



PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026

GRADE 4 – AGRICULTURE ACTIVITY

Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Explain **two ways in which mathematics skills are useful when making tacking stitches. (2 marks)**

2. Grade 4 learners were asked to clean their classroom after lessons.

- a) State the **correct order of cleaning a classroom. (4 marks)**

- b) Give **one reason why furniture should be arranged last** when cleaning the classroom.(1 mark)

3. The table below shows a hand-washing record kept by Atieno for one day. Study it and answer the questions that follow.

Situation	Yes	No
After visiting the toilet	✓	
Before eating food	✓	
After blowing nose or sneezing		✓
After touching animals		✓
When hands looked dirty	✓	
After touching body fluids		✓

a) In how many situations did Atieno wash her hands?(1 mark)

b) State two situations in which Atieno did not wash her hands.(2 marks)

- i. _____
- ii. _____

c) Explain why Atieno should have washed her hands after touching animals. (1 mark)

4. The pictures below show children using personal protective equipment (PPE). Study them and answer the questions that follow.



a) Identify the PPE worn in pictures A and D.(2 marks)

Picture A: _____

Picture D: _____

b) Explain why the child in **picture B** is wearing a face mask.(1 mark)

c) What would happen if the child in **picture C** did not wear gumboots?(1 mark)

5. Two Grade 4 learners made handkerchiefs. Learner A made even stitches and a firm hem, while Learner B made uneven stitches and a loose hem.

a) Which learner made **better-quality tacking stitches**? Give a reason for your answer.(2 marks)

b) What advice would you give Learner B to help improve their work next time?
(2 marks)

6. Study the two pictures showing learners sweeping an earthen floor.



a) Which picture shows the **correct method of sweeping an earthen floor**?(1 mark)

b) Give **two reasons** why the method in your answer above is better.
(2 marks)

- i.

- ii.

7.

a) State **two reasons why insoles should be removed from canvas shoes before washing them.** (2 marks)

1. _____
2. _____

b) Explain why **newspapers are stuffed inside canvas shoes after drying.**(1 mark)

8.State the meaning of personal protective equipment (PPE).(2 marks)

9.State four safety measures to observe when cleaning a classroom.(4 marks)

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

10.A Grade 4 learner made tacking stitches, but the stitches turned out crooked and uneven.

a) Give **two possible reasons** why the stitches turned out poorly.(2 marks)

1. _____
2. _____

b) What should the learner do differently next time to make **neat and even stitches**?(2 marks)

11.a) **What is the use of a thimble when sewing?**(1 mark)

b) What is the use of a **pin cushion**?(1 mark)

12.A Grade 4 learner was asked to sweep a classroom with an earthen floor.

a) State **one thing the learner should do to the floor before sweeping.**(1 mark)

b) Give a reason for your answer in (a) above.(1 mark)

13. The table below shows different types of personal protective equipment. Study it and answer the question that follows.

Personal Protective Equipment	Body part protected
Gloves	
Gumboots	
Dust mask	
Goggles	
Helmet	

a) Complete the table by stating the **body part protected by each type of personal protective equipment.**(5 marks)

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

14.Kamau boiled water for drinking and poured it into an open bucket to cool.

a) Explain why storing boiled water in an **open bucket is unsafe.**(1 mark)

b) State how boiled water should be **stored correctly.**(1 mark)

15.The pictures above show two learners removing mud from gumboots using different tools.



a) Which picture shows the **correct method? Give one reason for your answer.**(2 marks)

b) State two dangers of using the tool shown in the other picture.(2 marks)

- i. _____
- ii. _____

16. Study the pictures above and answer the questions that follow.



a) Name the cleaning tool shown in Picture B.(1 mark)

b) Name the three materials shown in Picture A that are used to make the tool.(3 marks)

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

c) State one use of the cleaning tool shown in Picture B.(1 mark)

ANSWERS

1. Explain why making tacking stitches requires skills in Mathematics. (2 marks)

Making tacking stitches requires **measuring distances** in centimetres and millimetres. It also requires marking **equal intervals** along a line, for example, placing dots 1 cm apart.

2. Grade 4 learners were asked to clean their classroom after lessons. (5 marks)

a) State the correct order of cleaning the classroom. (4 marks)

1. **Sweep** the floor.
2. **Dust** windows, chairs, tables and desks.
3. **Mop** the floor and allow it to dry.
4. **Arrange** the furniture.

b) Give one reason why furniture should be arranged last. (1 mark)

Furniture should be arranged last because the **floor should be dry first** to prevent slipping and injuries while moving furniture.

3. The table shows a hand-washing record kept by Atieno for one day. (4 marks)

a) In how many situations did Atieno wash her hands? (1 mark)

Atieno washed her hands in **3 situations**.

b) State two situations where Atieno did not wash her hands. (2 marks)

1. After **blowing her nose or sneezing**.
2. After **touching animals**.

Other acceptable answer: After touching body fluids.

c) Explain why Atieno should have washed her hands after touching animals. (1 mark)

Animals may carry **germs on their fur, skin and saliva**, which can transfer to the hands and cause disease.

4. The pictures show children using personal protective equipment. (4 marks)

a) Identify the PPE worn in pictures A and D. (2 marks)

- **Picture A – Gloves**
- **Picture D – Apron**

b) Explain why the child in picture B is wearing a face mask. (1 mark)

The face mask protects the **nose and mouth from germs in the air**, especially in crowded places.

c) What would happen if the child in picture C did not wear gumboots? (1 mark)

The child's feet would become **wet and dirty**. The child could also slip or step on sharp objects hidden in the mud.

5. Two Grade 4 learners made handkerchiefs. Learner A's stitches were even and the hem was firm. Learner B's stitches were uneven and the hem was loose. (4 marks)

a) Which learner made better-quality tacking stitches? Give a reason. (2 marks)

Learner A made better-quality stitches because the stitches are **even** and the hem is **firm**.

b) What advice would you give Learner B to improve next time? (2 marks)

1. Mark **dots at equal intervals** along a straight pencil line before stitching.
2. Follow the dots **carefully** to keep the stitches even and the hem firm.

6. Study the two pictures showing learners sweeping an earthen floor. (3 marks)

a) Which picture shows the correct way of sweeping an earthen floor? (1 mark)

Picture 2.

b) Give two reasons why the method in your answer above is better. (2 marks)

1. Sprinkling water **prevents dust from rising into the air**.
2. It makes sweeping **easier and more effective** because the dust sticks together.

7. State two reasons why insoles should be removed from canvas shoes before washing. (3 marks)

a) (2 marks)

1. To allow **dirt hidden underneath the insoles** to be properly cleaned.
2. To allow the insoles to be **washed and dried separately**, preventing bad smells and mould.

b) Explain why newspapers are stuffed inside canvas shoes after drying. (1 mark)

Newspapers help to **keep the shoes in their proper shape** and prevent them from folding or creasing.

8. State the meaning of personal protective equipment. (2 marks)

Personal protective equipment refers to items **worn on the body** to protect the wearer from **germs, dirt or injury**.

9. State four safety measures to observe when cleaning a classroom. (4 marks)

1. Wear an **apron and dust mask** when sweeping or dusting.
2. **Avoid walking on a wet floor** to prevent slipping.
3. Allow the floor to **dry before arranging furniture**.

4. **Store cleaning materials safely** after use.

Other acceptable answer: Sprinkle water on an earthen floor before sweeping to control dust.

10. A Grade 4 learner made even tacking stitches but the stitches turned out crooked and uneven. (4 marks)

a) Give two possible reasons why the stitches turned out poorly. (2 marks)

1. The learner did not **mark dots at equal intervals** along the pencil line.
2. The learner did not use a **ruler to draw a straight line**.

b) What should the learner do differently next time to get neat stitches? (2 marks)

1. Use a ruler to draw a **straight pencil line** on the cloth.
2. Mark **dots at equal distances**, such as 1 cm apart, and follow them carefully when stitching.

11. What is the use of a thimble when sewing? (2 marks)

a) (1 mark)

A thimble is used to **protect the finger from being pricked by the needle** when pushing it through the fabric.

b) (1 mark)

A pin cushion is used to **safely store pins and needles** after use.

