will require to carry out the investigation.

(4 × ½ = 2 marks)

5. Experimental procedure — 4 marks

Write a clear, step-by-step procedure showing how you will conduct the investigation.

Your procedure should demonstrate that:

- equal numbers of seeds are used;
- the experimental groups are clearly labelled;
- different water conditions are provided;
- other important conditions are controlled;
- observations are made regularly;
- results are recorded systematically.

(4 marks)

6. Observation and data recording — 3 marks

Record your observations in a suitable table.

Your table should include:

- observation days;
- experimental sets;
- number of seeds germinated or appropriate germination observations;
- appropriate units/labels.

(3 marks)

Suggested format

Day	Set A – Adequate Water	Set B – Limited Water	Set C – Excess Water
1			
2			
3			
4			
5			
6			
7			

The teacher may extend the observation period depending on the seed used.

7. Data presentation and interpretation — 2 marks

- a) Present your results using an appropriate **bar graph or line graph**. **(1 mark)**
- b) State **one significant observation/pattern** from your results. **(1 mark)**

8. Conclusion — 1 mark

Write a conclusion based on the evidence obtained from the investigation. **(1 mark)**

9. Application — 1 mark

State **one practical application of knowledge about seed germination** in agriculture, food production or environmental conservation.

(1 mark)

SCHOOL-BASED PRACTICAL ASSESSMENT INSTRUCTIONS

Teacher's instructions

1. Provide learners with locally available seeds and safe materials.
2. The project may be conducted individually or in small groups.
3. Where learners work in groups, **each learner should maintain an individual project record** and demonstrate individual competence.
4. Learners should collect their own observations and results.
5. The teacher should supervise the practical work and ensure appropriate laboratory/safety procedures.
6. Learners should not be awarded marks merely for producing a neat report; marks should reflect demonstrated competence.
7. The project should be assessed using the accompanying marking guide.
8. Learners should present their completed work for assessment at the end of the investigation.

Suggested project report format

Cover Page



Title



Problem/Research Question



Objective



Hypothesis



Variables



Materials and Apparatus



Procedure



Observations/Data Table



Graph



Results/Interpretation



Conclusion



Application



KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 - BUILDING CONSTRUCTION

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT-BASED ASSESSMENT TEST

PROJECT BRIEF

You have been asked to design and construct a **simple masonry structure** suitable for a small domestic building.

The project should demonstrate your ability to:

- Interpret a building requirement.
- Prepare a simple **floor plan**.
- Produce a basic building drawing.
- Select appropriate materials and tools.
- Set out the structure.
- Construct a masonry wall section.
- Observe safety requirements.
- Evaluate the completed project.

The teacher will provide or approve the available materials before construction begins.

SECTION A: PROJECT DESIGN AND FLOOR PLAN – 6 MARKS

1. Prepare a simple floor plan of a small building containing:

- One main room
- One additional room
- A door
- At least two windows
- Internal dimensions
- External dimensions

(4 marks)

Space for floor plan:

2. Label the following on your floor plan:

- a) Door – ½ **mark**
- b) Windows – ½ **mark**
- c) Rooms – ½ **mark**
- d) Dimensions – ½ **mark**

Total: 2 marks

Drawing requirements

The learner should demonstrate:

- Use of appropriate drawing instruments.
- Reasonable proportion and neatness.
- Correct use of conventional building symbols.
- Clear labelling and dimensions.

SECTION B: PROJECT PLANNING – 3 MARKS

3. List THREE materials required for the construction project.(1½ marks)

- i.
- ii.
- iii.

4. List THREE tools/equipment required for the project.(1½ marks)

- i.
- ii.
- iii.

SECTION C: PRACTICAL CONSTRUCTION – 8 MARKS

Using your approved plan, construct a **small section of the proposed masonry wall**.

The wall section should demonstrate appropriate:

Assessment Indicator	Marks
Setting out according to the plan	1
Correct selection and preparation of materials	1
Preparation and appropriate use of mortar	1
Correct laying of bricks/blocks	2
Maintaining line, level and verticality	1
Correct bonding	1

Neatness and quality of workmanship	1
TOTAL	8

SECTION D: SAFETY AND WORKSITE MANAGEMENT – 2 MARKS

5. Demonstrate the following during the project:

- a) Safe and correct use of tools and equipment – **1 mark**
- b) Proper organisation and cleanliness of the work area – **1 mark**

SECTION E: PROJECT EVALUATION – 1 MARK

6. State ONE challenge experienced during the project and explain how you addressed it.(1 mark)

Challenge:

.....

How it was addressed:

.....

PROJECT ASSESSMENT RUBRIC

Competency Area	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Floor plan/drawing	Accurate, neat, correctly dimensioned and well labelled	Generally accurate with minor errors	Several errors in symbols/dimensions	Incomplete or poorly presented
Planning	Materials and tools selected appropriately	Most requirements identified	Some requirements identified	Poor planning
Construction	Excellent workmanship, alignment and bonding	Good workmanship with minor errors	Some construction errors	Major errors/incomplete work
Safety	Consistently demonstrates safe practices	Generally safe	Requires occasional reminders	Frequently ignores safety requirements
Evaluation	Clearly identifies problem and solution	Identifies problem and solution	Limited explanation	Unable to evaluate project

TEACHER'S PROJECT RECORD

Learner's Name: _____

Grade: 10 _____

Admission No.: _____

Date: _____

No.	Assessment Area	Max. Marks	Score
1	Floor plan and building drawing	6	
2	Project planning	3	
3	Practical construction	8	
4	Safety and worksite management	2	
5	Project evaluation	1	
	TOTAL	20	

Teacher's Observation:

.....

.....

Teacher's Name: _____

Signature: _____

Date: _____

KENYA CERTIFICATE OF BASIC EDUCATION



SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – BUSINESS STUDIES

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT TITLE

DEVELOPING AND PRESENTING A SIMPLE BUSINESS VENTURE

PROJECT CONTEXT

Business Studies enables learners to apply business knowledge, skills, values and attitudes to real-life situations. In this project, the learner will identify a business opportunity within the school or local community, develop a simple business idea and demonstrate how the proposed venture can be planned, financed, marketed and managed.

The project should demonstrate practical application of concepts covered in Grade 10 Business Studies, including entrepreneurship, business and money management, the business environment, business communication and financial records.

PROJECT TASK

You are required to identify a **viable small business opportunity** that could operate within your school or local community.

Examples include:

- School stationery business
- Fresh fruit or healthy snack business
- School uniform/accessories business
- Poultry or agricultural produce business
- Handmade products business
- Reusable shopping bags business
- Phone accessories business
- Cleaning products business
- Baking/snack business
- Digital/printing service

- Any other teacher-approved small enterprise

You will develop a simple business proposal and, where appropriate, **prepare a model, sample product, prototype, display or other physical evidence of the proposed business.**

PROJECT REQUIREMENTS

TASK 1: IDENTIFICATION OF A BUSINESS OPPORTUNITY – 4 MARKS

Identify a business opportunity in your school or local community.

Prepare a short written report showing:

- a) Name of the proposed business. (1 mark)**
- b) Product or service to be offered. (1 mark)**
- c) The need/problem that the business intends to solve. (1 mark)**
- d) Target customers/market. (1 mark)**

TASK 2: BUSINESS PLAN – 5 MARKS

Prepare a simple business plan for the proposed venture.

Include:

- a) Business objectives – give **two objectives**. (2 marks)**
- b) Sources of capital that could be used to start the business. (1 mark)**
- c) Main resources required to operate the business. (1 mark)**
- d) One factor in the business environment that may affect the business and explain how it may affect it. (1 mark)**

TASK 3: MARKETING AND BUSINESS COMMUNICATION – 4 MARKS

Develop a simple marketing strategy for your proposed business.

Your work should include:

- a) A simple advertisement, poster, flyer or digital advert for the business. (2 marks)**
- b) State two methods that could be used to communicate with customers. (1 mark)**
- c) State one reason why effective communication is important to the business. (1 mark)**

The advertisement may be handwritten, printed or digitally prepared.

TASK 4: FINANCIAL RECORD – 4 MARKS

Prepare a simple financial record for the proposed business.

Assume that the business makes **five sales** in one trading day or during a simulated business activity.

Record:

- Date
- Description of item/service
- Quantity
- Selling price
- Total sales

Then:

- a) Prepare a simple sales record/table. (2 marks)**
- b) Calculate the total sales revenue. (1 mark)**
- c) State one reason why businesses should keep proper financial records. (1 mark)**

TASK 5: PRACTICAL PRESENTATION AND EVIDENCE PORTFOLIO – 3 MARKS

Present your completed project to the teacher.

The presentation should demonstrate:

- a) A model, sample product, prototype, business display or other practical representation of the proposed venture. (1 mark)**
- b) Clear explanation of how the proposed business would operate. (1 mark)**
- c) Proper organisation and presentation of evidence of work done. (1 mark)**

DIGITAL PORTFOLIO / EVIDENCE REQUIREMENT

IMPORTANT

Every learner must maintain a **digital portfolio or physical evidence file** showing how the project was developed.

The portfolio should contain evidence such as:

1. Photographs showing the learner undertaking the project.
2. Photographs of the product, model, prototype or business display.
3. Copies/screenshots of research undertaken.
4. Copies of business calculations and financial records.
5. Advertisement/poster/flyer prepared by the learner.
6. Relevant emails or other digital communication used during the project, where applicable.
7. Drafts and improvements made during the project.
8. Final project report.
9. Any other relevant evidence approved by the teacher.

The learner should **save the digital evidence safely** using an appropriate folder, flash disk, computer, tablet, phone or approved online storage platform.

PHYSICAL MODEL REQUIREMENT

Where the project involves a **sizeable model, prototype, product or business display**, the learner should bring the actual model/product to school on the date specified by the teacher.

Where the model/product is **too large, fragile, perishable or otherwise impractical to transport**, the learner should take clear photographs or videos showing:

- The completed model/product;
- The learner working on it;
- Different stages of development; and
- The final product from different angles.

The teacher may request additional evidence where necessary to authenticate the learner's work.

GENERAL PROJECT INSTRUCTIONS TO LEARNERS

1. The project must be **your own work**.
2. Select a business idea that is realistic and appropriate for your local environment.
3. Seek guidance from the teacher where necessary.
4. Do not spend large amounts of money on the project.
5. Use locally available and affordable materials where possible.
6. Observe safety precautions when preparing the product or model.
7. Do not use another person's work as your own.
8. Keep evidence of the different stages of the project.
9. Submit the completed written report together with the evidence portfolio.
10. Be prepared to explain your project to the teacher.
11. Where a physical model is required and is sizeable, bring it to school on the designated opening/submission date.
12. If the model cannot reasonably be transported, submit clear photographic evidence instead.
13. Digital evidence should be clearly labelled and organised.
14. The teacher may ask questions about any part of the project to establish the learner's understanding and participation.

SUGGESTED STRUCTURE OF THE PROJECT REPORT

The final written report should contain:

1. Cover Page

- Name of school
- Learner's name
- Admission number
- Grade
- Learning area
- Project title
- Teacher's name
- Year

2. Introduction

Briefly explain the business idea.

3. Business Opportunity

Explain the need/problem identified and the proposed solution.

4. Target Market

Identify the intended customers.

5. Business Objectives

Give at least two objectives.

6. Resources Required

List the materials, equipment, labour and capital required.

7. Sources of Finance

Explain how the business could obtain start-up capital.

8. Marketing Strategy

Explain how the business will attract customers.

9. Advertisement

Attach the prepared advertisement/poster/flyer.

10. Financial Records

Present the sales record and calculations.

11. Business Environment

Identify factors that may influence the business.

12. Conclusion

Explain whether the business idea is viable and why.

13. Evidence Portfolio

Attach or provide photographs, screenshots, drafts, emails, digital evidence and other relevant evidence.

TEACHER'S AUTHENTICATION

Learner's Name: _____ **Admission No.:** _____

Project Title: _____ **Date Submitted:** _____

Teacher's Name: _____

Teacher's Signature: _____

Total Marks: _____ / 20

Teacher's Comment:

Learner's Signature: _____

Date: _____



KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL ASSESSMENT
PROJECT BASED ASSESSMENT 2026



GRADE 10 – CHEMISTRY

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

Time: To be completed over an agreed project period

Mode: Individual or teacher-approved pair/group project

PROJECT TITLE

INVESTIGATION OF ACIDS AND BASES IN EVERYDAY MATERIALS USING A NATURAL INDICATOR

INTRODUCTION

Chemistry is applied in everyday activities such as food preparation, agriculture, cleaning, medicine, water treatment and environmental conservation.