12. A Grade 4 learner was asked to sweep a classroom with an earthen floor. (2 marks)

a) State one thing the learner should do to the floor before sweeping. (1 mark)

The learner should **sprinkle water** on the earthen floor before sweeping.

b) Give a reason for your answer in (a). (1 mark)

Sprinkling water **prevents dust from rising into the air**, reducing breathing problems.

13. The table shows personal protective equipment. Study it and answer the question that follows. (5 marks)

Complete the table by stating the body part protected by each PPE.

Personal Protective Equipment Body Part Protected

- | | |
|--------------|-----------------------|
| 1. Gloves | Hands |
| 2. Gumboots | Feet |
| 3. Dust mask | Nose and mouth |
| 4. Goggles | Eyes |
| 5. Helmet | Head |

14. Kamau boiled water for drinking and poured it into an open bucket to cool. (2 marks)

a) Explain why storing boiled water in an open bucket is wrong. (1 mark)

An open bucket allows **dust, dirt and germs to enter** the clean water, making it unsafe for drinking.

b) State how the boiled water should be stored correctly. (1 mark)

Boiled water should be stored in a **clean container with a lid**.

15. The pictures show two learners removing mud from gumboots using different tools. (4 marks)

a) Which picture shows the correct method? Give a reason. (2 marks)

Picture 2 shows the correct method because the learner is using a **blunt stick**, which is safer and removes mud without damaging the gumboots.

b) State two dangers of using the tool shown in the other picture. (2 marks)

1. A sharp knife can **slip and cut the learner's hand**, causing injury.
2. The sharp blade can **cut the rubber of the gumboots**, causing holes and leaks.

16. Study the pictures above. (5 marks)

a) Name the cleaning tool shown in Picture B. (1 mark)

Cobweb brush.

b) Name the three materials shown in Picture A used to make the tool. (3 marks)

1. **Feathers**
2. **Rubber bands**
3. **A stick**

c) State one use of the cleaning tool in Picture B. (1 mark)

It is used for **removing cobwebs from ceilings and high corners**.



PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026

GRADE 4 – C.R.E
Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____ School: _____
Assessment Number: _____ Date: _____
School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Kiptoo noticed that a new learner in his class had no lunch. He decided to share his food with the new learner.

(3 marks)

a) Which fruit of the Holy Spirit did Kiptoo demonstrate? (1 mark)

b) Give two other good things that Christians should do to others. (2 marks)

1. _____
2. _____

2. List three choices that Grade 4 learners make in their day-to-day lives that show self-control.
(3 marks)

1. _____
2. _____
3. _____

C.R.E

3.

a) List **three things** that can defile a person's body. **(3 marks)**

1. _____
2. _____
3. _____

b) State **two ways** Christians can avoid defiling their bodies. **(2 marks)**

1. _____
2. _____

4.

a) What did Stephen see when he looked up to heaven before he was stoned? **(1 mark)**

b) What **two prayers** did Stephen make as he was being stoned? **(2 marks)**

1. _____
2. _____

5. Read Matthew 19:13–15 and answer the questions that follow. (3 marks)

a) What did the disciples do when people brought little children to Jesus? **(1 mark)**

b) How did Jesus show His love for the little children? **(1 mark)**

c) What did Jesus say about the **Kingdom of Heaven and children**? **(1 mark)**

6.

a) Who preached the sermon that led to the start of the early church? **(1 mark)**

b) How many people believed and were baptised on that day? **(1 mark)**

c) State **one thing** Peter told the people to do. **(1 mark)**

7.

According to **1 Corinthians 14:26**, list **three activities** that Christians do in church. **(3 marks)**

1. _____
2. _____
3. _____

8. Rita's friends are planning to sneak out of school during lunch break to go to a nearby shop.
(3 marks)

a) What should Rita do as a Christian? (1 mark)

b) Explain why the Holy Spirit's guidance is important when making decisions. (2 marks)

9.

A stranger sent Nekesa a message on social media asking for her home address and school name. **(3 marks)**

a) What should Nekesa do when she receives this message? (1 mark)

b) Give two reasons why Nekesa should not share personal information with strangers online. (2 marks)

1. _____
2. _____

10. State two lessons learnt from Matthew 21:12–14 about the church as a house of God. (2 marks)

1. _____
2. _____

11. Mercy is a Grade 4 learner who recites the Lord's Prayer every morning before school. One day, her friend Janet took her pencil without asking. (3 marks)

a) Which part of the Lord's Prayer would guide Mercy on what to do? (1 mark)

b) Explain how Mercy should respond to Janet according to the teaching of the Lord's Prayer. (2 marks)

12. Wanjiku's teacher asked the class to discuss the proper use of digital devices at school.
(3 marks)

a) State two ways learners can properly use digital devices at school. **(2 marks)**

1. _____
2. _____

b) Give one reason why learners should use digital devices correctly. **(1 mark)**

13. Brian is a Grade 4 learner. Some older boys in his neighbourhood have been asking him to try smoking cigarettes. They tell him it will make him look cool. (3 marks)

a) What advice would you give Brian? **(2 marks)**

b) Give one reason from the Bible why Brian should keep his body pure. **(1 mark)**

14. 1 Corinthians 6:19 says, "Do you not know that your body is the Temple of the Holy Spirit, who lives in you and who was given to you by God? You do not belong to yourselves but to God."
(4 marks)

a) Who lives in our bodies according to this verse? **(1 mark)**

b) Who do our bodies belong to? **(1 mark)**

c) Explain why Christians should keep their bodies holy. **(2 marks)**

15. During a football match, Malo angrily hit Tom on the leg. When Tom stood up, he told Malo, "You hit me but I forgive you." (4 marks)

a) Which value did Tom demonstrate? **(1 mark)**

b) What would have happened if Tom had hit Malo back? **(1 mark)**

c) State two reasons why Christians need self-control. **(2 marks)**

1. _____
2. _____

16. Retell how Stephen was stoned for standing firm in his faith. (4 marks)

MARKING SCHEME

1. Kiptoo noticed that a new learner in his class had no lunch. He decided to share his food with the new learner. (3 marks)

a) Which fruit of the Holy Spirit did Kiptoo demonstrate? (1 mark)

Kindness.

b) Give two other good things that Christians should do to others. (2 marks)

Any two:

1. **Visiting the sick** and helping them.
2. **Supporting weak people** in the community.
3. **Sharing** what they have with those who do not have.
4. **Helping the aged.**

2. List three choices that Grade 4 learners make in their day-to-day lives that show self-control. (3 marks)

Any three:

1. Choosing to **pray always.**
2. Choosing to **love God and one another.**
3. Choosing to **obey parents.**
4. Choosing to **work hard in school.**
5. Choosing to **keep good friends.**

3. List three things that can defile a person's body. (5 marks)

a) Any three: (3 marks)

1. **Drug use and abuse.**
2. **Watching ungodly movies.**
3. **Engaging in sex before marriage.**
4. **Talking badly about others.**
5. **Engaging in evil thoughts.**

b) State two ways Christians can avoid defiling their bodies. (2 marks)

Any two:

1. **Avoiding negative peer pressure.**
2. **Praying to God for help.**
3. **Seeking help from parents, teachers, and trusted adults.**
4. **Reading and obeying the Word of God.**

4. What did Stephen see when he looked up to heaven before he was stoned? (3 marks)

a) (1 mark)

Stephen saw the **glory of God and Jesus standing at the right side of God.**

b) The two prayers Stephen made were: (2 marks)

1. He asked God to **receive his spirit.**
2. He asked God to **forgive those who were stoning him.**

5. Read Matthew 19:13–15 and answer the questions that follow. (3 marks)

a) What did the disciples do when people brought little children to Jesus? (1 mark)

The disciples **tried to send the children and the people away** from Jesus.

b) How did Jesus show His love for the little children? (1 mark)

Jesus **placed His hands on the children and blessed them.**

c) What did Jesus say about the Kingdom of Heaven and children? (1 mark)

Jesus said that the **Kingdom of Heaven belongs to such as these.**

6. Who preached the sermon that led to the start of the early church? (3 marks)

a) (1 mark)

Apostle Peter.

b) (1 mark)

About 3,000 people.

c) (1 mark)

Peter told the people to **turn away from their sins and be baptised in the name of Jesus Christ.**

7. According to 1 Corinthians 14:26, list three activities that Christians do in church. (3 marks)

Any three:

1. **Singing praises to God.**
2. **Teaching or preaching the Word of God.**
3. **Sharing revelations from God.**
4. **Interpreting God's Word.**

8. Rita's friends are planning to sneak out of school during lunch break to go to a nearby shop. (3 marks)

a) What should Rita do as a Christian? (1 mark)

Rita should **refuse to sneak out** and continue following the school rules. She should encourage her friends to **stay in school**.

b) Explain why the Holy Spirit's guidance is important when making decisions. (2 marks)

1. It helps us to **know the difference between right and wrong**.
2. It gives us **courage to do what is right**, even when our friends are doing wrong.

9. A stranger sent Nekesa a message on social media asking for her home address and school name. (3 marks)

a) What should Nekesa do when she receives this message? (1 mark)

Nekesa should **ignore the message and immediately tell a trusted adult**, such as a parent, guardian, or teacher.

b) Give two reasons why Nekesa should not share personal information with strangers online. (2 marks)

Any two:

1. The stranger may use the information to **locate and harm her**.
2. The stranger may **not be who they claim to be**.
3. Personal information can be used to **steal or deceive**.
4. Sharing personal details can put **her family at risk**.

10. State two lessons learnt from Matthew 21:12–14 about the church as a house of God. (2 marks)

1. The church is a **holy place meant for prayer and worship**.
2. It is wrong to **do business in the house of God**.

11. Mercy is a Grade 4 learner who recites the Lord's Prayer every morning before school. One day, her friend Janet took her pencil without asking. (3 marks)

a) Which part of the Lord's Prayer would guide Mercy on what to do? (1 mark)

"Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us."

b) Explain how Mercy should respond to Janet according to the teaching of the Lord's Prayer. (2 marks)

Mercy should **forgive Janet** for taking her pencil without permission. The Lord's Prayer teaches us to forgive others just as we ask God to forgive us. Mercy should talk to Janet kindly and tell her to **ask for permission next time**.

12. Wanjiku's teacher asked the class to discuss the proper use of digital devices at school. (3 marks)

a) State two ways learners can properly use digital devices at school. (2 marks)

Any two:

1. Reading Bible stories or lesson content on a tablet.
2. Watching educational or Bible-based videos.
3. Listening to gospel songs.
4. Typing school assignments on a computer.
5. Doing research for school projects.

b) Give one reason why learners should use digital devices correctly. (1 mark)

Any one:

- To **support their learning**.
- To **avoid exposure to harmful content**.
- To **use time wisely**.
- To **grow spiritually as Christians**.

13. Brian is a Grade 4 learner. Some older boys in his neighbourhood have been asking him to try smoking cigarettes. They tell him it will make him look cool. (3 marks)

a) What advice would you give Brian? (2 marks)

Brian should **refuse to smoke** because smoking is drug abuse and defiles the body. He should **avoid the company of these older boys** and report the matter to his parents, teachers, or another trusted adult.

b) Give one reason from the Bible why Brian should keep his body pure. (1 mark)

According to **1 Corinthians 6:19**, our bodies are the **Temple of the Holy Spirit**. We should keep our bodies holy because they belong to God.

14. 1 Corinthians 6:19 says, "Do you not know that your body is the Temple of the Holy Spirit, who lives in you and who was given to you by God? You do not belong to yourselves but to God." (4 marks)

a) Who lives in our bodies according to this verse? (1 mark)

The **Holy Spirit** lives in our bodies.

b) Who do our bodies belong to? (1 mark)

Our bodies belong to **God**.

c) Explain why Christians should keep their bodies holy. (2 marks)

Any two:

1. Our bodies are the **Temple of the Holy Spirit** and should be kept pure.
2. Our bodies **belong to God**, so we should honour Him by living holy lives.
3. God is pleased when we keep our bodies **free from sin**.

15. During a football match, Malo angrily hit Tom on the leg. When Tom stood up, he told Malo, "You hit me but I forgive you." (4 marks)

a) Which value did Tom demonstrate? (1 mark)

Self-control.

b) What would have happened if Tom had hit Malo back? (1 mark)

There would have been a **fight**, and both of them could have been **injured or punished**. The game could also have been stopped.

c) State two reasons why Christians need self-control. (2 marks)

Any two:

1. Self-control helps Christians to **make good decisions**.
2. It helps them to **relate well with others**.
3. It helps them to **be disciplined**.
4. It helps them to **use their gifts and abilities well**.

16. Retell how Stephen was stoned for standing firm in his faith. (4 marks)

Stephen **performed miracles** and gave a **bold speech about Jesus Christ**. The council members became angry with him. Stephen, full of the Holy Spirit, looked up to heaven and saw the **glory of God and Jesus standing at God's right side**. When he told them what he saw, they became furious. They dragged him out of the city and **stoned him**. As he was being stoned, Stephen asked God to **receive his spirit and forgive those who were stoning him**.

(4 marks)



PRIMARY SCHOOL EDUCATION ASSESSMENT DECEMBER ASSIGNMENT 2026

GRADE 4 – CREATIVE ARTS

Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____, School: _____.

Assessment Number: _____, Date: _____.

School Code: _____, Signature: _____.

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. The table below compares three floating techniques. Study it and fill in the missing information. (6 marks)

a) Complete the table by filling in the body shape and face position for each technique. (6 marks)

Floating Technique	Body Shape	Face Position
Mushroom float		
Back float		
Front float		

2. The pictures below show the steps of making a Creative Arts portfolio, but they are not in the correct order. (4 marks)



a) Arrange the pictures in the correct order by writing the letters. (2 marks)

b) State what is happening in Picture Z. (1 mark)

c) Give one reason why it is important to keep artworks in a portfolio. (1 mark)

3. Amina performed a mushroom float in the swimming pool, but she kept losing her balance. (3 marks)

a) Give one reason why Amina may have been losing her balance. (1 mark)

b) State two things Amina should do to perform the mushroom float correctly. (2 marks)

- i. _____
- ii. _____

4. Study the picture below showing a learner floating in a swimming pool. (4 marks)



a) Identify the floating technique shown in the picture. (1 mark)

b) Describe the position of the body in the picture. (2 marks)

c) State what the learner should do when they need to breathe. (1 mark)

5. A Creative Arts teacher combined the game *Nyama Nyama Nyama* with a musical rhythm. (3 marks)

a) Explain how a musical rhythm was added to this game. **(2 marks)**

b) Give one reason why combining indigenous games with musical rhythms is important. **(1 mark)**

6.

a) Describe three things a learner should do when performing the supine float. **(3 marks)**

- i.

- ii.

- iii.

b) How should a learner breathe during the supine float? **(1 mark)**

7. Fingering in Descant Recorder Playing (2 marks)

a) What is fingering in descant recorder playing? **(1 mark)**

b) Explain why correct fingering is important when playing a melody. **(1 mark)**

8. Describe the fingering for Note G on the descant recorder. (2 marks)

9. Grade 4 learners are preparing for a swimming lesson at the school pool. (4 marks)

a) State four safety measures learners should observe when floating in a swimming pool. **(4 marks)**

- i.

- ii.

- iii.

- iv.

10. Describe four steps of cleaning a descant recorder. (4 marks)

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

11. Grade 4 learners are learning to play the song “Gently Sleep” on the descant recorder. (3 marks)

a) Which three notes are used to play this song? (1 mark)

b) State two things a learner should observe to play the song well. (2 marks)

- i. _____
- ii. _____

12. Grade 4 learners played the game *Lion Treasure* during games time. (4 marks)

a) Explain the roles of the following players in the game. (2 marks)

(i) The lions

(ii) The “mtu”

b) What happens when a lion tags one of the “mtu”? (1 mark)

c) Why are the lions blindfolded in this game? (1 mark)

13. The chart below shows part of the song “Babylon's Falling” for the descant recorder. (3 marks)

Song	Ba-by-lon's fal-ling ●
Notes	G G G B B
Rhythm	ta - te taa taa taa

a) Name the three notes used in this song. (1 mark)

b) What do the red dots in the chart represent? (1 mark)

c) State the French rhythm name for the syllables “Ba-by” in the song. (1 mark)

14. Jane wants to learn how to perform the front float in a swimming pool. (3 marks)

a) Describe the body position during the prone float. (2 marks)

b) What should Jane do when she needs to breathe during the prone float? (1 mark)

15. The picture below shows Grade 4 learners playing an indigenous Kenyan animal game. Study it and answer the questions that follow. (4 marks)