In this project, the learner will investigate the **acidic and basic properties of selected household substances** using a **natural indicator prepared from plant material**. The learner will collect data, record observations, interpret results and present evidence of the investigation.

The project should demonstrate the learner's ability to:

- plan and carry out a simple chemical investigation;
- prepare and use a natural indicator;
- distinguish between acidic, neutral and basic substances;
- record observations systematically;
- analyse and interpret experimental results;
- apply chemistry to everyday life;
- demonstrate safe handling of materials;
- communicate findings using a written and/or digital portfolio.

LEARNER'S TASK

You are required to investigate the acidic or basic nature of **at least five readily available household substances** using a natural indicator.

Examples of substances may include:

- lemon juice;
- vinegar;
- soap solution;
- baking soda solution;
- ordinary water;
- fruit juice;
- salt solution;
- toothpaste solution.

Do not taste or deliberately ingest any substance used in the investigation.

You may use a natural indicator prepared from suitable plant material such as **red/purple cabbage, hibiscus or another teacher-approved indicator source.**

PROJECT REQUIREMENTS

TASK 1: PROJECT PLANNING – 3 MARKS

Before carrying out the investigation, prepare a brief project plan containing the following:

- (a) State the problem to be investigated. (1 mark)
- (b) State the aim of the investigation. (1 mark)
- (c) State one hypothesis or prediction about the expected results. (1 mark)

TASK 2: PREPARATION OF THE NATURAL INDICATOR – 3 MARKS

Prepare a natural indicator using a suitable plant material.

- (a) Identify the plant material selected for preparing the indicator. (1 mark)

-
- (b) Describe the procedure followed to obtain the indicator solution. (1 mark)

-
- (c) State **one safety precaution** observed during preparation and use of the indicator. (1 mark)
-

TASK 3: EXPERIMENTAL INVESTIGATION – 5 MARKS

Select **at least five household substances** and test each substance using the natural indicator.

Prepare a results table similar to the one below.

Substance Tested	Colour Before Adding Indicator	Colour After Adding Indicator	Inference
------------------	--------------------------------	-------------------------------	-----------

Substance 1			
Substance 2			
Substance 3			
Substance 4			
Substance 5			

- (a) Correctly identify and record at least five substances tested. **(1 mark)**
- (b) Record the colour changes observed for the different substances. **(2 marks)**
- (c) Classify the substances as **acidic, neutral or basic**, based on the indicator results. **(2 marks)**

TASK 4: DATA ANALYSIS AND INTERPRETATION – 4 MARKS

Use your results to answer the following:

- (a) Which substance was the **most clearly acidic** according to your indicator? Give a reason for your answer. **(1 mark)**
- (b) Which substance was the **most clearly basic** according to your indicator? Give a reason. **(1 mark)**
- (c) Identify one substance that could be considered approximately neutral and explain your answer. **(1 mark)**
- (d) State **one limitation** of using a natural indicator compared with a standard laboratory pH indicator or pH meter. **(1 mark)**

TASK 5: APPLICATION OF CHEMISTRY TO DAILY LIFE – 2 MARKS

Explain **two ways in which knowledge of acids and bases is useful in everyday life**.

Examples may include:

- agriculture and soil management;
- food preservation;
- cleaning;
- treatment of acidic soils;
- water treatment;
- household safety;
- manufacture of products. **(2 marks)**

TASK 6: DIGITAL PORTFOLIO / EVIDENCE OF WORK – 2 MARKS

The learner must maintain **digital evidence of the project throughout the investigation**.

The digital portfolio may contain:

1. photographs showing preparation of materials;
2. photographs showing the investigation being carried out;
3. photographs of the natural indicator;
4. photographs of the tested substances;
5. photographs of the results table;
6. photographs/video of the completed project;
7. a typed or handwritten copy of the project report;

8. relevant diagrams, observations or data;
9. evidence of communication with the teacher where applicable, such as an email or approved digital submission.

Evidence requirement

The learner should **save the digital portfolio safely** on a phone, computer, flash disk, cloud storage or another teacher-approved platform.

If the project involves a **sizeable model, display, chart or other physical product**, the learner should:

- **bring the model/product to school on the official opening date or date specified by the school for assessment, OR**
- if the model/product is too large or cannot safely be transported, **take clear photographs and/or video from different angles showing the completed work** and submit the evidence as directed by the teacher.

The learner should retain the original evidence until the project has been assessed. (2 marks)

PROJECT REPORT FORMAT

The final project report should be arranged in the following order:

1. Cover Page

Include:

- Name of learner
- Admission number
- School
- Grade
- Subject
- Project title
- Teacher
- Date

2. Introduction

Briefly explain acids, bases and indicators.

3. Problem Statement

State the problem being investigated.

4. Aim

State the purpose of the investigation.

5. Hypothesis

Give the learner's prediction.

6. Materials

List the materials used.

7. Procedure

Describe the investigation step by step.

8. Safety Precautions

List the precautions observed.

9. Results

Present observations in a table.

10. Data Analysis

Explain what the observations show.

11. Conclusion

State whether the findings support the hypothesis.

12. Application

Explain how knowledge of acids and bases is useful in daily life.

13. Evidence Portfolio

Attach or provide photographs, video evidence, diagrams and other evidence of the work.

14. References

List any books, approved learning resources or other sources consulted.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – COMPUTER STUDIES

Time: 2 Hours

LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

GENERAL INSTRUCTIONS

1. This project shall be completed **individually or in an approved small group**, as directed by the teacher.
2. The learner shall identify a **real-life problem in the school, home or community** that can be addressed using computer science.
3. The learner shall design and develop a **simple digital solution, computational model, program, website, database, information system or other suitable computer-based product**.
4. The project should demonstrate the learner's ability to apply concepts and skills acquired in **Grade 10 Computer Science**.
5. The learner must show evidence of the **problem identification, planning, design, development, testing and evaluation** of the solution.
6. The learner must maintain a **digital portfolio/evidence folder** containing evidence of work done.
7. The digital portfolio may contain:
 - Typed project report;
 - Program/source code;
 - Screenshots of the work at different stages;
 - Photographs of the learner undertaking the project;
 - Flowcharts, algorithms, pseudocode or system designs;
 - Testing records;
 - Corrections/improvements made;
 - Emails or other digital communication related to the project, where applicable;
 - Final product screenshots or demonstration videos.
8. Where the project involves a **sizeable physical model or hardware prototype**, the learner should **bring the model to school on the opening date** for assessment, where practical and safe to do so.
9. If the model is too large, fragile or otherwise impractical to transport, the learner should submit **clear photographs and/or a video demonstrating the model and its operation**.
10. The learner should be prepared to **demonstrate and explain the project to the teacher/assessor**.
11. All digital files should be clearly named and organised in a suitable folder.
12. The work submitted must be the learner's own work. Any external resources, code, images or information used should be appropriately acknowledged.
13. The teacher may ask questions to establish the learner's understanding and contribution to the project.

14. No multiple-choice questions are used in this assessment.

15. Total: 20 marks.

PROJECT TASK

TASK: Solving a Real-Life Problem Using Computer Science

Identify a problem affecting your **school, home or community** that can reasonably be addressed using computer science.

Examples of suitable areas include:

- School records management;
- Learner's attendance;
- Library management;
- School timetable management;
- Simple school fee or expenditure tracking;
- Small business record keeping;
- Agriculture information management;
- Environmental conservation;
- Cyber safety awareness;
- Personal budgeting;
- Inventory management;
- Health and safety information;
- Transport or booking management;
- School club management;
- Educational information systems;
- Community information management.

You are **not required to copy these examples**. You should identify a problem that is relevant to your own environment.

QUESTION 1: PROBLEM IDENTIFICATION AND INVESTIGATION — 4 MARKS

(a) State the **problem** you have identified and explain the environment or situation in which the problem occurs. (2 marks)

(b) Explain **two ways in which the identified problem affects the intended users**. (2 marks)

QUESTION 2: PROPOSED DIGITAL SOLUTION — 4 MARKS

(a) State the **proposed computer-based solution** to the identified problem. (1 mark)

(b) State **three main functions/features** that your proposed solution should perform. (3 marks)

QUESTION 3: ALGORITHM AND SYSTEM DESIGN — 4 MARKS

Design the logical solution before developing the final product.

(a) Write an appropriate **algorithm or pseudocode** showing the main steps that the proposed solution will follow.

(2 marks)

(b) Draw a suitable **flowchart, system diagram, interface design or other relevant design representation** for your proposed solution. **(2 marks)**

The design should clearly show the movement of information or the major stages of the solution.

QUESTION 4: DEVELOPMENT AND IMPLEMENTATION — 4 MARKS

Develop the proposed solution using an appropriate computer science tool, programming environment or digital technology.

Your product may, where appropriate, include:

- A computer program;
- A simple website;
- A database/application;
- A digital information system;
- A computational model;
- An interactive educational application;
- An appropriate hardware/software prototype.

(a) Demonstrate the **completed digital solution/model** to the teacher. **(2 marks)**

(b) Demonstrate that the solution performs the **intended functions** identified in Question 2. **(2 marks)**

QUESTION 5: TESTING, EVALUATION AND DIGITAL PORTFOLIO — 4 MARKS

(a) Carry out **at least two tests** on your solution and record:

Test	Expected Result	Actual Result	Action Taken
Test 1			
Test 2			

(2 marks)

(b) State **one strength and one limitation** of your solution and suggest **one improvement** that could be made in the future. **(1 mark)**

(c) Submit your **digital portfolio/evidence of work** showing the development process from the initial idea to the completed project. **(1 mark)**

DIGITAL PORTFOLIO REQUIREMENTS

The learner should create a clearly organised folder, for example:

GRADE 10 COMPUTER SCIENCE PROJECT – [LEARNER NAME]

The folder may contain:

01 – Problem Identification

- Problem description
- Investigation notes

02 – Planning and Design

- Objectives
- Algorithm/pseudocode
- Flowchart/system design
- Interface sketches

03 – Development

- Source code
- Working files
- Database/files used
- Development screenshots

04 – Testing

- Test data
- Expected results
- Actual results
- Corrections made

05 – Final Product

- Final screenshots
- Final program/application/website
- Demonstration video, where applicable

06 – Evidence

- Photographs of work in progress
- Photographs of the learner working on the project
- Relevant emails/digital communication, where applicable
- Evidence of presentation/demonstration

07 – Project Report

- Final written report
- Conclusion
- Recommendations
- References/acknowledgements

PROJECT SUBMISSION AND EVIDENCE

IMPORTANT

The digital portfolio is compulsory evidence of the project process.

The learner should:

1. **Save the work regularly** during the development process.
2. Keep evidence of important stages rather than submitting only the final product.

3. Take **clear photographs/screenshots** showing the development and final outcome.
4. Save relevant **emails or digital communication** used in the project, where applicable.
5. Submit the project electronically using the method specified by the school.
6. If the project includes a **sizeable physical model**, bring the model to school **on the opening date** for physical inspection and demonstration.
7. If bringing the model is not practical, submit **clear photographs and/or video evidence** showing:
 - The complete model;
 - Important components;
 - The learner's work on the model;
 - The model in operation, where applicable.
8. The learner may be required to explain the project and answer questions about its development.

MARK DISTRIBUTION

Assessment Area	Marks
1. Problem Identification and Investigation	4
2. Proposed Digital Solution	4
3. Algorithm and System Design	4
4. Development and Implementation	4
5. Testing, Evaluation and Digital Portfolio	4
TOTAL	20

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION (CRE)

PROJECT-BASED ASSESSMENT — 20 MARKS

LEARNER'S INFORMATION



Item	Details
Name of Learner:	
Admission/Assessment Number:	
School:	
Grade:	10
Learning Area:	Christian Religious Education (CRE)
Term:	
Year:	2026
Teacher:	
Date Started:	
Date Submitted:	

CRE PROJECT ASSESSMENT

PROJECT TITLE

THE ROLE OF CHRISTIAN VALUES IN ADDRESSING A CONTEMPORARY SOCIAL PROBLEM IN MY COMMUNITY

Total Marks: 20

Project Scenario

Your community is experiencing a social problem such as **dishonesty, disrespect, drug abuse, violence, corruption, cyberbullying, environmental destruction, family conflicts or peer pressure.**

As a Grade 10 CRE learner, you are required to investigate **one contemporary social problem** and demonstrate how Christian teachings and values can contribute to addressing it.

You should use the **Bible, observations, interviews, discussions and other appropriate sources of information.**

PROJECT TASK

Choose **ONE** contemporary social problem affecting your school or community.