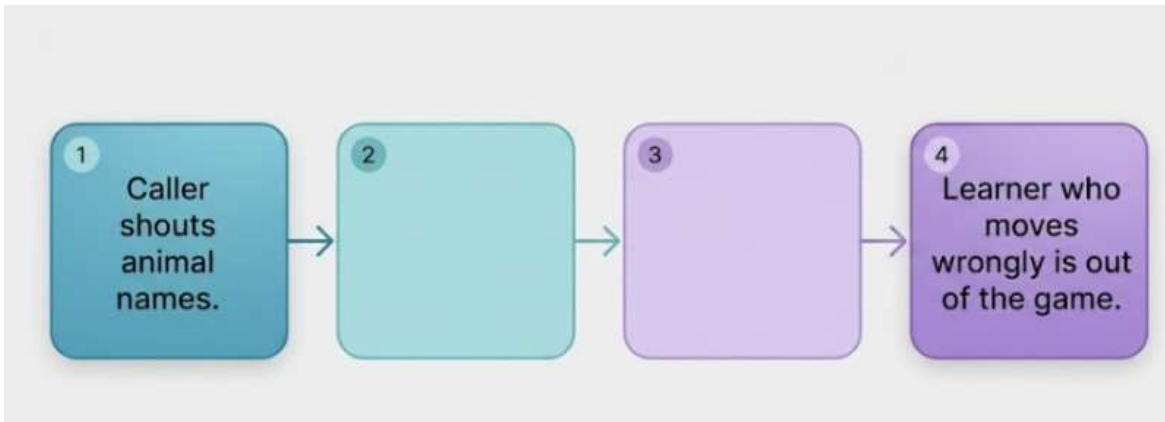
a) Name the game being played. (1 mark)

b) Why are the four learners in the centre blindfolded? (1 mark)

c) Explain what happens when a lion taps one of the other learners. (1 mark)

d) How does a learner win this game? (1 mark)

16. The flow chart below shows the steps of playing an indigenous Kenyan animal game. Study it and answer the questions that follow. (4 marks)



a) Name the game shown in the flow chart. (1 mark)

b) Fill in the two missing steps in the flow chart. (2 marks)

- i. _____
- ii. _____

c) Give one reason why this game requires good listening skills. (1 mark)

ANSWERS

1. Types of Floating Techniques (6 marks)

Floating Technique	Body Shape	Face Position
Mushroom float	Curled into a ball	In the water, facing down
Back float	Stretched out	Above the water, facing up
Front float	Stretched out	In the water, facing down

Total: 6 marks

2. Creative Arts Portfolio (4 marks)

a) Correct order:

X → Z → W → Y

- Collect artworks
- Select the best artworks
- Decorate the portfolio folder
- Display or present the portfolio

(2 marks)

b) Picture Z shows the learner **selecting the best artworks** for the portfolio. **(1 mark)**

c) A portfolio helps to **organise, preserve and keep track of a learner's progress in Creative Arts.** **(1 mark)**

3. Mushroom Float (3 marks)

a) Amina may have been losing her balance because she was **moving her head too much.** **(1 mark)**

b) She should:

1. Keep her body **relaxed and still.**
2. **Avoid moving her head** while floating.

(2 marks)

4. Identifying a Float (4 marks)

a) **Mushroom float.** **(1 mark)**

b) The body is **curled into a ball**, with the **knees pulled towards the chest** and the **hands holding the legs**. The head is in the water. **(2 marks)**

c) The learner should **stand up to breathe**. **(1 mark)**

5. Nyama Nyama Nyama with Musical Rhythm (3 marks)

a) The words “**nya-ma nya-ma nya-ma nya-ma**” are clapped to a rhythmic pattern using **ta-te**, while learners clap the rhythm as the caller says the words. **(2 marks)**

b) Combining games with rhythm makes learning **more enjoyable and helps learners develop musical rhythm skills**. **(1 mark)**

6. Supine Float (4 marks)

a) Any three:

1. **Lean back slowly** into the water.
2. **Lift the chest** and keep the back straight.
3. Let the **ears go under the water** while keeping the face above water.
4. Look **straight up**.
5. Keep the body **relaxed**.

(3 marks)

b) Breathe in through the **mouth** and breathe out through the **nose or mouth**. **(1 mark)**

7. Fingering in Descant Recorder Playing (2 marks)

a) Fingering is the way **fingers are placed on and removed from the holes of the recorder** when playing. **(1 mark)**

b) Correct fingering is important because it helps produce the **correct notes and pitch**. **(1 mark)**

8. Fingering for Note G (2 marks)

To play Note G, cover:

1. The **back hole** with the left thumb.
2. The **first front hole** with the left index finger.
3. The **second front hole** with the left middle finger.
4. The **third front hole** with the left ring finger.

Total: 2 marks

9. Safety Measures When Floating (4 marks)

Award **1 mark each** for any four:

1. Have a **swimming instructor or trusted adult** nearby.
2. Practise at the **shallow end**.
3. Wear a **clean and proper swimming costume**.
4. Know the **depth of the water**.
5. **Do not push** other learners.
6. Follow the **instructor's instructions**.

Total: 4 marks

10. Cleaning a Descant Recorder (4 marks)

1. **Separate** the recorder into its parts.
2. **Wash** the parts carefully with soap and warm water where appropriate.
3. **Clean the inside** using a soft cloth and cleaning rod.
4. **Dry all the parts completely** before reassembling.

Total: 4 marks

11. Playing “Gently Sleep” (3 marks)

a) The three notes are:

G, A and B. (1 mark)

b) Any two:

1. Use **correct fingering**.
2. Observe proper **breath control**.
3. Make smooth transitions between notes.
4. Follow the correct rhythm.

(2 marks)

12. Lion Treasure (4 marks)

a)

Lions: Blindfolded learners who stand in the centre to **guard the beanbags and tag learners who come close. (1 mark)**

“Mtu”: Learners who form a circle and try to **take the beanbags without being tagged**. (1 mark)

b) When a lion tags a learner, the learner **sits out and waits for the next game**. (1 mark)

c) Lions are blindfolded to make the game **challenging and exciting** and to make them rely on **hearing and touch**. (1 mark)

13. “Babylon's Falling” (3 marks)

a) The notes are:

G, A and B. (1 mark)

b) The red dots represent **breath marks**. (1 mark)

c) The French rhythm name for “**Ba-by**” is **ta-te**. (1 mark)

14. Prone Float / Front Float (3 marks)

a) The learner lies **face down in the water**, with the head in the water, arms stretched forward and the hips and legs at the water surface. The body should be **straight and relaxed**. (2 marks)

b) When breathing, Jane should gently **lift her head above the water, breathe in, then lower it back into the water**. (1 mark)

15. Lion Treasure Game (4 marks)

a) Lion Treasure. (1 mark)

b) The four learners are blindfolded so that they cannot see approaching players and must use their **sense of hearing**. (1 mark)

c) When a lion taps a learner, the learner is **out of the game** and sits out. (1 mark)

d) A learner wins by **taking a beanbag without being tapped by a lion**. (1 mark)

16. Nyama Nyama Nyama Flow Chart (4 marks)

a) Nyama Nyama Nyama. (1 mark)

b)

- **Box 2:** Learners listen carefully to the animal name called.
- **Box 3:** Learners jump only when the animal's meat is eaten in the community.

(2 marks)

c) The game requires good listening because learners must **hear the animal name correctly before deciding whether to jump or remain still.** (1 mark)

Time: 40 Minutes

Name: _____ . School: _____ .

Assessment Number: _____ **Date:** _____.

School Code: _____ Signature: _____

1. Write your **full name** and **assessment number** in the spaces provided above.
2. Indicate your **school name** and **school code** clearly.
3. **Sign and date** this paper in the spaces provided.
4. Write a composition of about 150-200 words.
5. Your composition should:

- ✗ Have a clear beginning, middle, and end
- ✗ Be creative and interesting
- ✗ Use correct grammar and punctuation

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

Blank lined paper for writing.

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

THIS IS THE LAST PRINTED PAGE

K.P.S.E.A

PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 4 – ENGLISH COMPOSITION

ANSWERS AND MARKING SCHEME

COMPOSITION TITLE: A VISIT TO THE MARKET

Since this is a composition-writing task, learners' answers will vary. The marking should focus on relevance, organization, creativity, grammar, vocabulary, punctuation, and overall presentation.

SUGGESTED MODEL ANSWER

A VISIT TO THE MARKET

Last Saturday morning, my mother asked me to accompany her to the local market. I was very excited because Saturday is always the busiest and most colorful day at the market.

When we arrived, the market was buzzing with activity. Traders were shouting loudly to attract customers to their stalls. There were colorful displays of fresh fruits like ripe bananas, sweet oranges, and juicy mangoes. Other sellers had arranged fresh vegetables, kales, tomatoes, and onions neatly on wooden tables.

My mother bought tomatoes, onions, and spinach from a friendly woman who greeted us warmly. While she was paying, I helped carry the light canvas bags. As we walked further, we saw traders selling bright clothes, shoes, and household items. The rich smell of spices filled the air, making the visit even more delightful.

Before leaving, mother bought me two delicious bananas as a reward for helping her. I felt happy and helpful throughout the trip. Going to the market was an enjoyable experience, and I learned how people trade and cooperate in our community.

MARKING SCHEME

TOTAL: 20 MARKS

Area Assessed	Marks
Content and relevance	5
Organization and paragraphing	4

Grammar and sentence construction	4
Vocabulary and expression	3
Spelling and punctuation	2
Presentation and handwriting	2
TOTAL	20

1. Content and Relevance – 5 Marks

- **5 Marks:** Gives rich, highly relevant details describing a market visit (setting, activities, items bought, feelings, and experiences).
- **4 Marks:** Gives good and mostly relevant information about visiting a market.
- **3 Marks:** Gives adequate information, though some descriptive details are missing.
- **2 Marks:** Gives limited information with several undeveloped ideas.
- **1 Mark:** Very little relevant information provided.
- **0 Marks:** Completely irrelevant response or no attempt.

2. Organization and Paragraphing – 4 Marks

- **4 Marks:** Clear introduction, well-developed body paragraphs, and a suitable conclusion; ideas flow smoothly.
- **3 Marks:** Generally well-organized with minor flaws in logical flow.
- **2 Marks:** Basic structure present, but paragraphing or transitions need improvement.
- **1 Mark:** Poor organization; ideas are scattered and hard to follow.
- **0 Marks:** Lacks meaningful organization.

3. Grammar and Sentence Construction – 4 Marks

- **4 Marks:** Uses correct grammatical structures (e.g., correct past tense usage) and well-formed sentences suitable for Grade 4.
- **3 Marks:** A few minor grammatical errors that do not hinder understanding.
- **2 Marks:** Several grammatical errors, but the overall message remains clear.
- **1 Mark:** Frequent grammatical errors that interfere with meaning.
- **0 Marks:** Language is largely incomprehensible.

4. Vocabulary and Expression – 3 Marks

- **3 Marks:** Uses precise, varied, and age-appropriate descriptive vocabulary (e.g., *buzzing, colorful, sweet, delightful*).
- **2 Marks:** Uses generally appropriate vocabulary with minor repetition.
- **1 Mark:** Very basic or repetitive vocabulary.
- **0 Marks:** Extremely limited or incorrect word choice.

5. Spelling and Punctuation – 2 Marks

- **2 Marks:** Correct spelling and proper use of capital letters, full stops, and commas.
- **1 Mark:** A few spelling or punctuation errors.
- **0 Marks:** Persistent spelling and punctuation errors throughout.

6. Presentation and Handwriting – 2 Marks

- **2 Marks:** Clean, highly legible, and neatly spaced handwriting.
- **1 Mark:** Generally legible but untidy in places.
- **0 Marks:** Extremely untidy or illegible.

SUGGESTED PERFORMANCE BANDS

Score	Performance Level
17–20	Exceeding Expectations (Excellent)
13–16	Meeting Expectations (Very Good)
9–12	Approaching Expectations (Satisfactory)
5–8	Below Expectations (Below Average)
1–4	Far Below Expectations (Limited)
0	No Attempt / Irrelevant Response

FINAL SCORE BREAKDOWN

- **Content:** _____ / 5
- **Organization:** _____ / 4
- **Grammar:** _____ / 4
- **Vocabulary:** _____ / 3
- **Spelling & Punctuation:** _____ / 2
- **Presentation:** _____ / 2
- **TOTAL SCORE:** _____ / 20



PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026

GRADE 4 – ENGLISH LISTENING AND SPEAKING

Time: 2 Hours



LEARNER' S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

Instructions for Learners

1. Write your **full name** and **assessment number** in the spaces provided above.
2. Indicate your **school name** and **school code** clearly.
3. **Sign and date** this paper in the spaces provided.
4. All responses must be written in **English**

TASK 1: READING — 30 MARKS

Read the passage carefully and answer the questions that follow.

THE SCHOOL THAT PLANTED A FOREST

Bahati Primary School was located in a very hot and dusty area. During the dry season, strong winds blew clouds of dust into the classrooms, making it difficult for learners to read and write. The compound had no shade, so children could not play comfortably outside during lunch break.

One day, the environmental teacher, Mr. Musa, introduced a new project during assembly. He suggested that every Grade 4 learner should plant and care for at least two tree seedlings around the school compound. The school board supported the idea and provided seedlings of indigenous trees and fruit trees.

The learners worked eagerly. They dug deep holes, mixed the soil with compost manure, and planted their seedlings. To protect the young plants from goats and cows, the learners built small fences around them using dry branches. They also took turns watering the trees every morning and evening.

When the rainy season arrived, the trees grew rapidly. Within three years, the dusty compound was transformed into a green, shady forest. Birds returned to nest in the branches, and the temperature around the school became cool and pleasant.

The trees provided clean air, shade for outdoor study, and fresh fruit for the school kitchen. The local community was so inspired that they began planting trees around their homes. Bahati

Primary School received a district award for environmental conservation, and the learners felt proud of their hard work.

QUESTIONS

1. What environmental problem was Bahati Primary School facing? (2 marks)
2. Why was it uncomfortable for learners during the lunch break? (2 marks)
3. What project did Mr. Musa introduce during assembly? (2 marks)
4. Mention two things the learners did to prepare the soil and plant the seedlings properly. (2 marks)
5. How did the learners protect the young seedlings from animals? (2 marks)
6. Mention two benefits of the trees mentioned in the passage. (2 marks)
7. How often did the learners water their tree seedlings? (2 marks)
8. What two changes happened in the school environment after the trees grew? (2 marks)
9. How did the local community react to the school's tree-planting project? (2 marks)
10. What recognition did Bahati Primary School receive for its work? (2 marks)
11. Why were the learners proud at the end of the project? (2 marks)
12. What is the meaning of the word "transformed" as used in the passage? (2 marks)
13. Give a suitable title for the passage other than "The School That Planted a Forest." Give a reason for your choice. (2 marks)
14. State two values demonstrated by the learners in the passage. (2 marks)
15. What main lesson can you learn from this story? (2 marks)

TASK 2: LISTENING AND SPEAKING — 10 MARKS

Answer the following questions orally.

1. Introduce yourself by stating your name, your grade, and your favorite subject in school. (2 marks)
2. Why is it important to keep our school compound clean? Give two reasons. (2 marks)
3. Mention two good habits you should practice while eating at table or during mealtime. (2 marks)
4. Imagine you see a fellow learner drop a plastic wrapper on the ground. What would you do or say? (2 marks)
5. Tell your teacher about one hobby or activity you enjoy doing at home with your family. Explain why you like it. (2 marks)

ANSWERS AND MARKING SCHEME

GRADE 4 – ENGLISH LISTENING AND SPEAKING

TOTAL: 40 MARKS

TASK 1: READING — 30 MARKS

1. **What environmental problem was Bahati Primary School facing?**

✎ **Answer:** The school was located in a hot, dusty area with strong winds blowing dust into classrooms.

✎ **Marking:** Hot and dusty environment / strong winds blowing dust (2 marks)

2. **Why was it uncomfortable for learners during the lunch break?**

✎ **Answer:** There was no shade on the compound to protect them from the sun.

✎ **Marking:** Lack of shade / hot compound (2 marks)

3. **What project did Mr. Musa introduce during assembly?**

✎ **Answer:** Planting and caring for at least two tree seedlings per Grade 4 learner.