Examples include:

- Dishonesty and corruption

- Peer pressure
- Cyberbullying
- Violence
- Environmental degradation
- Family conflicts
- Poverty and neglect of vulnerable people
- Disrespect among young people
- Substance abuse
- Sexual exploitation of children
- Abuse of social media

Your project should contain the following sections:

1. Identification of the Problem — 2 marks

- a) State the social problem you have selected. **(1 mark)**
- b) Explain why you consider it a problem in your community/school. **(1 mark)**

2. Investigation of the Problem — 4 marks

Carry out a simple investigation using appropriate methods such as:

- Observation
- Interview
- Questionnaire
- Group discussion
- Library research
- Bible study

Present **at least two findings** from your investigation.

4 marks

3. Biblical Teachings — 4 marks

Identify **two relevant Bible teachings/passages** that address the problem.

For each teaching:

- a) State the Bible reference. **(1 mark)**
- b) Explain what the teaching says about the problem. **(1 mark)**

Total: 4 marks

4. Christian Values and Responses — 4 marks

Identify **four Christian values** that can help address the problem.

Examples include:

- Love
- Honesty
- Justice
- Forgiveness
- Respect
- Responsibility
- Compassion
- Self-control
- Integrity
- Peace

Explain how each selected value can help address the problem.

4 marks

5. Proposed Solution/Action Plan — 4 marks

Develop a practical action plan showing how the problem can be addressed.

Your action plan should include:

Action	Person/Group Responsible	Expected Outcome
1.		
2.		
3.		
4.		

4 marks

6. Reflection — 2 marks

Write a short reflection explaining:

- What you have learnt from carrying out the project. **(1 mark)**
- How you will apply the Christian teachings and values in your own life. **(1 mark)**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

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.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – ELECTRICITY TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS



Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT: CONSTRUCTION AND TESTING OF A SIMPLE D.C. ELECTRICAL CIRCUIT

Learning Area

Electricity Technology

Strand

1.0 Fundamentals of Electricity

Sub-Strand

1.2 D.C. Electric Circuits

The task is based on KICD outcomes requiring learners to describe properties of resistors in D.C. circuits, analyse D.C. circuits using circuit laws, construct resistor networks and troubleshoot D.C. circuits.

PROJECT TASK

Your school electrical workshop has received a request to demonstrate a simple **low-voltage D.C. lighting circuit** for use in a small model room.

Working individually, construct and test a simple D.C. circuit that can operate **two bulbs** using a battery/cell source and switches.

Your circuit should demonstrate safe connection of electrical components and correct circuit construction.

Materials and Tools

Use the available materials:

- Battery/cells
- Two small bulbs and holders
- Connecting wires
- Two switches
- Resistors, where applicable
- Ammeter
- Voltmeter or multimeter
- Screwdriver
- Side cutter/wire stripper
- Test board/breadboard, where available

CANDIDATE'S TASKS

1. Circuit Design – 4 marks

Before constructing the circuit:

- a) Draw a **neat circuit diagram** showing the battery, two bulbs, switches and connecting wires. **(2 marks)**
- b) Label at least **four components** correctly. **(2 marks)**

2. Circuit Construction – 6 marks

Construct the circuit from your diagram.

Award marks for:

Skill	Marks
Correctly identifies and selects components	1
Connects the battery/cells correctly	1
Connects the bulbs correctly	1
Connects the switches correctly	1
Makes secure and orderly connections	1
Produces a functioning circuit	1
Total	6

3. Testing and Measurement – 4 marks

- a) Test the circuit and demonstrate that the bulbs operate when the circuit is closed. **(1 mark)**
- b) Use a multimeter/voltmeter to determine the voltage supplied by the battery. **(1 mark)**
- c) Record the voltage obtained.

Voltage = _____ V **(1 mark)**

- d) State one observation made during testing. **(1 mark)**

4. Fault Finding and Troubleshooting – 3 marks

The teacher introduces **one fault** into the circuit, such as:

- loose terminal;
- disconnected wire;
- open switch; or
- faulty connection.

Identify the fault and correct it.

Performance	Marks
Identifies the fault correctly	1
Explains the likely cause	1
Corrects the fault and restores the circuit	1
Total	3

The troubleshooting component reflects the KICD emphasis on using measuring and testing instruments to trace faults such as open circuits, short circuits, faulty components, dry joints and loose terminals.

5. Safety and Workshop Practice – 3 marks

Demonstrate the following throughout the project:

- a) Observes electrical safety precautions. **(1 mark)**
- b) Uses tools and equipment correctly. **(1 mark)**
- c) Keeps the work area and materials properly arranged. **(1 mark)**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT ASSESSMENT 2026

GRADE 10 – ENGLISH

Time: 2 Hours

LEARNER'S DETAILS



Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT TITLE:

ENGLISH LANGUAGE USE IN THE COMMUNITY

Instructions to the Learner

1. Work **individually or in a group of not more than five learners**.
2. Conduct a small investigation on the use of English in your school or community.
3. Collect information through **observation, interviews, questionnaires or short conversations**.
4. Organise the information collected and prepare a written project report.
5. Present your findings to the class orally.
6. Use correct English throughout the project.
7. Where digital devices are available, you may use them to type, organise or present your work.

TASK 1: PROJECT PROPOSAL – 3 MARKS

Write a brief project proposal on the topic:

“How Effective Communication in English Can Improve Interaction in Our School/Community.”

Your proposal should include:

- a) **Project title** – 1 mark
- b) **Purpose/objective of the project** – 1 mark
- c) **Method you will use to collect information** – 1 mark

TASK 2: DATA COLLECTION – 4 MARKS

Collect information from **at least five respondents** in your school or community.

You may ask questions such as:

1. In which situations do you commonly use English?
2. What challenges do people experience when communicating in English?
3. How can learners improve their spoken English?
4. How important is English in education and employment?
5. What can schools do to improve communication skills?

Present your findings in a simple table.

No.	Respondent	Main Finding
1	Respondent 1	
2	Respondent 2	
3	Respondent 3	
4	Respondent 4	
5	Respondent 5	

Award:

- Appropriate respondents/information – 1 mark
- Relevant questions – 1 mark
- Accurate recording of information – 1 mark
- Well-organised presentation of data – 1 mark

TASK 3: PROJECT REPORT – 6 MARKS

Using the information collected, write a **250–300 word report**.

Your report should contain:

A. Introduction – 1 mark

Explain the purpose of the investigation.

B. Findings – 2 marks

Present and explain the main findings.

C. Challenges identified – 1 mark

Discuss at least **two challenges** affecting effective communication in English.

D. Recommendations – 1 mark

Suggest practical ways of improving English communication.

E. Conclusion – 1 mark

Give a brief conclusion based on your findings.

TASK 4: ORAL PRESENTATION – 4 MARKS

Present your project findings to the class for **3–5 minutes**.

You will be assessed on:

Aspect	Marks
Organisation and clarity of ideas	1
Fluency and pronunciation	1
Appropriate vocabulary and grammar	1
Confidence, eye contact and non-verbal cues	1
Total	4

TASK 5: REFLECTION – 3 MARKS

After completing the project, write short responses to the following:

- a) What new English language skill did you acquire from the project?
(1 mark)
- b) What challenge did you experience while carrying out the project and how did you overcome it?
(1 mark)
- c) How can the skills acquired from this project be useful in your future education or career?
(1 mark)

MARK DISTRIBUTION

Project Component	Marks
1. Project Proposal	3
2. Data Collection	4
3. Written Project Report	6
4. Oral Presentation	4
5. Reflection	3
TOTAL	20



ELIMU MSINGI INAYOENDANA NA UMAHIRI (CBE)
TATHMINI YA SHULE ZA SEKONDARI (DARAJA LA JUU)
MRADI WA FASIHI – 2026
GREDE YA 10 – FASIHI YA KISWAHILI

Muda: Saa 2

TAARIFA ZA MTAHINIWA

JINA: _____ SHULE: _____

DARASA: _____ NAMBA YA MTAHINIWA: _____

TAREHE: _____ SAINI: _____

MAAGIZO

1. Fanya mradi huu binafsi.
2. Chagua jamii inayopatikana katika eneo lako.
3. Fanya utafiti kuhusu **fasihi simulizi** ya jamii hiyo.
4. Kusanya mifano ya fasihi simulizi kutoka kwa wazee, wazazi, walimu au wanajamii wengine.
5. Andika majibu yako kwa Kiswahili fasaha.
6. Tumia mahaoro, uchunguzi na vyanzo vingine vya habari.
7. Wasilisha kazi yako ikiwa imepangwa vizuri na kwa usafi.
8. Mwanafunzi anaweza kuambatanisha picha au vielelezo vinavyohusiana na mradi.

SEHEMU A: UTAFITI WA FASIHI SIMULIZI (20 ALAMA)

SWALI

Chunguza **aina moja ya fasihi simulizi** inayopatikana katika jamii yako. Unaweza kuchagua mojawapo ya zifuatazo:

- Hadithi
- Ngano
- Methali
- Vitendawili
- Nyimbo
- Misemo
- Semi
- Sifa
- Maigizo
- Tarihi
- Maghani

Andaa ripoti yako kwa kuzingatia vipengele vifuatavyo:

1. Utangulizi wa jamii uliyochagua. (2 alama)

Eleza:

- Jina la jamii.
- Mahali jamii hiyo inapatikana.

2. Aina ya fasihi simulizi uliyochagua. (2 alama)

- Taja aina ya fasihi simulizi.
- Eleza maana yake.

3. Ukusanyaji wa data. (3 alama)

Eleza jinsi ulivyopata taarifa zako. Taja angalau njia **mbili**, kwa mfano:

- Mahojiano.
- Uchunguzi.
- Kusikiliza.
- Kusoma vitabu.
- Kutumia vyanzo vya kidijitali.

4. Uwasilishaji wa mifano. (5 alama)

Toa **mifano mitano** ya kipera ulichochagua.

Kwa kila mfano:

- Andika mfano wenyewe.
- Eleza maana au ujumbe wake.

5. Dhamira na mafunzo. (3 alama)

Eleza angalau **dhamira au mafunzo matatu** yanayojitokeza katika mifano yako.

6. Umuhimu wa fasihi simulizi katika jamii. (3 alama)

Eleza njia **tatu** ambazo fasihi simulizi husaidia jamii yako.

7. Hitimisho. (2 alama)

Toa hitimisho kuhusu umuhimu wa kuhifadhi na kuendeleza fasihi simulizi katika jamii yako.

JUMLA: 20 ALAMA

MUUNDO UNAOPENDEKEZWA WA MRADI

Jalada

- Jina la mwanafunzi
- Jina la shule
- Somo: Kiswahili
- Mada ya mradi
- Daraja: Grade 10

- Mwaka: 2026

Ukurasa wa 1: Utangulizi

Ukurasa wa 2: Mbinu za utafiti

Ukurasa wa 3–4: Mifano ya fasihi simulizi

Ukurasa wa 5: Dhamira na mafunzo

Ukurasa wa 6: Umuhimu wa fasihi simulizi

Ukurasa wa 7: Hitimisho na marejeleo

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – FINE ARTS LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT TASK: CREATIVE 2D ARTWORK

Create an **original two-dimensional artwork** based on a theme of your choice from the immediate environment, such as **environmental conservation, Kenyan culture, community life, wildlife, or everyday life**.

Your artwork should demonstrate effective use of **elements and principles of art**, including line, shape, colour, texture, value, balance, rhythm, movement, dominance and unity. These elements and principles are explicitly covered in the Grade 10 Drawing and Painting content.

Instructions

1. Select an appropriate theme and develop **at least two preliminary sketches**.
2. Select one sketch and develop it into a final composition.
3. Use **one appropriate Fine Arts technique**:
 -  Drawing
 -  Painting
 -  Collage
 -  Graphic design
4. Apply suitable **elements and principles of art** to create an effective composition.
5. Use locally available or recyclable materials where appropriate.
6. Complete and neatly present the final artwork.
7. Mount or display the finished artwork appropriately.
8. Briefly explain the artistic decisions made in your work during the critique session.

The choice of drawing, painting, collage or graphic design is consistent with the KICD Grade 10 curriculum, which covers drawing, painting, collage and graphic design as major practical areas.

ÉVALUATION DU NIVEAU SUPÉRIEUR
PROJECT BASED ASSESSMENT 2026

CLASSE DE 10^e – FRANÇAIS
INFORMATIONS DU CANDIDAT



Nom : _____ .École : _____

Numéro d'évaluation : _____ . Date : _____

Code de l'école : _____ .Signature : _____

PROJECT TITLE:

MA VIE QUOTIDIENNE ET MON ENVIRONNEMENT

PROJECT TASK

You are required to prepare a **French-language project portfolio** describing your daily life, school routine, home environment and healthy lifestyle.

Your project should demonstrate your ability to use French in **real-life communication** through writing, reading, speaking and appropriate use of visual/digital resources.

TASK 1: MA ROUTINE QUOTIDIENNE – 5 MARKS

Prepare a short illustrated description of your daily routine in French.

Include:

- At least **six daily activities**.
- The **days of the week**.
- At least **three expressions of time**.
- Appropriate French verbs and sentences.

Example areas may include:

Je me lève...

Je vais à l'école...

Je prends le petit déjeuner...

Je fais mes devoirs...

Present your work neatly using a poster, chart or digital document.

TASK 2: MON ÉCOLE – 4 MARKS

Prepare a simple **French school timetable**.

Your timetable should contain:

- At least **five school subjects**.
- The days on which they are taught.
- The time for each activity.
- At least **three complete French sentences** describing your school routine.

For example:

Le lundi, j'ai le français à huit heures.

The task should demonstrate your ability to use vocabulary related to **school activities, days, dates and time**.

TASK 3: MA MAISON ET MON ENVIRONNEMENT – 4 MARKS

Draw or create a simple **plan de ma maison** and label at least **six rooms or household objects in French**.

Write **four French sentences** showing the location of objects using appropriate prepositions.

You may use:

dans, sur, devant, derrière, entre, à côté de

For example:

La table est dans la cuisine.

This task reflects the KICD Grade 10 work on locating rooms and objects and applying prepositions in context.

TASK 4: UNE ALIMENTATION SAINE – 4 MARKS

Prepare a small **healthy meal plan in French** for one day.

Include:

Petit déjeuner

Déjeuner

Dîner

List appropriate foods and drinks and write **four French sentences** about healthy eating.

Use expressions such as:

J'aime...

Je préfère...

Il faut...

Il ne faut pas...

The KICD curriculum specifically includes food and drinks, healthy versus unhealthy foods, meal planning and expressions of preference.

TASK 5: ORAL PRESENTATION – 3 MARKS

Present your project to the class in French for approximately **2–3 minutes**.

You should:

- Introduce yourself.
- Explain your daily routine.
- Mention your school or home.
- Talk briefly about healthy food.
- Answer at least **two questions** from the teacher/classmates.



Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT: INVESTIGATING THE EFFECT OF TEMPERATURE ON THE RATE OF DISSOLVING

Background

A learner observes that sugar dissolves faster in hot tea than in cold water. The learner wants to investigate whether **temperature affects the rate at which a solid dissolves in water.**

You are provided with:

- Three transparent beakers/cups
- Water
- Sugar
- Measuring cylinder
- Thermometer
- Stopwatch/phone timer
- Stirring rod/spoon
- Balance, where available

Safety Precautions

Observe the following precautions:

1. Handle hot water carefully.
2. Do not taste any chemicals or materials used during the experiment.
3. Handle glassware carefully.
4. Keep the working area dry and clean.
5. Follow the teacher's instructions throughout the investigation.

SECTION A: PLANNING THE INVESTIGATION — 5 MARKS

1. State the aim of the investigation. (1 mark)

2. Identify the:

a) Independent variable: (1 mark)

b) Dependent variable: (1 mark)

3. State one variable that should be kept constant. (1 mark)

4. State a suitable hypothesis for the investigation. (1 mark)

SECTION B:7 MARKS

Use approximately **100 cm³ of water** in each container.

Prepare three water samples at approximately:

- **Cold water**
- **Room-temperature water**
- **Warm water**

Add the **same mass of sugar** to each sample and record the time taken for the sugar to dissolve completely.

5. Carry out the investigation and complete the table below. (4 marks)

Water temperature	Temperature (°C)	Mass of sugar (g)	Time taken to dissolve (s)
Cold			
Room temperature			
Warm			

Marking:

- Appropriate temperature measurements: **1 mark**
- Correct/consistent mass of sugar: **1 mark**
- Accurate recording of time: **1 mark**
- Complete and properly presented table: **1 mark**

6. State two observations made during the investigation. (2 marks)

i. _____

ii. _____

7. State one difficulty experienced during the experiment and how you overcame it. (1 mark)

Difficulty:

How it was overcome:

SECTION C: 5 MARKS

8. Which water sample dissolved the sugar fastest? (1 mark)

9. Which water sample dissolved the sugar slowest? (1 mark)

10. What conclusion can you make from your investigation? (2 marks)

11. Give one everyday application of your findings. (1 mark)

SECTION D: 3 MARKS

12. State one safety precaution that was important during the investigation. (1 mark)

13. Suggest one improvement that could make the investigation more reliable. (1 mark)

14. If you were to repeat the investigation, what would you do differently? (1 mark)



Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

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

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	45 MARKS	35 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

PROJECT TASK

You are required to carry out a **small geographical field study** in your local area to investigate **traffic flow and road-user behaviour**.

Choose a **safe observation point** near your home, school, market centre or another accessible public place.

Safety: Do not stand on the road or enter dangerous areas. Carry out the observation from a safe place and, where necessary, with an adult's guidance.

Research Question

What is the nature of traffic flow and road-user behaviour in my local area?

PART A: PROJECT PLANNING – 3 MARKS

1. State the following:

(a) Title of your investigation. (1 mark)

(b) State one objective of the investigation. (1 mark)

(c) State the method you will use to collect your primary data. (1 mark)

PART B: FIELD DATA COLLECTION – 5 MARKS

Conduct your observation for **one hour**.

Divide the one-hour period into **six 10-minute intervals**.

Record the number of road users/vehicles observed during each interval.

Use the following categories:

1. **Motorcycles**
2. **Private cars**
3. **Matatus/buses**
4. **Trucks/lorries**
5. **Bicycles**

2. Complete the field observation table.

Time interval	Motorcycles	Cars	Matatus/Buses	Trucks/Lorries	Bicycles
0–10 minutes					
10–20 minutes					
20–30 minutes					
30–40 minutes					
40–50 minutes					
50–60 minutes					
TOTAL					

Marks: 5

Award marks for:

- appropriate field observation – **1 mark**
- correct recording – **2 marks**
- completed intervals – **1 mark**
- correct totals – **1 mark**

PART C: DATA ANALYSIS – 4 MARKS

3. Use your totals in the table above.

(a) Identify the most common category of road user/vehicle observed. (1 mark)

(b) Identify the least common category observed. (1 mark)

(c) Calculate the percentage contribution of the most common category. (2 marks)

PART D: GRAPHICAL PRESENTATION – 4 MARKS

4. Present your collected data using a bar graph.

Draw a bar graph showing the **total number of each type of road user/vehicle observed.**

Your graph must have:

- a suitable **title**;
- correctly labelled **horizontal axis**;
- correctly labelled **vertical axis**;
- an appropriate **scale**;
- accurately plotted bars.

4 marks

Suggested title:

TRAFFIC COMPOSITION OBSERVED IN _____ AREA

PART E: INTERPRETATION AND CONCLUSION – 4 MARKS

5. Interpret your findings.

(a) Give **two reasons** why the most common type of vehicle/road user may have recorded the highest frequency.

2 marks

(i) _____

(ii) _____

(b) State **one road-safety problem** you observed or identified in the study area. **1 mark**

(c) Suggest **one practical measure** that could improve road safety in the area. **1 mark**

FINAL PROJECT REPORT

At the end of your project, write a short conclusion of **4–6 sentences** answering:

What did your investigation reveal about traffic flow and road safety in your local area?



Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT TITLE

MEIN EINKAUFSPROJEKT

Eine Untersuchung über Lebensmittel, Preise und gesunde Ernährung

PROJECT QUESTION

Welche Lebensmittel kaufen die Menschen in meiner Umgebung, wie viel kosten sie und welche davon sind gesund?

GENERAL INSTRUCTIONS

1. Carry out the project individually.
2. Visit a safe local shop, supermarket, market or use prices from a household shopping list.
3. Do not photograph people without permission.
4. Record information about **10 food items**.
5. Write the German words for the food items.
6. Record the quantity/unit and price of each item.
7. Use a dictionary, textbook or approved digital resource to check German vocabulary.
8. Present your findings neatly in a project file or exercise book.
9. All German sentences should be written by the learner.
10. Attach evidence of the work where possible, such as a photograph of the shopping environment, receipt or handwritten observation record.

PART A: FIELD RESEARCH – 6 MARKS

1. Collect information about TEN food items available in your local shop or market.

Complete the table.

No.	Lebensmittel / Food item in German	English meaning	Menge / Unit	Preis in KSh
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

6 marks

Examples of units that may be used:

- ein Kilo
- ein Liter
- ein Gramm
- eine Flasche
- eine Packung
- ein Stück

PART B: GERMAN SHOPPING LIST – 4 MARKS

2. Prepare your own shopping list in German.

Imagine that you have **KSh 2,000** to spend.

Select **five food items** from your research and prepare a shopping list.

Nr.	Lebensmittel	Menge	Preis
1			
2			
3			
4			
5			

Calculate:

Total cost = KSh _____

Balance remaining = KSh _____

4 marks

PART C: PRACTICAL GERMAN DIALOGUE – 4 MARKS

3. Write a German dialogue between a CUSTOMER and a SHOPKEEPER.

The dialogue should contain at least **eight exchanges**.

Your dialogue must include:

- greeting;
- asking for an item;
- asking about the price;
- quantity;
- numbers;
- expressing an opinion;
- payment;
- thanking and saying goodbye.

Suggested situation:

Kunde: Guten Morgen!

Verkäufer/Verkäuferin: Guten Morgen! Was möchten Sie?

Continue the dialogue in German.

4 marks

PART D: HEALTHY FOOD INVESTIGATION – 3 MARKS

4. From the ten food items you investigated:

(a) Identify **three healthy food items**.

1. _____
2. _____
3. _____

(1 mark)

(b) Write **two simple German sentences** about healthy eating.

(2 marks)

1. _____
2. _____

PART E: PERSONAL REFLECTION – 3 MARKS

5. Answer the following in German.

(a) Was kaufst du gern?

(b) Was kostet dein Lieblingsessen?

(c) Warum ist gesundes Essen wichtig?

3 marks

PROJECT EVIDENCE

The learner should submit:

- ☐ Completed food-price research table
- ☐ German shopping list
- ☐ Calculations
- ☐ German customer/shopkeeper dialogue
- ☐ Healthy-food identification
- ☐ German reflection
- ☐ One optional photograph/receipt showing evidence of the investigation

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – HISTORY AND CITIZENSHIP LEARNER'S DETAILS



Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

PRACTICAL PROJECT – 20 MARKS

Topic: African Civilizations and Their Contributions to Society

Project Title:

“Celebrating the Achievements of African Civilizations”

Instructions to the Learner

Select **ONE African civilization/kingdom/empire** that existed before the nineteenth century.

Examples include:

- Aksum
- Wanga Kingdom
- Kingdom of Rwanda
- Mali Empire
- Songhai Empire
- Ancient Egypt
- Great Zimbabwe

Prepare a **display board, chart, booklet or illustrated poster** showing the historical development and achievements of your selected civilization.

Your project should contain the following:

1. Name and Location – 2 marks

- Name the civilization/kingdom/empire. **(1 mark)**
- Show or describe its geographical location in Africa. **(1 mark)**

2. Political Organisation – 3 marks

Explain:

- The system of leadership/rule. **(1 mark)**
- The role of the ruler or leaders. **(1 mark)**
- One method used to maintain order or administer the society. **(1 mark)**

3. Economic Activities – 3 marks

Describe **three economic activities** practised by the people.

Examples:

- Agriculture
- Trade
- Iron working
- Mining
- Fishing
- Cattle keeping

1 mark for each well-explained activity.

4. Social and Cultural Life – 3 marks

Explain **three aspects** of the society's social or cultural life.

Examples:

- Religion and beliefs
- Education
- Family organisation
- Art and crafts
- Architecture
- Music and dance

1 mark for each relevant aspect.

5. Major Achievements/Contributions – 4 marks

Identify and explain **four major achievements or contributions** of the civilization.

Examples:

- Development of trade networks
- Architecture
- Metalworking
- Writing and record keeping
- Education and scholarship
- Government and administration
- Agriculture and technology

1 mark for each well-explained contribution.

6. Historical Evidence – 2 marks

Include **two forms of evidence** that provide information about the civilization.

Examples:

- Archaeological remains
- Artefacts

- Written records
- Oral traditions
- Buildings/monuments
- Coins
- Pottery

1 mark each.