✎ **Marking:** Planting tree seedlings (2 marks)

4. **Mention two things the learners did to prepare the soil and plant the seedlings properly.**

✎ **Answer (Any two):** Dug deep holes / mixed soil with compost manure / planted the seedlings.

✎ **Marking:** 1 mark each × 2 = 2 marks

5. **How did the learners protect the young seedlings from animals?**

✎ **Answer:** They built small fences around them using dry branches.

✎ **Marking:** Built fences / used dry branches (2 marks)

6. **Mention two benefits of the trees mentioned in the passage.**

✎ **Answer (Any two):** Provided clean air / provided shade for study / provided fresh fruit / brought cool temperatures / attracted birds.

✎ **Marking:** 1 mark each × 2 = 2 marks

7. **How often did the learners water their tree seedlings?**

✎ **Answer:** Every morning and evening.

✎ **Marking:** Twice daily / morning and evening (2 marks)

8. **What two changes happened in the school environment after the trees grew?**

✎ **Answer (Any two):** The dusty compound became a green forest / temperatures became cool / birds returned to nest.

✎ **Marking:** 1 mark each × 2 = 2 marks

9. **How did the local community react to the school's tree-planting project?**

✎ **Answer:** They were inspired and started planting trees around their own homes.

✎ **Marking:** Inspired to plant trees at home (2 marks)

10. **What recognition did Bahati Primary School receive for its work?**
✎ **Answer:** A district award for environmental conservation.
✎ **Marking:** District award (2 marks)
11. **Why were the learners proud at the end of the project?**
✎ **Answer:** Their hard work had successfully solved the dust problem and earned the school an award.
✎ **Marking:** Successful project / hard work paid off (2 marks)
12. **What is the meaning of the word “transformed” as used in the passage?**
✎ **Answer:** Changed completely in appearance or character for the better.
✎ **Marking:** Changed completely / turned into something new (2 marks)
13. **Give a suitable title for the passage other than “The School That Planted a Forest.” Give a reason for your choice.**
✎ **Acceptable Titles:** "Making Our School Green", "The Tree Planting Project", "Greening Bahati Primary".
✎ **Reason:** Must directly relate to planting trees or improving the environment.
✎ **Marking:** Relevant title (1 mark), valid reason (1 mark)
14. **State two values demonstrated by the learners in the passage.**
✎ **Answer (Any two):** Responsibility, hard work, teamwork, environmental care, patience, discipline.
✎ **Marking:** 1 mark each × 2 = 2 marks
15. **What main lesson can you learn from this story?**
✎ **Answer:** Taking care of our environment brings lasting benefits to the whole community.
✎ **Marking:** Relevant lesson on environmental conservation or teamwork (2 marks)

TASK 2: LISTENING AND SPEAKING — 10 MARKS

1. **Self-Introduction**
✎ **Sample:** "My name is Faith. I am in Grade 4 and my favorite subject is English."
✎ **Marking:** Name and grade (1 mark), favorite subject (1 mark)
2. **School Cleanliness**
✎ **Sample:** "It prevents the spread of diseases and makes the school look neat and beautiful."
✎ **Marking:** 1 mark for each valid reason × 2 = 2 marks
3. **Table Manners**
✎ **Sample:** "Chewing food with a closed mouth and saying 'thank you' or 'please' when asking for food."
✎ **Marking:** 1 mark for each correct habit × 2 = 2 marks
4. **Handling Litter**
✎ **Sample:** "I would kindly ask them to pick it up and throw it into the dustbin, or I would pick it up myself."
✎ **Marking:** Correct and polite response (2 marks)
5. **Hobby/Activity at Home**
✎ **Sample:** "I like gardening with my parents because we grow fresh vegetables together."
✎ **Marking:** Activity stated (1 mark), valid reason given (1 mark)

SCORE SUMMARY

Task	Maximum Marks	Learner's Score
Task 1: Reading	30	_____
Task 2: Listening and Speaking	10	_____
TOTAL	40	_____ / 40



PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026



GRADE 4 – ENGLISH
Time: 1 Hour 30 Minutes

LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date _____ .

School Code: _____ . Signature _____ .

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

Task 1

Construct sentences using the words below. (3marks)

sibling chore orphan

1. _____ .
2. _____ .
3. _____ .

Arrange the words alphabetically. (4marks)

- party 1. _____
- gifts 2. _____
- happy 3. _____
- card 4. _____

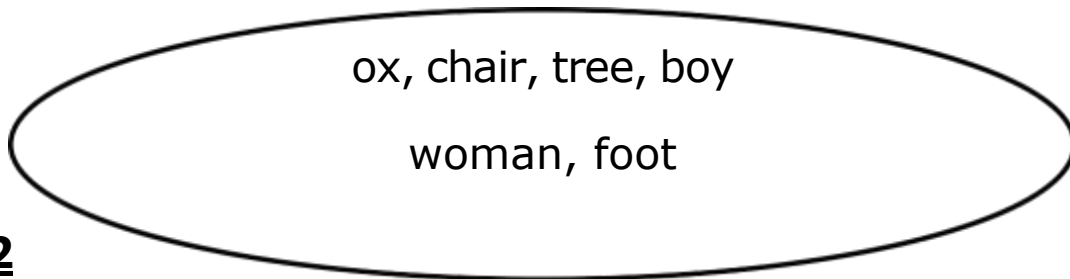
Use a, an the to complete the following sentences. (4marks)

- a. Maina bought _____new bicycle last week.
- b. My aunt works in _____county Government of Kisii.
- c. _____elder is treated with respect in our society.
- d. Do not look at _____sun directly.

Use the sounds to form new words. (3marks)

e	ay	L

Circle irregular nouns. (3marks)



Task 2

Fill in the form below. (4marks)

Personal details.

Name _____
Date of Birth _____
Residence _____
Gender Boy ☐ Girl ☐

School details.

Name of school _____
School address _____
County _____
Name of class teacher _____

Complete the story below with the correct words. (3marks)

Fatuma's father had wanted _____to study up to the university. He believed _____knowledge is power. Now Fatuma had graduated _____a bachelor's degree making her father as happy as a king.

Complete the crossword.

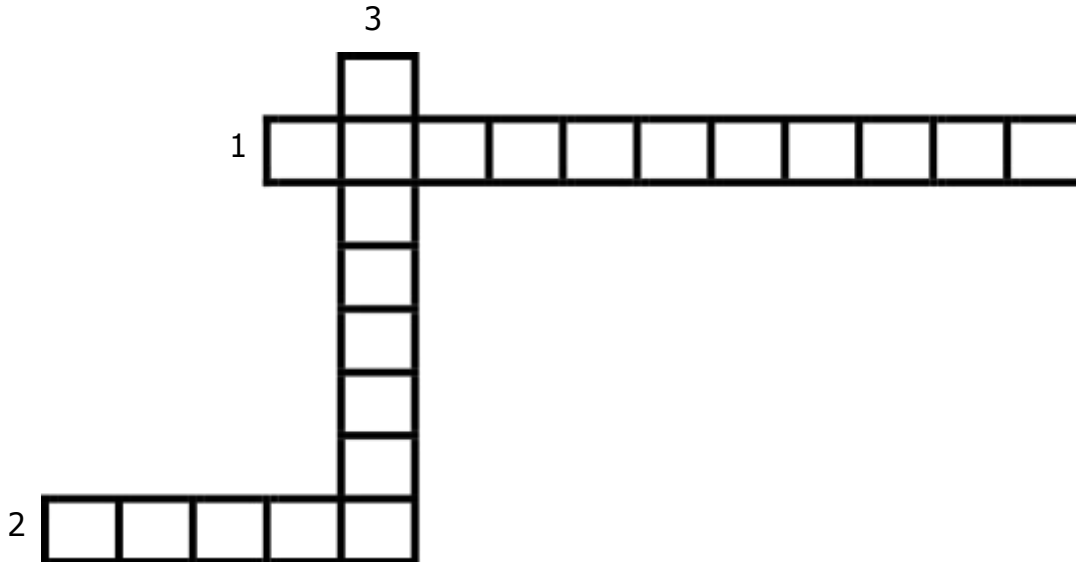
(3marks)

Across

1. To mark a special day like a birthday.
2. To move your body to music.

Down

3. To make something look attractive



Task 3

Read the story and answer the questions below. (3marks)

Everybody was as busy as a bee. The parents and older siblings were busy cooking. Cherono and Naliaka decorated the sitting room with balloons and ribbons. It was colourful. Their mother sent them to the shop many times but they did not complain. They ran as fast as antelopes. They were excited about their brother's birthday party. He was turning seven. By noon the invited guests had arrived. Everybody wanted to see their brother. Then the door to the sitting room opened.