7. Presentation and Creativity – 2 marks

- Neat and well-organised presentation. **(1 mark)**
- Appropriate use of illustrations, maps, photographs, diagrams or drawings. **(1 mark)**

SENIOR SCHOOL ASSESSMENT
PROJECT BASED ASSESSMENT 2026

GRADE 10 – HOMESCIENCE
LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

GRADE 10 HOME SCIENCE – PRACTICAL PROJECT ASSESSMENT

Project: Constructing a Simple Garment

Total Marks: 20

Task:

Learners are required to plan, prepare, construct and finish a simple garment such as an **apron, simple skirt, shorts, headscarf or simple top** using suitable fabric and basic sewing techniques.

Assessment Tasks and Mark Allocation

No.	Assessment Area	Marks
1	Project planning – identifies the garment, gives purpose, prepares a simple sketch/design and lists materials and equipment	3
2	Preparation of materials and equipment – selects suitable fabric, sewing tools and equipment; observes safety precautions	3
3	Taking measurements and pattern preparation – takes/uses appropriate measurements and prepares or adapts a suitable pattern	3
4	Fabric preparation and cutting – prepares fabric, places pattern correctly, observes grain and cuts accurately	3
5	Garment construction – joins garment sections correctly using appropriate stitches/seams and follows the construction sequence	4
6	Finishing and presentation – neat hems, secure seams, appropriate fastenings, pressing and overall appearance	3
7	Project reflection – explains challenges encountered, solutions used and skills gained	1
	TOTAL	20

Learner's Project Evidence

The learner should submit:

1. A simple **garment design/sketch**.
2. **List of materials and equipment** used.
3. **Measurements/pattern** used.
4. The **completed garment**.
5. A brief **project reflection**.

Suggested Garments

- Simple apron
- Simple skirt
- Simple shorts
- Headscarf
- Simple top
- Simple child's garment

Key competencies assessed: creativity, communication, problem-solving, self-efficacy, collaboration, planning and practical application of sewing skills.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – HINDU RELIGIOUS EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS

1. Answer **all** questions.
2. This project should demonstrate the learner's ability to **apply Hindu religious teachings to real-life situations**.
3. Where appropriate, support your work with examples from the learner's community, family or school.
4. Present your work neatly and systematically.

PROJECT: PROMOTING DHARMA AND VALUES IN THE SCHOOL COMMUNITY

Your school administration has observed challenges such as **lack of respect, dishonesty, poor responsibility, environmental pollution and conflicts among learners**. The school has therefore asked Grade 10 learners to develop a practical project based on **Hindu religious teachings and values** to promote peaceful and responsible living.

TASK

Prepare a **School Dharma and Values Action Project** addressing the challenges above.

A. IDENTIFICATION OF THE PROBLEM – 4 MARKS

1. Identify **two challenges** affecting your school community that can be addressed through Hindu religious teachings.
(2 marks)
2. Explain how each of the identified challenges affects learners and the school community.
(2 marks)

B. HINDU TEACHINGS AND VALUES – 6 MARKS

3. Identify **three Hindu values or principles** that can be used to address the challenges identified in Question 1.
(3 marks)
4. Explain how each of the three values can help improve behaviour and relationships in the school.
(3 marks)

C. ACTION PLAN – 6 MARKS

5. Develop a practical **three-step action plan** for promoting the identified Hindu values in your school.

Your action plan should show:

Item	What should be included	Marks
Activity	A practical activity to be carried out	2
Implementation	How the activity will be carried out	2
Expected outcome	The change expected after the activity	2
Total		6

D. PERSONAL REFLECTION – 4 MARKS

6. Write a short reflection explaining:

- a) **Two ways** you can personally practise Dharma and Hindu values in your daily life. **(2 marks)**
- b) **Two ways** practising these values can contribute to peaceful coexistence in a diverse Kenyan society. **(2 marks)**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – INFORMATION COMMUNICATION TECHNOLOGY LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT TITLE

“MY SCHOOL AND ITS DIGITAL FUTURE”

PROJECT SCENARIO

Your school is planning to create awareness among learners and parents about the school, its activities and the importance of ICT in education. You have been appointed as a student ICT designer to prepare three digital products using **Microsoft Word, Microsoft PowerPoint and Microsoft Publisher**.

TASK 1: MICROSOFT WORD – SCHOOL INFORMATION DOCUMENT (7 MARKS)

Create a **2-page school information document** using Microsoft Word.

Your document should contain:

1. **Title: MY SCHOOL AND ITS DIGITAL FUTURE – 1 mark**
2. A short introduction about your school of at least **100 words – 1 mark**
3. A section describing **four benefits of ICT in education – 2 marks**
4. Insert and appropriately position **one relevant picture – 1 mark**
5. Apply appropriate formatting, including:
 - Bold/appropriate font sizes
 - Headings
 - Paragraph alignment
 - Line spacing – **1 mark**
6. Add a **footer containing your name, school and page number – 1 mark**

Subtotal: 7 Marks

TASK 2: MICROSOFT POWERPOINT – ICT AWARENESS PRESENTATION (7 MARKS)

Create a **5-slide PowerPoint presentation** titled:

“THE ROLE OF ICT IN MODERN EDUCATION”

The presentation should contain:

Slide 1: Title slide containing your name, school and topic – **1 mark**

Slide 2: Four uses of ICT in education – **1 mark**

Slide 3: Four advantages of using computers in learning – **1 mark**

Slide 4: ICT safety rules and responsible use of technology – **2 marks**

Slide 5: Conclusion and a short message encouraging learners to embrace ICT – **1 mark**

Apply the following presentation skills:

- Appropriate slide design/theme
- Relevant pictures/graphics
- Consistent font and formatting
- Appropriate slide transitions – **1 mark**

Subtotal: 7 Marks

TASK 3: MICROSOFT PUBLISHER – SCHOOL PROMOTIONAL FLYER (6 MARKS)

Using Microsoft Publisher, design an attractive **one-page school promotional flyer**.

The flyer should include:

1. School name and an attractive title/slogan – **1 mark**
2. Brief information about the school – **1 mark**
3. At least **four school activities/programmes** – **1 mark**
4. At least **two relevant pictures/graphics** – **1 mark**
5. Appropriate use of:
 - Text boxes
 - Colours
 - Shapes

- Alignment and spacing – **1 mark**
- 6. Include school contact information and an appropriate call to action, e.g. **“Join Us Today!”** – **1 mark**

Subtotal: 6 Marks

MARKING SUMMARY

Activity	Marks
Microsoft Word	7
Microsoft PowerPoint	7
Microsoft Publisher	6
TOTAL	20

EXPECTED COMPETENCIES

By completing the project, the learner should demonstrate ability to:

- Create and format a document using **Microsoft Word**.
- Organise and present information using **Microsoft PowerPoint**.
- Design and publish attractive information materials using **Microsoft Publisher**.
- Insert and manipulate text, images and graphical objects.
- Apply appropriate digital design and communication skills.
- Demonstrate creativity, accuracy and responsible use of ICT.

PROJECT SUBMISSION

The learner should submit:

1. **One Microsoft Word document (.docx)**
2. **One PowerPoint presentation (.pptx)**
3. **One Publisher flyer (.pub or exported PDF)**

Total: 20 Marks

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT

GRADE 10 - ISLAMIC RELIGIOUS EDUCATION

Time: 2 Hours



LEARNER'S DETAILS

Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

PROJECT ASSESSMENT – 20 MARKS

Instructions to the Learner

1. Carry out the project individually or in a small group as directed by your teacher.
2. Use information from the **Qur'an, Hadith, textbooks and reliable Islamic sources**.
3. Present your findings neatly.
4. Where appropriate, give practical examples from your community.
5. Be ready to present your project to the class.

PROJECT: ISLAM AND RESPONSIBLE LIVING IN THE COMMUNITY

Background

Islam guides Muslims on how to live responsibly and peacefully with other people. The Qur'an and Sunnah emphasise values such as **honesty, justice, cleanliness, compassion, respect, cooperation and responsibility**.

You have been selected as a Grade 10 learner to investigate how Islamic teachings can be applied to address a real-life problem affecting your school or community.

Task

Identify **ONE problem** affecting your school or community, such as:

- Environmental pollution and poor waste disposal
- Dishonesty and cheating among learners
- Bullying and lack of respect
- Drug and substance abuse
- Poverty and neglect of vulnerable people
- Misuse of social media
- Theft and destruction of property
- Lack of cleanliness
- Conflicts among young people

Conduct a simple investigation and show how **Islamic teachings can help address the problem**.

Your Project Should Include:

1. Identification of the problem – 3 marks

- State the problem clearly. **(1 mark)**
- Explain two causes of the problem. **(2 marks)**

2. Islamic teachings – 5 marks

- Identify **two Qur’anic teachings** related to the problem. **(2 marks)**
- Identify **one Hadith teaching** related to the problem. **(1 mark)**
- Explain how the teachings guide Muslims to deal with the problem. **(2 marks)**

3. Community investigation – 4 marks

- Interview at least **two people** or make appropriate observations about the problem. **(2 marks)**
- Present two important findings from the investigation. **(2 marks)**

4. Proposed solutions – 4 marks

Suggest **four practical solutions** based on Islamic values and teachings.
(1 mark each)

5. Presentation and reflection – 4 marks

- Neat and well-organised project. **(1 mark)**
- Proper use of Qur’an/Hadith references. **(1 mark)**
- Clear presentation of findings. **(1 mark)**
- Personal reflection on how you can contribute to solving the problem. **(1 mark)**

TOTAL: 20 MARKS

Suggested Project Format

Cover Page

- Name of learner
- School
- Grade: 10
- Subject: IRE
- Project title
- Assessment date

Main Sections

1. Introduction
2. Problem Identified
3. Causes of the Problem
4. Relevant Qur’anic Teachings
5. Relevant Hadith
6. Findings from the Investigation
7. Islamic Solutions
8. Personal Reflection
9. Conclusion
10. References



CHETI CHA ELIMU YA MSINGI KENYA (KCBE)
TATHMINI YA SHULE YA UPILI YA JUU
TATHMINI YA MRADI, 2026
GREDI YA 10 - KISWAHILI
Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MADA: UTAFITI WA MATUMIZI YA KISWAHILI KATIKA JAMII

MAELEKEZO

Mwanafunzi afanye utafiti mdogo kuhusu **matumizi ya Kiswahili katika jamii yake**. Anaweza kukusanya taarifa kutoka kwa wazazi, walimu, wanafunzi, wafanyabiashara au wanajamii wengine.

Andika ripoti yako kwa kufuata vipengele vifuatavyo:

1. Utangulizi – Alama 2

Eleza kwa ufupi:

- Maana ya Kiswahili.
- Umuhimu wa Kiswahili katika jamii.

2. Ukusanyaji wa Taarifa – Alama 4

Mhoji **watu watatu** katika jamii yako kuhusu matumizi ya Kiswahili.

Andika:

- Majina au utambulisho wa waliohojiwa.
- Umri wao.
- Kazi zao.
- Mahali walipohojiwa.
- Maswali uliyowauliza.

3. Matokeo ya Utafiti – Alama 5

Eleza mambo uliyobaini kuhusu matumizi ya Kiswahili, kwa mfano:

- Matumizi ya Kiswahili shuleni.
- Matumizi ya Kiswahili sokoni.
- Matumizi ya Kiswahili nyumbani.
- Matumizi ya Kiswahili katika vyombo vya habari.
- Changamoto zinazokabili matumizi ya Kiswahili.

4. Uchambuzi wa Lugha – Alama 4

Kusanya **maneno au misemo mitano** inayotumiwa na watu katika eneo lako.

Kwa kila neno au msembo:

1. Andika neno/msembo.
2. Eleza maana yake.
3. Tunga sentensi inayoonyesha matumizi yake.

5. Hitimisho na Mapendekezo – Alama 3

- Toa hitimisho kuhusu nafasi ya Kiswahili katika jamii yako.
- Toa **mapendekezo mawili** ya jinsi ya kuimarisha matumizi sahihi ya Kiswahili.

JUMLA: ALAMA 20

Kumbuka: Mwanafunzi anatarajiwa kuwasilisha kazi yake kwa mpangilio mzuri, kutumia Kiswahili sanifu na kuonyesha ushahidi wa utafiti alioufanya.

GRADE 10 ENGLISH LITERATURE PROJECT ASSESSMENT

PROJECT: 20 MARKS

Name: _____

School: _____

Assessment No.: _____

Date: _____

INSTRUCTIONS

1. Complete the project individually.
2. Present your work neatly and clearly.
3. Support your responses with relevant examples from the literary work studied.
4. The project should demonstrate creativity, critical thinking and understanding of literature.