Cherono and Naliaka smiled as their brother walked in. Everybody started to sing a birthday song.

Questions.

a. What was the family celebrating?

_____.

b. Which sentence tells us that Cherono and Naliaka were happy.

_____.

c. Why did the children decide to help their mother?

_____.

TASK 4

Match the words in Column A with their correct meanings in Column B. Write the correct letter in the space provided.

Column A

1. Sibling
2. Chore
3. Orphan
4. Celebrate
5. Neighbour

Column B

- A. A child who has lost both parents
- B. A person who lives near you
- C. A brother or sister
- D. A job or duty done at home
- E. To mark a special and happy occasion

TASK 5:

Read the passage and answer the questions

Our Family Celebration

Last Saturday, Amina's family held a birthday celebration for her younger brother, Ali. Their mother prepared a delicious meal while Amina and her sister decorated the sitting room with colourful balloons. Their father bought a cake and some drinks. Later, relatives and friends arrived to celebrate with the family. Everyone sang, danced and enjoyed the party.

Answer the questions below.

6. Who was celebrating a birthday? (1 mark)

7. When was the celebration held? (1 mark)

8. What did Amina and her sister use to decorate the sitting room? (1 mark)

9. What did their father buy? (1 mark)

10. Name one activity the people did during the celebration. (1 mark)

TASK 6:

Complete the passage using the words in the box below.

family school chores sister happy

Every morning, Brian wakes up early and prepares for _____. He lives with his _____. At home, Brian has one _____ called Mary. They help their parents to do household _____. Their parents are always _____ when the children work together.

TASK 7:

Complete the conversation using suitable words or sentences.

Teacher: Good morning, Amina.

Amina:. _____.

Teacher: How are you today?

Amina:. _____.

Teacher: What is your name?

Amina:. _____.

Teacher: Which grade are you in?

Amina:. _____.

Teacher: Thank you, Amina. Goodbye.

Amina:. _____.

MARKING SCHEME

TASK 1

1. Construct sentences using the given words. (3 marks)

Award **1 mark each** for a correct sentence.

1. **Sibling** – Example: *My sister is my sibling.*
2. **Chore** – Example: *I wash the dishes as my daily chore.*
3. **Orphan** – Example: *The orphan lives with her grandmother.*

2. Arrange the words alphabetically. (4 marks)

1. **card**
2. **gifts**
3. **happy**
4. **party**

3. Use a, an or the. (4 marks)

- a. Maina bought **a** new bicycle last week.
- b. My aunt works in **the** county Government of Kisii.
- c. **An** elder is treated with respect in our society.
- d. Do not look at **the** sun directly.

4. Use the sounds to form new words. (3 marks)

- **e + ay + L = e-mail**
- Accept other correctly formed words according to the sounds shown in the diagram.

5. Circle the irregular nouns. (3 marks)

ox, woman, foot

TASK 2

6. Fill in the form. (4 marks)

Accept correct personal information supplied by the learner.

- **Name:** Learner's correct name
- **Date of Birth:** Learner's correct date of birth
- **Residence:** Learner's correct residence
- **Gender:** Correctly ticked **Boy** or **Girl**

School details

Accept correct information supplied by the learner:

- **Name of school**
- **School address**
- **County**
- **Name of class teacher**

7. Complete the story. (3 marks)

Fatuma's father had wanted *her* to study up to the university. He believed *that* knowledge is power. Now Fatuma had graduated *with* a bachelor's degree, making her father as happy as a king.

Answers:

1. **her**
2. **that**
3. **with**

8. Complete the crossword. (3 marks)

1. **Celebrate**
2. **Dance**
3. **Decorate**

TASK 3: READING COMPREHENSION

9. Read the story and answer the questions. (3 marks)

a. What was the family celebrating?

The brother's seventh birthday.

b. Which sentence tells us that Cherono and Naliaka were happy?

"Cherono and Naliaka smiled as their brother walked in."

c. Why did the children decide to help their mother?

Because they were excited about their brother's birthday party.

TASK 4: MATCHING

No.	Answer
1. Sibling	C
2. Chore	D
3. Orphan	A
4. Celebrate	E
5. Neighbour	B

TASK 5: PASSAGE

Our Family Celebration

6. Who was celebrating a birthday?

Ali.

7. When was the celebration held?

Last Saturday.

8. What did Amina and her sister use to decorate the sitting room?

Colourful balloons.

9. What did their father buy?

A cake and some drinks.

10. Name one activity the people did during the celebration.

Singing.

Accept: **dancing / enjoying the party.**

TASK 6: FILLING IN THE BROKEN PASSAGE

Word box: family, school, chores, sister, happy

Completed passage:

Every morning, Brian wakes up early and prepares for **school**. He lives with his **family**. At home, Brian has one **sister** called Mary. They help their parents to do household **chores**. Their parents are always **happy** when the children work together.

Answers:

1. **school**
2. **family**
3. **sister**
4. **chores**
5. **happy**

TASK 7: CONVERSATION

Accept any grammatically correct and appropriate responses.

Teacher: Good morning, Amina.

Amina: **Good morning, teacher.**

Teacher: How are you today?

Amina: **I am fine, thank you.**

Teacher: What is your name?

Amina: **My name is Amina.**

Teacher: Which grade are you in?

Amina: **I am in Grade 4.**

Teacher: Thank you, Amina. Goodbye.

Amina: **Goodbye, teacher.**

Suggested marking:

1. **Good morning, teacher.** – 1 mark
2. **I am fine, thank you.** – 1 mark
3. **My name is Amina.** – 1 mark
4. **I am in Grade 4.** – 1 mark
5. **Goodbye, teacher.** – 1 mark



PRIMARY SCHOOL EDUCATION ASSESSMENT DECEMBER ASSIGNMENT 2026



GRADE 4 – FRENCH
Time: 1 Hour 30 Minutes

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Answer all questions.
2. Write clearly in blue or black ink.
3. Répondez en français où c'est nécessaire.

FOR OFFICIAL USE ONLY -FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Match each French expression with its correct English meaning. (5 marks)

French Expression English Meaning

- | | |
|---------------------|----------------------------|
| (a) Bonjour | (i) Goodbye |
| (b) Au revoir | (ii) Good evening |
| (c) Bonsoir | (iii) Hello / Good morning |
| (d) Merci | (iv) How are you? |
| (e) Comment ça va ? | (v) Thank you |

2. Complete the dialogue using the words in the box. (5 marks)

Words: *Je – m'appelle – ça va – ans – Au*

Amani: Bonjour ! Comment tu t'appelles ?

Baraka: Bonjour ! **(a)** _____ m'appelle Baraka. Et toi ?

Amani: Je **(b)** _____ Amani. Comment **(c)** _____ ?

Baraka: Ça va bien, merci ! Quel âge as-tu ?

Amani: J'ai dix **(d)** _____.

Baraka: Moi aussi ! **(e)** _____ revoir, Amani !

Amani: Au revoir !

3. Write the following numbers in figures. (5 marks)

(a) Trois = _____

(b) Sept = _____

(c) Dix = _____

(d) Quinze = _____

(e) Vingt = _____

4. Complete the days of the week in the correct order. (5 marks)

(a) Lundi

(b) _____

(c) Mercredi

(d) _____

(e) Vendredi

(f) _____

(g) Dimanche

5. Choose the correct French word from the brackets. (5 marks)

(a) The father is called (**le père / la mère**).

Answer: _____

(b) The mother is called (**la sœur / la mère**).

Answer: _____

(c) The brother is called (**le frère / le grand-père**).

Answer: _____

(d) The sister is called (**la sœur / la grand-mère**).

Answer: _____

(e) The grandfather is called (**le grand-père / l'oncle**).