PROJECT TASK

Choose **one literary work** that you have studied, such as a **novel, play, short story or collection of poems**, and carry out the following tasks:

1. Identify the literary work and give its basic information.

Include the title, author and genre. **(2 marks)**

2. Write a brief summary of the literary work.

Give the main events in a clear and logical sequence. **(4 marks)**

3. Discuss TWO major characters.

For each character, describe their traits and support your answer with relevant evidence from the text. **(4 marks)**

4. Discuss TWO major themes developed in the literary work.

Explain how each theme is presented, giving appropriate examples. **(4 marks)**

5. Identify and explain TWO literary techniques or styles used by the author.

Examples may include symbolism, imagery, irony, dialogue, personification, flashback, satire or foreshadowing. **(2 marks)**

6. Give your personal response to the literary work.

Explain one important lesson you have learnt and how it can be applied to real life. **(2 marks)**

7. Presentation and creativity.

Neatness, organization, originality and appropriate use of supporting material. **(2 marks)**

TOTAL: 20 MARKS

Learner's Signature: _____

Teacher's Comment: _____



Name: _____. School: _____.

Assessment Number: _____. Date: _____.

School Code: _____. Signature: _____.

Instructions

1. Complete the project individually.
2. Use **Chinese characters and Pinyin** where indicated.
3. Present your work neatly.
4. The project should demonstrate practical use of Mandarin in everyday situations.

PROJECT: 我的生活 — Wǒ de shēnghuó

MY DAILY LIFE

Prepare a **one-page illustrated personal profile and daily-life presentation in Mandarin**.

Your project should contain the following:

A. Personal Information – 5 Marks

Write the following information in **Chinese characters and Pinyin**:

1. Your name. (1 mark)
2. Your age. (1 mark)
3. Where you live. (1 mark)
4. Your nationality. (1 mark)
5. Your school. (1 mark)

B. My Family – 4 Marks

Write about **four members of your family**.

For each person, give:

- Relationship to you.
- Name or description.
- Age.

4 × 1 = 4 marks

C. My Daily Routine – 5 Marks

Write **five simple Mandarin sentences** describing what you normally do during the day.

Your sentences may include activities such as:

- waking up
- taking a shower
- eating breakfast
- going to school
- studying
- playing games
- doing homework
- going to bed

5 × 1 = 5 marks

D. My Likes and Dislikes – 3 Marks

Write:

1. One thing you like. **(1 mark)**
2. One thing you do not like. **(1 mark)**
3. Give a reason for one of your choices. **(1 mark)**

E. Presentation and Language Accuracy – 3 Marks

Criterion	Marks
Correct use of Chinese characters	1
Correct Pinyin and tones	1
Neatness, creativity and organisation	1
TOTAL	3

TOTAL: 20 MARKS

Suggested Presentation Format

我的生活

Wǒ de shēnghuó

姓名： _____

Xìngmíng: _____

年齡： _____

Niánlíng: _____

我住在： _____

Wǒ zhù zài: _____

我的家人： _____

我的一天： _____

我喜欢: _____

我不喜欢: _____

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – MARINE TECHNOLOGY LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

GRADE 10 MARINE TECHNOLOGY

PROJECT EXAMINATION — 20 MARKS

Project Title: Construction and Demonstration of a Simple Model Boat

Time: 2 Hours

Total Marks: 20

PROJECT TASK

Construct a **simple model boat** using locally available materials. The model should demonstrate basic principles of **marine technology**, including buoyancy, stability, propulsion and safe handling.

The completed model should be capable of **floating on water** and carrying a small load without capsizing.

SUGGESTED MATERIALS

- Light wood, cardboard, plastic sheet or other suitable material
- Adhesive, nails or suitable fasteners
- String/wire
- Small piece of plastic, wood or metal for a rudder
- Recycled materials where appropriate
- Small weight/load for testing

PROJECT REQUIREMENTS

The learner should:

1. Prepare a simple design/sketch of the boat.
2. Select appropriate materials.
3. Construct the hull.
4. Provide a suitable **rudder or steering arrangement**.
5. Provide a simple **propulsion system**, such as a paddle, sail or rubber-band mechanism.
6. Test the boat in water.
7. Demonstrate that the boat floats and remains reasonably stable.

8. Make improvements based on the test results.
9. Observe workshop and water-safety procedures.
10. Present the completed model and briefly explain how it works.

ASSESSMENT CRITERIA — 20 MARKS

No.	Assessment Area	Marks
1	Interpretation of task and design/sketch	2
2	Selection and preparation of materials	2
3	Construction of the boat hull	3
4	Buoyancy and stability	3
5	Propulsion system	2
6	Steering/rudder system	2
7	Accuracy, workmanship and finishing	2
8	Testing and improvement of the model	2
9	Safety and responsible use of materials/tools	1
10	Presentation and explanation of the project	1
TOTAL		20

EXPECTED LEARNING OUTCOME

By the end of the project, the learner should demonstrate the ability to:

- Apply basic **marine engineering principles** in a practical situation.
- Explain how **buoyancy** enables a vessel to float.
- Demonstrate the importance of **stability** in boat design.
- Construct a simple marine model using appropriate materials.
- Apply basic techniques of **fabrication, assembly and testing**.
- Identify weaknesses in a design and make suitable improvements.

TOTAL: 20 MARKS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – MEDIA TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____



INSTRUCTIONS TO CANDIDATES

GRADE 10 MEDIA TECHNOLOGY

PROJECT ASSESSMENT — 20 MARKS

Project Title: Production of a Digital Promotional Poster

TASK

Design and produce a **digital promotional poster** for a school event, educational programme, community activity or school club.

The poster should promote the event clearly and attractively using appropriate **media technology principles and digital design skills**.

REQUIREMENTS

The poster should contain:

1. A suitable **title/headline**.
2. Appropriate **images or graphics**.
3. Relevant information such as **date, venue, time and contact information**.
4. Appropriate **font styles and sizes**.
5. Suitable **colour combinations**.
6. Good **layout and spacing**.
7. A clear visual hierarchy.
8. A final design that can be shared digitally or printed.

The learner may use available software such as **Canva, Microsoft PowerPoint, Publisher, Photoshop, GIMP or another suitable digital design application**.



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PRACTICAL PROJECT ASSESSMENT — 20 MARKS

Project: Fabrication of a Small Metal Tool Holder

Instructions to the Learner

1. Read all instructions carefully before starting the project.
2. Observe all workshop safety rules.
3. Use the appropriate tools and equipment correctly.
4. Measure and mark all dimensions accurately before cutting or forming.
5. Produce a neat, functional and durable finished product.
6. Submit the completed project together with your working area cleaned.

TASK

Using **mild-steel sheet**, fabricate a **small wall-mounted tool holder** suitable for storing small workshop tools such as screwdrivers, pliers and spanners.

The finished tool holder should consist of:

- A rectangular metal back plate.
- A bent lower support/lip for holding tools.
- Two mounting holes.
- Smooth and safe edges.
- A neat surface finish.

Suggested Dimensions

Part	Dimension
Overall back plate	200 mm × 150 mm
Lower supporting lip	200 mm × 40 mm
Mounting holes	2 holes, approximately Ø8 mm
Distance between mounting holes	140 mm
Material	1.2–1.5 mm mild-steel sheet

Note: The teacher may adjust the dimensions depending on the available material and workshop facilities.

ASSESSMENT CRITERIA — 20 MARKS

No.	Assessment Area	Marks
1	Interpretation of drawing and planning of work	2
2	Accurate measurement and marking out	3
3	Correct cutting/shearing of metal	2
4	Accurate drilling and positioning of holes	2
5	Correct bending/forming of the support lip	3
6	Quality of joints/assembly and structural strength	2
7	Accuracy of dimensions and overall shape	2
8	Surface finishing and removal of sharp edges	2
9	Safe use of tools, equipment and PPE	1
10	Housekeeping and time management	1
TOTAL		20

Expected Final Product

The completed tool holder should:

- Be correctly shaped and firmly constructed.
- Have accurately positioned mounting holes.
- Have the support lip bent to the required angle.
- Have no dangerous sharp edges.
- Be free from excessive scratches, burrs and deformation.
- Be strong enough to hold the intended tools.
- Demonstrate accurate use of **measuring, marking, cutting, drilling, bending and finishing techniques**.

Materials: Mild-steel sheet, abrasives and suitable fasteners.

Tools/equipment: Steel rule, scribe, try square, centre punch, hacksaw/shears, files, drilling machine, vice, hammer and bending equipment as appropriate.

KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL ASSESSMENT
PROJECTS BASED ASSIGNMENT 2026



GRADE 10 – MUSIC AND DANCE
LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT ASSESSMENT EXAMINATION – 20 MARKS

Instructions to the Learner

1. Complete the project individually or in a small group as directed by the teacher.
2. Demonstrate practical application of skills learnt in Music and Dance.
3. Submit your written project documentation together with the practical performance.
4. Observe proper rehearsal, performance and safety procedures.

PROJECT: CREATION AND PERFORMANCE OF A KENYAN MUSIC AND DANCE ITEM

Your school is preparing a **Cultural Day performance** aimed at promoting appreciation of Kenya's cultural heritage among learners.

Select **one Kenyan community or cultural group** and develop a short music and dance presentation based on its cultural practices.

Tasks

1. Research and Planning – 4 marks

- a) Identify the Kenyan community/cultural group selected. **(1 mark)**
- b) State **two cultural occasions or functions** in which the selected music/dance is traditionally performed. **(2 marks)**
- c) Identify **one traditional musical instrument** associated with the selected community. **(1 mark)**

2. Creative Development – 5 marks

Prepare a **2–4 minute** music and dance item incorporating:

- a) A suitable **vocal or instrumental musical element**. **(1 mark)**
- b) An appropriate **rhythmic pattern**. **(1 mark)**
- c) At least **two coordinated dance movements**. **(2 marks)**

d) Appropriate use of **space/formations** during the performance. **(1 mark)**

3. Practical Performance – 7 marks

Present the prepared item before the teacher/class.

Performance Aspect	Marks
Accuracy and control of rhythm	2
Coordination of music and dance	2
Creativity and originality	1
Confidence and stage presence	1
Teamwork/discipline and synchronisation	1
Total	7

4. Project Documentation and Reflection – 4 marks

Submit a one-page project report containing:

- a) Brief description of the selected music/dance tradition. **(1 mark)**
- b) Explain **two ways** in which the performance promotes Kenyan cultural heritage. **(2 marks)**
- c) State **one challenge** encountered during preparation and explain how it was addressed. **(1 mark)**

TOTAL: 20 MARKS

Teacher's Assessment:

Project Research & Planning: ____ /4

Creative Development: ____ /5

Practical Performance: ____ /7

Documentation & Reflection: ____ /4

TOTAL: ____ /20



Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

PROJECT ASSESSMENT EXAMINATION – 20 MARKS

Instructions:

1. This project should be completed individually or in a small group as directed by the teacher.
2. Use locally available materials and facilities.
3. Demonstrate the activities safely and correctly.
4. Record your observations and findings.
5. The teacher will assess both the practical performance and the submitted work.

PROJECT: PERSONAL FITNESS AND PHYSICAL ACTIVITY PLAN

Scenario:

Your school intends to promote a healthy and physically active lifestyle among Grade 10 learners. You have been selected to design and demonstrate a simple fitness programme that can be carried out using locally available facilities and equipment.

Tasks

1. Fitness Assessment – 5 marks

Carry out **three physical fitness tests** from the following:

- 30-metre sprint – speed
- Standing broad jump – power
- Sit-ups – muscular endurance
- Push-ups – muscular endurance
- Sit-and-reach – flexibility
- 800-metre run – cardiovascular endurance

Record your results in a table showing:

Fitness test	Fitness component	Your result
---------------------	--------------------------	--------------------

Test 1

Test 2

Test 3

(5 marks)

2. Personal Fitness Programme – 6 marks

Using your results from Task 1, prepare a **one-week fitness programme** containing at least **four physical activities**.

Your programme should indicate:

- Activity
- Duration/repetitions
- Frequency
- Fitness component developed
- Safety precaution

(6 marks)

3. Practical Demonstration – 5 marks

Demonstrate **three exercises or physical activities** from your programme.

The teacher will assess:

- a) Correct technique – **2 marks**
- b) Coordination and control – **1 mark**
- c) Appropriate intensity/effort – **1 mark**
- d) Safety during performance – **1 mark**

(5 marks)

4. Reflection and Evaluation – 4 marks

After completing the project:

- a) State **two benefits** you expect to gain from following your fitness programme. **(2 marks)**
- b) Identify **one challenge** you experienced and explain how you would overcome it. **(1 mark)**
- c) State **one way** you would improve your programme in future. **(1 mark)**

TOTAL: 20 MARKS



Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

GENERAL INSTRUCTIONS

1. This project shall be completed individually and/or in groups as indicated in each task.
2. You are required to investigate an energy-related problem within your school or community.
3. Design and construct a simple device that demonstrates energy transformation and produces a useful mechanical output.
4. Use locally available, affordable, recycled or environmentally friendly materials where possible.
5. Observe all safety requirements during designing, construction and testing.
6. Keep evidence of your work, including research notes, sketches, measurements, photographs and observations.
7. The completed device shall be presented to the teacher for demonstration.
8. Submit a written project report together with the completed device.
9. The project is assessed out of **90 marks**.

TASK 1: RESEARCH AND INVESTIGATION 12 MARKS

A school in your community experiences challenges related to energy use. The school would like learners to develop a simple device that demonstrates how one form of energy can be transformed into another useful form of energy.

(a) Individual Research – 4 marks

Conduct research on energy sources and energy transformations.

In your research notes:

1. Identify **at least five sources of energy**.
2. Describe the form of energy associated with each source.
3. Give examples of energy transformations involving the identified sources.
4. Identify the sources used in everyday devices.
5. Record the sources of information used in your research.

Your research should include information from relevant **books, class notes, educational websites, journals or other reliable sources**.

[4 marks]

(b) Group Brainstorming Activity – 4 marks

Working as a group, brainstorm possible devices that can demonstrate energy transformation.

Prepare a table showing:

Energy Source	Energy Transformation	Possible Device
1.		
2.		
3.		
4.		
5.		

Identify **at least five suitable energy sources, five energy transformations and five related devices.** [4 marks]

(c) Selection of the Device – 4 marks

As a group, discuss the devices identified in part (b).

1. Select **one device** that your group can realistically design and construct.
2. State the name of the device.
3. Give **at least three reasons** for selecting the device.
4. Explain how the selected device can address an energy need in your school or community.
5. Explain why the device is suitable in terms of **cost, availability of materials, safety, practicality and energy transformation.**

Selected device: _____ [4 marks]

TASK 2: DESIGNING THE DEVICE 15 MARKS

After completing your research, develop a design for the selected energy-conversion device.

(a) Design Drawing – 6 marks

Draw a **clear, neat and well-proportioned diagram** of your proposed device.

Your drawing should:

1. Show all the major components.
2. Show how the components are connected or arranged.
3. Show the direction of movement or energy flow using arrows where appropriate.
4. Give suitable dimensions to important parts.
5. Label all major components correctly.
6. Ensure that the drawing represents the device you intend to construct.

[6 marks]

(b) How the Device Will Work – 4 marks

Describe how your proposed device will operate.

Your description should:

1. Explain what happens when the device receives its input energy.
2. Describe the sequence of operation from the input to the final output.
3. Explain the function of the major components.
4. State any important operating conditions and safety precautions.

[4 marks]

(c) Energy Transformation – 5 marks

Show the energy transformation taking place in your proposed device.

Present your answer in the form:

Input energy → Intermediate transformation(s) → Useful mechanical output

Then explain:

1. The input energy.
2. The intermediate energy transformations.
3. The final mechanical output.
4. How energy is transferred between the components.
5. Possible energy losses such as heat, sound or friction.

[5 marks]

TASK 3: CONSTRUCTION OF THE DEVICE 40 MARKS

Using your approved design, construct the selected device.

(a) Materials and Tools

(i) *Selection of Materials and Tools – 4 marks*

Prepare a list of the materials and tools required to construct your device.

For each major item, indicate:

- Name of material/tool
- Quantity
- Purpose
- Reason for selecting it

No.	Material/Tool	Quantity	Purpose
1.			
2.			
3.			
4.			
5.			

[4 marks]

(ii) *Local, Affordable and Environment-Friendly Materials – 4 marks*

Identify the materials in your project that are:

- locally available;
- affordable;
- reusable or recycled; and
- environmentally friendly.

Explain how your choice of materials helps to:

1. Reduce the cost of construction.

2. Reduce waste.
3. Promote reuse or recycling.
4. Protect the environment.

[4 marks]

(b) Construction and Development

(i) Construction Procedure, Measurements and Assembly – 5 marks

Construct the device according to your approved design.

Record the construction process in the correct sequence.

Your record should include:

1. Preparation of materials and tools.
2. Measurements taken.
3. Preparation of individual components.
4. Assembly of the components.
5. Testing and adjustment of the device.

Attach **photographic evidence** showing important stages from the beginning to the completed device.

[5 marks]

(ii) Functionality – 7 marks

Test the completed device.

Demonstrate that the device can:

1. Receive the intended input energy.
2. Transfer energy through its components.
3. Produce the intended mechanical output.
4. Operate consistently.
5. Operate repeatedly.
6. Produce a visible or measurable output.
7. Operate safely.

Record your test observations in a table.

Test	Input Applied	Observation	Output Produced
1.			
2.			
3.			

[7 marks]

(iii) Strength and Durability – 7 marks

Examine the completed device for strength and stability.

1. Identify the main joints and connection points.
2. Explain how the parts have been secured.
3. Test whether the device can withstand repeated normal operation.
4. Identify any weak points.
5. Make suitable improvements where necessary.
6. Explain how your improvements increase the durability of the device.

[7 marks]

(iv) Innovation – 7 marks

Improve your device beyond a basic design.

1. Identify one or more features that make your device different from an ordinary version.
2. Explain the problem your innovation solves.
3. Describe how your modification improves the performance of the device.
4. Suggest how the device could be improved or developed for larger-scale use.

[7 marks]

(v) Neatness and Aesthetic Value – 6 marks

Prepare the final device for presentation.

Ensure that:

1. Components are properly arranged.
2. Joints and connections are secure.
3. Surfaces and materials are reasonably clean.
4. Labels are clear where necessary.
5. The device is safe to handle and demonstrate.
6. The completed device has an attractive and presentable appearance.

[6 marks]

TASK 4: DEMONSTRATING HOW THE DEVICE WORKS 10 MARKS

Present your completed device to the teacher or assessment panel.

(a) Scientific Explanation – 5 marks

During the demonstration:

1. Identify the input energy.
2. Explain how energy enters the device.
3. Explain the function of the major components.
4. Describe the energy transformation taking place.
5. Identify possible energy losses such as friction, heat or sound.

Use appropriate **Physics terminology** throughout your explanation.

[5 marks]

(b) Applications and Energy Solutions – 5 marks

Explain the possible applications of your device.

In your presentation:

1. Give at least two possible uses of the device in everyday life.
2. Explain the energy problem that the device could help address.
3. Explain how the device could benefit a school or community.
4. Explain how its use could reduce dependence on fossil fuels.
5. State at least one benefit and one limitation of the device.

[5 marks]

TASK 5: PROJECT REPORT 13 MARKS

Prepare and submit a well-organised **Physics Project Report** based on your investigation, design and construction activities.

(a) Project Report – 10 marks

Your report should contain the following sections:

1. **Cover page**
2. **Project title**
3. **Names of group members**
4. **Introduction/background**
5. **Statement of the energy problem**
6. **Objectives of the project**
7. **Research findings**
8. **Possible energy sources and transformations**
9. **Selected device and justification**
10. **Design drawing**
11. **Description of how the device works**
12. **Materials and tools used**
13. **Construction procedure**
14. **Measurements taken**
15. **Testing and observations**
16. **Challenges encountered**
17. **Solutions and improvements made**
18. **Applications of the device**
19. **Benefits and limitations**
20. **Contribution to sustainable energy use**
21. **Photographic evidence**
22. **Conclusion**
23. **Recommendations**
24. **References**

[10 marks]

(b) Project Submission – 3 marks

Submit the following:

1. **The completed energy-conversion device.**
2. **The final design drawing together with a description of how the device operates.**
3. **The completed project report containing photographic evidence of the constructed device.**

[3 marks]

PROJECT SUBMISSION CHECKLIST

Before submitting your project, confirm that you have provided:

- ☐ Research notes and sources
- ☐ Group brainstorming work
- ☐ Selected device and justification
- ☐ Final design drawing
- ☐ Energy transformation explanation
- ☐ List of materials and tools
- ☐ Construction procedure
- ☐ Measurements
- ☐ Photographic evidence
- ☐ Completed device
- ☐ Testing observations
- ☐ Improvements made
- ☐ Demonstration
- ☐ Project report



Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

PROJECT TITLE:

DESIGN AND CONSTRUCTION OF A SIMPLE VEHICLE CHASSIS MODEL

Time: 2–3 weeks

Total Marks: 20

PROJECT TASK

Working **individually or in groups of not more than four learners**, design and construct a **simple scale model of a motor vehicle chassis** using locally available and safe materials.

The model should demonstrate an understanding of the Grade 10 Power Mechanics concepts of **vehicle chassis, road wheels, vehicle body, technical drawing, measurement, joining processes and workshop safety**.

MATERIALS

Learners may use suitable locally available materials such as:

- Cardboard or light sheet material
- Wooden strips
- Wire
- Bottle caps or suitable wheel substitutes
- Adhesive
- String
- Nuts and bolts where available
- Ruler and pencil
- Cutting tools under appropriate supervision

PROJECT REQUIREMENTS

The completed model should include:

1. A clearly identifiable **chassis/frame**.
2. At least **four road wheels** or suitable wheel representations.
3. A simple **vehicle body representation**.
4. Appropriate **joining methods**.
5. Accurate measurements based on a selected scale.
6. Neat finishing and proper labelling.

7. A preliminary **technical sketch** showing the intended design.

ASSESSMENT RUBRIC — 20 MARKS

Assessment Area	Marks
1. Project planning and technical sketch	3
Clear preliminary sketch	1
Appropriate dimensions/scale	1
Logical design plan	1
2. Chassis construction	4
Correct chassis structure	2
Strength and stability	1
Accuracy of construction	1
3. Road wheels and vehicle body	4
Four suitable road wheels provided	2
Vehicle body appropriately represented	1
Proper positioning/alignment	1
4. Joining processes and workmanship	3
Appropriate joining method selected	1
Strength of joints	1
Neat workmanship/finishing	1
5. Application of Power Mechanics knowledge	3
Correct identification of components	1
Correct explanation of functions	1
Relates model to a real vehicle	1
6. Workshop safety and environmental responsibility	2

Safe use of tools/materials	1
Proper handling/disposal of waste	1
7. Presentation and learner reflection	1
Clear presentation and reflection on challenges/solutions	1
TOTAL	20

PROJECT REPORT

Each learner/group should submit a brief report containing:

A. Project Title

Design and Construction of a Simple Vehicle Chassis Model

B. Objectives

State **three objectives** of the project.

C. Materials and Tools

List the materials and tools used.

D. Procedure

Describe the main steps followed from **planning** → **drawing** → **measuring** → **cutting/forming** → **joining** → **assembling** → **finishing**.

E. Technical Drawing

Attach the preliminary sketch of the proposed vehicle chassis and indicate important dimensions.

F. Joining Process

Identify the joining method(s) used and explain why they were selected.

G. Challenges and Solutions

State **two challenges** encountered and how they were solved.

H. Reflection

Explain what you learnt from undertaking the project.

KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL ASSESSMENT
TERM 3: PROJECT BASED ASSESSMENT 2026



SPORTS AND RECREATION
LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

PROJECT TITLE

PLANNING, CONDUCTING AND EVALUATING A SCHOOL FITNESS AND RECREATION ACTIVITY

PROJECT SCENARIO

Your school intends to organize a **Grade 10 Fitness and Recreation Day** to promote physical fitness, healthy lifestyles, teamwork, recreation and sports participation.

As a Grade 10 Sports and Recreation learner, you have been selected to participate in planning and implementing one activity.

You are required to **identify a suitable physical fitness or recreational activity, prepare for it, conduct the activity safely, and evaluate its effectiveness.**

Examples of activities include:

- Circuit training.
- Aerobic exercise.
- Recreational football.
- Volleyball.
- Athletics activity.
- Skipping.
- Dance.
- Hiking/walking.
- Fitness challenge.
- Traditional recreational game.
- Flexibility activity.
- Muscular endurance activity.

PROJECT TASK

TASK 1: IDENTIFY AND PLAN THE ACTIVITY

4 MARKS

Choose **one** suitable fitness or recreational activity.

Complete the following:

1. Name of activity:

2. Purpose of the activity:

3. Target participants:

4. Venue/facilities required:

5. Equipment/materials required:

6. Estimated duration:

7. Number of participants:

Assessment

Criterion	Marks
Appropriate activity selected	1
Clear purpose/objective	1
Appropriate facilities/equipment identified	1
Appropriate participants, duration and organization	1
Total	4

TASK 2: FITNESS OR RECREATIONAL ACTIVITY PLAN

4 MARKS

Prepare a simple programme showing how the activity will be conducted.

Stage	Activity	Duration	Organization
Warm-up			
Main activity			
Main activity			
Cool-down			

Assessment

Criterion	Marks
Appropriate warm-up	1
Appropriate main activity	1
Logical sequencing/time allocation	1
Appropriate cool-down	1
Total	4

TASK 3: IMPLEMENTATION OF THE ACTIVITY

5 MARKS

Conduct the planned activity under the supervision of the teacher.

During implementation, demonstrate the following:

A. Preparation

Prepare the venue and equipment before participants begin.

B. Demonstration

Demonstrate the correct procedure or technique.

C. Participation

Actively participate or assist participants in performing the activity.

D. Safety

Observe appropriate safety measures throughout the activity.

E. Organization

Manage participants, equipment and time effectively.

Assessment Rubric

Competency	Excellent	Good	Developing	Marks
Preparation and organization	Well prepared and organized	Adequately prepared	Requires assistance	1
Demonstration/technical execution	Accurate and confident	Generally accurate	Needs guidance	1
Participation/leadership	Actively leads and supports others	Participates appropriately	Limited participation	1
Safety practices	Consistently observes safety	Usually observes safety	Requires reminders	1
Management of activity	Effective time/equipment/participant management	Generally effective	Needs considerable guidance	1
Total				5

TASK 4: SAFETY AND INJURY PREVENTION 3 MARKS

Identify **three safety measures** that should be observed during your selected activity.

1.

2.

3.

TASK 5: EVALUATION AND REFLECTION

4 MARKS

After completing the activity, answer the following questions.

(a) What was the main benefit of the activity to the participants? (1 mark)

(b) What aspect of the activity was successful? (1 mark)

(c) What challenge did you experience during the activity? (1 mark)

(d) Suggest one improvement you would make if the activity were conducted again. (1 mark)

TOTAL PROJECT MARKS: 20

Project Component	Marks
1. Identification and planning	4
2. Activity programme	4
3. Practical implementation	5
4. Safety and injury prevention	3
5. Evaluation and reflection	4
TOTAL	20

TEACHER'S ASSESSMENT RECORD

Learner: _____

Assessment Area	Maximum	Score
Activity identification and planning	4	_____
Activity programme	4	_____
Practical implementation	5	_____
Safety and injury prevention	3	_____
Evaluation and reflection	4	_____
TOTAL	20	_____ / 20

Teacher's Comment

Teacher's Name: _____

Signature: _____

Date: _____

PROJECT EVIDENCE

The learner should submit a project file containing:

1. **Project title and objectives.**
2. **Activity plan/programme.**
3. **List of equipment/materials.**
4. **Safety measures.**
5. **Evidence of implementation**, where permitted by the school.
6. **Learner's evaluation and reflection.**
7. **Teacher's assessment record.**

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – THEATRE AND FILM

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

PROJECT TITLE

CREATE, REHEARSE AND PRESENT A SHORT THEATRE OR FILM PRODUCTION

PROJECT SCENARIO

Your school has identified a contemporary issue affecting young people and the community. As a Grade 10 Theatre and Film learner, you are required to work **individually or in a small production group** to develop and present a short creative production.

The production should communicate a clear message and demonstrate appropriate use of **scriptwriting, acting, directing, theatre/film technology and production design**.

Learners may choose **ONE** of the following themes:

1. Environmental conservation.
2. Responsible use of social media.
3. Peer pressure.
4. Cyberbullying.
5. Preservation of Kenyan cultural heritage.
6. Road safety.
7. Respect and peaceful coexistence.
8. Entrepreneurship among young people.
9. Responsible use of technology.
10. Any other relevant contemporary community issue approved by the teacher.

TASK REQUIREMENTS

A. SCRIPT/CONCEPT DEVELOPMENT

Prepare a short script or production concept containing:

1. Title
2. Theme/topic
3. Characters
4. Setting/location
5. Plot/storyline

6. **Dialogue or narration**
7. **Intended message**

For a film project, the learner should additionally prepare a **simple storyboard or shot plan**.

B. PRODUCTION

Produce a **5–10 minute presentation**.

The learner/group may choose either:

OPTION 1: THEATRE PRODUCTION

Present a short live theatrical performance using:

- Acting
- Dialogue
- Characterisation
- Voice
- Movement
- Costumes
- Make-up where appropriate
- Props
- Stage/set
- Lighting and/or sound

OPTION 2: SHORT FILM

Produce a short film using:

- Script
- Camera
- Appropriate shots
- Camera angles
- Acting
- Sound
- Lighting
- Editing
- Titles/credits

C. LEARNER'S PROJECT REPORT

Each learner should submit a brief report containing:

- 1. Project title**
- 2. Purpose of the production**
- 3. Theme/message**
- 4. Characters and their roles**
- 5. Production resources used**

6. Production process

7. Challenges encountered

8. How the challenges were solved

9. What the learner learnt

10. Recommendations for improvement

ASSESSMENT RUBRIC – 20 MARKS

Assessment area	Performance indicator	Marks
1. Concept and theme	Clear, relevant and well-developed theme/message	2
2. Script/story development	Coherent storyline, appropriate characters and dialogue/narration	3
3. Acting/characterisation	Convincing portrayal of characters using voice, movement and expression	3
4. Directing/organisation	Effective coordination, blocking, sequencing and teamwork	2
5. Theatre/film technology	Appropriate use of camera, sound, lighting or other production technology	3
6. Production design	Effective use of costumes, make-up, props, set or location	2
7. Creativity and innovation	Original ideas and effective use of available/local resources	2
8. Production report/reflection	Clear documentation, challenges, solutions and learning outcomes	2
9. Presentation discipline	Time management, preparedness, safety and professional conduct	1
TOTAL		20

MARKING GUIDE

1. CONCEPT AND THEME – 2 MARKS

2 marks: Theme is highly relevant, clearly communicated and appropriate for the target audience.

1 mark: Theme is relevant but insufficiently developed.

0 marks: Theme is unclear or inappropriate.

2. SCRIPT/STORY DEVELOPMENT – 3 MARKS

Award:

SENIOR SCHOOL

KCBE

LONG HOLIDAY PROJECTS ASSESSMENT

- **1 mark** – Clear beginning/introduction.
- **1 mark** – Logical development/conflict.
- **1 mark** – Appropriate conclusion/resolution.

For film, the storyboard/shot plan may be considered as part of this criterion.

3. ACTING/CHARACTERISATION – 3 MARKS

Award:

- **1 mark** – Appropriate use of voice.
- **1 mark** – Effective movement/body language.
- **1 mark** – Convincing characterisation and emotional expression.

4. DIRECTING/ORGANISATION – 2 MARKS

Award:

- **1 mark** – Effective organisation and sequencing.
- **1 mark** – Appropriate positioning/blocking and coordination of performers.

5. THEATRE/FILM TECHNOLOGY – 3 MARKS

Award:

- **1 mark** – Appropriate selection/use of technology.
- **1 mark** – Effective sound/lighting/camera operation.
- **1 mark** – Technology enhances communication and quality of the production.

6. PRODUCTION DESIGN – 2 MARKS

Award:

- **1 mark** – Appropriate costumes, props, make-up and/or set.
- **1 mark** – Creative and functional arrangement of production elements.

7. CREATIVITY AND INNOVATION – 2 MARKS

Award:

- **1 mark** – Originality of ideas.
- **1 mark** – Innovative use of locally available or recycled resources.

8. PROJECT REPORT/REFLECTION – 2 MARKS

Award:

- **1 mark** – Clear documentation of the production process.
- **1 mark** – Meaningful reflection on challenges, solutions and learning.

9. PRESENTATION DISCIPLINE – 1 MARK

Award **1 mark** where the learner/group:

- Is adequately prepared.
- Observes safety requirements.
- Works within the allocated time.
- Demonstrates discipline and cooperation.

EXPECTED LEARNING OUTCOMES

By completing the project, the learner should demonstrate the ability to:

1. Develop a simple theatrical or film concept.
2. Apply principles of scriptwriting.
3. Create and portray characters.
4. Apply acting techniques.
5. Use stage movement and blocking.
6. Apply basic directing skills.
7. Use theatre and film technology appropriately.
8. Select and use production resources.
9. Work collaboratively and creatively.
10. Evaluate and reflect on a creative production.

TEACHER'S PROJECT ASSESSMENT SHEET

Learner's Name: _____

Admission No.: _____

Class: Grade 10

Project Title: _____

Criterion	Maximum	Score
Concept and theme	2	_____
Script/story development	3	_____
Acting/characterisation	3	_____
Directing/organisation	2	_____
Theatre/film technology	3	_____
Production design	2	_____
Creativity and innovation	2	_____
Project report/reflection	2	_____
Presentation discipline	1	_____

TOTAL	20	_____ / 20
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Teacher's Comment:

Teacher's Name: _____

Signature: _____ **Date:** _____

RECOMMENDED EVIDENCE TO BE SUBMITTED

The learner/group should provide:

- Final script or production concept.
- Storyboard/shot plan where applicable.
- List of characters and roles.
- Production photographs/video evidence where permitted.
- List of materials/equipment used.
- Final theatre presentation or short film.
- Individual project report/reflection.

TOTAL PROJECT SCORE: 20 MARKS

SENIOR SCHOOL ASSESSMENT

PROJECT BASED ASSESSMENT 2026

GRADE 10 – WOOD TECHNOLOGY LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

PROJECT TITLE:

DESIGNING AND MAKING A SMALL WOODEN HOUSEHOLD/CLASSROOM PRODUCT

Time: To be completed over an appropriate school workshop period.

PROJECT TASK

Each learner is required to **design and make one useful small wooden product** using locally available timber and appropriate woodworking tools.

The learner may choose **ONE** of the following:

- Small book stand
- Wooden phone stand
- Small stool
- Wall-mounted key holder
- Small serving tray
- Desk organiser
- Small bookshelf
- Coat hanger
- Wooden storage box
- Simple plant stand

The final product should demonstrate the learner's ability to **plan, measure, mark out, cut, shape, join, assemble and finish wood safely and accurately.**

SECTION C: RELATED DRAWINGS

INTEGRATED WITH SECTION B

The following drawing task forms part of Question 15.

Drawing Task

A learner is required to design a simple wooden furniture item.

Make a neat freehand sketch of ONE simple furniture item of your choice and show the main parts of the item.

Examples include:

- Stool
- Small table
- Bookshelf
- Chair
- Bedside table

(5 marks)

Assessment of the sketch:

- Appropriate furniture design — **1 mark**
- Correct proportion — **1 mark**
- Clear representation of parts — **1 mark**
- Neatness — **1 mark**
- Appropriate use of drawing conventions — **1 mark**

PROJECT REQUIREMENTS

The learner should:

1. Identify a need

Explain the problem or need that the proposed wooden product will address.

2. Prepare a design

Produce a **freehand or instrument-drawn sketch** of the proposed product and clearly label its major parts and dimensions.

3. Prepare materials and tools

Identify the timber, other materials, tools and equipment required.

4. Prepare the timber

Select suitable timber and carry out appropriate measuring, marking, cutting and surface preparation.

5. Construct the product

Use appropriate woodworking techniques and at least **one suitable woodwork joint** where applicable.

6. Finish the product

Prepare the surface and apply an appropriate wood finish.

7. Observe safety

Demonstrate correct workshop safety and housekeeping throughout the project.

8. Evaluate the product

State whether the finished product meets the intended purpose and suggest improvements.

PROJECT DOCUMENTATION

Each learner should submit a short project record containing:

A. Project title

B. Problem/need identified

C. Objectives

D. Design/sketch with dimensions

E. Materials required

F. Tools and equipment required

G. Procedure followed

H. Safety precautions observed

I. Challenges encountered and solutions

J. Evaluation of the finished product

K. Suggestions for improvement



Quality Education for a Brighter Future

HOLIDAY ASSIGNMENT **NOVEMBER – DECEMBER**

Dear Learner,
Use this holiday to read, research,
explore and grow. Be disciplined,
work hard and make the most
of your time.
Your future is in your hands!



GRADE **10**



*Education
Builds a Better
Tomorrow*

KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL EDUCATION