Answer: _____

6. Translate the following classroom objects into English. (5 marks)

(a) **Un stylo** = _____

(b) **Un livre** = _____

(c) **Une table** = _____

(d) **Un crayon** = _____

(e) **Un sac** = _____

7. Translate the following colours into French. (5 marks)

(a) Red = _____

(b) Blue = _____

(c) Yellow = _____

(d) Green = _____

(e) Black = _____

8. Write the English name of each animal. (5 marks)

(a) **Le chien** = _____

(b) **Le chat** = _____

(c) **Le lion** = _____

(d) **L'éléphant** = _____

(e) **La vache** = _____

9. Read the passage carefully and answer the questions that follow.

Bonjour ! Je m'appelle Marie. J'ai neuf ans. Je suis élève à l'école Mwangaza. J'ai un petit frère. Il s'appelle Paul. Mon père s'appelle Monsieur David et ma mère s'appelle Madame Alice. J'aime le stylo bleu et les chats.

Questions

(a) What is the name of the girl? (2 marks)

Answer: _____

(b) How old is Marie? (2 marks)

Answer: _____

(c) What is the name of Marie's brother? (2 marks)

Answer: _____

(d) What is the name of Marie's mother? (2 marks)

Answer: _____

(e) Which animal does Marie like? (2 marks)

Answer: _____

THIS IS THE LST PRINTED PAGE

ANSWERS AND MARKING SCHEME

GRADE 4 – FRENCH (LE FRANÇAIS)

1. Matching

- (a) Bonjour — **(iii) Hello / Good morning**
- (b) Au revoir — **(i) Goodbye**
- (c) Bonsoir — **(ii) Good evening**
- (d) Merci — **(v) Thank you**
- (e) Comment ça va ? — **(iv) How are you?**

1 mark each = 5 marks

2. Dialogue Completion

- (a) **Je**
- (b) **m'appelle**
- (c) **ça va**
- (d) **ans**
- (e) **Au**

1 mark each = 5 marks

3. Numbers

- (a) Trois — **3**
- (b) Sept — **7**
- (c) Dix — **10**
- (d) Quinze — **15**
- (e) Vingt — **20**

1 mark each = 5 marks

4. Days of the Week

- (a) Lundi
- (b) **Mardi**

- (c) Mercredi
- (d) **Jeudi**
- (e) Vendredi
- (f) **Samedi**
- (g) Dimanche

5 marks

5. Family Vocabulary

- (a) **Le père**
- (b) **La mère**
- (c) **Le frère**
- (d) **La sœur**
- (e) **Le grand-père**

1 mark each = 5 marks

6. Classroom Objects

- (a) **Un stylo** — A pen
- (b) **Un livre** — A book
- (c) **Une table** — A table
- (d) **Un crayon** — A pencil
- (e) **Un sac** — A bag / school bag

1 mark each = 5 marks

7. Colours

- (a) Red — **Rouge**
- (b) Blue — **Bleu**
- (c) Yellow — **Jaune**
- (d) Green — **Vert**
- (e) Black — **Noir**

1 mark each = 5 marks

8. Animals

- (a) Le chien — **Dog**
- (b) Le chat — **Cat**
- (c) Le lion — **Lion**
- (d) L'éléphant — **Elephant**
- (e) La vache — **Cow**

1 mark each = 5 marks

9. Reading Comprehension

- (a) Marie. — 2 marks**
- (b) Nine years old / Neuf ans. — 2 marks**
- (c) Paul. — 2 marks**
- (d) Madame Alice / Alice. — 2 marks**
- (e) Cats / Les chats. — 2 marks**

TOTAL = 10 MARKS

SUGGESTED PERFORMANCE BANDS

Marks Range	Performance Level
41–50	Exceeding Expectations – Level 4
30–40	Meeting Expectations – Level 3
18–29	Approaching Expectations – Level 2
01–17	Below Expectations – Level 1

PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026



GRADE 4 – GERMAN
Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all** questions.
5. Write your answers clearly in the spaces provided in German.

FOR OFFICIAL USE ONLY -FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Match the German phrase with its correct English meaning: (5 marks)

German Phrase	English Meaning
(a) Guten Morgen	(i) Goodbye
(b) Auf Wiedersehen	(ii) Good evening
(c) Guten Abend	(iii) Good morning
(d) Danke	(iv) How are you?
(e) Wie geht es dir?	(v) Thank you

Write your matched pairs below:

- (a) Guten Morgen: _____
- (b) Auf Wiedersehen: _____
- (c) Guten Abend: _____
- (d) Danke: _____
- (e) Wie geht es dir?: _____

2. Complete the short self-introduction dialogue using the words in the box below: (5 marks)

[heiße / Ich / Danke / wie / Jahre]

Kiprono: Hallo! Wie heißt du?

Nanjala: Hallo! **(a)** _____ heiße Nanjala. Und du?

Kiprono: Ich **(b)** _____ Kiprono. **(c)** _____ geht es dir?

Nanjala: Gut, **(d)** _____! Wie alt bist du?

Kiprono: Ich bin zehn **(e)** _____ alt.

Nanjala: Tschüss, Kiprono!

Kiprono: Tschüss!

3. Write the following German numbers in digit form: (5 marks)

(a) Drei = _____

(b) Sieben = _____

(c) Zehn = _____

(d) Fünfzehn = _____

(e) Zwanzig = _____

4. Write the missing days of the week in German in their correct order: (5 marks)

(a) Montag

(b) _____

(c) Mittwoch

(d) _____

(e) Freitag

(f) _____

(g) Sonntag

5. Complete the sentences about family members using the correct German word from the brackets: (5 marks)

(a) The father is called (**der Vater / die Mutter**): _____

(b) The mother is called (**die Schwester / die Mutter**): _____

(c) The brother is called (**der Bruder / der Großvater**): _____

(d) The sister is called (**die Schwester / die Großmutter**): _____

(e) The grandfather is called (**der Großvater / der Onkel**): _____

6. Write the English translation for the following school items: (5 marks)

(a) Ein Kuli (Kugelschreiber) = _____

(b) Ein Buch = _____

(c) Ein Tisch = _____

(d) Ein Bleistift = _____

(e) Eine Tasche = _____

7. Translate the following colors into German: (5 marks)

(a) Red = _____

(b) Blue = _____

(c) Yellow = _____

(d) Green = _____

(e) Black = _____

8. Identify the domestic and wild animals below by writing their English names: (5 marks)

(a) Der Hund = _____

(b) Die Katze = _____

(c) Der Löwe = _____

(d) Der Elefant = _____

(e) Die Kuh = _____

9. Read the text below carefully and answer the questions that follow in English or German:

Hallo! Ich heie Juma. Ich bin neun Jahre alt. Ich bin Schler an der Mwangaza Grundschule. Ich habe einen kleinen Bruder. Er heit Bakari. Mein Vater heit Herr David und meine Mutter heit Frau Alice. Ich mag die Farbe Blau und Katzen.

(a) What is the name of the boy in the text? (2 marks)

(b) How old is Juma? (2 marks)

(c) What is the name of Juma's brother? (2 marks)

(d) What is the name of his mother? (2 marks)

(e) Which animal does Juma like? (2 marks)

THIS IS THE LAST PRINTED PAGE

ANSWERS AND MARKING SCHEME

GRADE 4 – GERMAN

1. Matching:

- (a) Guten Morgen — (iii) Good morning
- (b) Auf Wiedersehen — (i) Goodbye
- (c) Guten Abend — (ii) Good evening
- (d) Danke — (v) Thank you
- (e) Wie geht es dir? — (iv) How are you? *(1 mark each = 5 marks)*

2. Dialogue Completion:

- (a) Ich
- (b) heiße
- (c) Wie
- (d) Danke
- (e) Jahre *(1 mark each = 5 marks)*

3. Numbers in Digits:

- (a) 3
- (b) 7
- (c) 10
- (d) 15
- (e) 20 *(1 mark each = 5 marks)*

4. Days of the Week:

- (b) Dienstag
- (d) Donnerstag
- (f) Samstag *(Accept minor spelling attempts if recognizable; 5 marks allocated for filling the 3 gaps accurately + correct chronological order = 5 marks)*

5. Family Vocabulary:

- ✗ (a) der Vater
- ✗ (b) die Mutter
- ✗ (c) der Bruder
- ✗ (d) die Schwester
- ✗ (e) der Großvater *(1 mark each = 5 marks)*

6. School Objects:

- ✗ (a) A pen / ballpoint pen
- ✗ (b) A book
- ✗ (c) A table
- ✗ (d) A pencil
- ✗ (e) A bag / school bag *(1 mark each = 5 marks)*

7. Colors:

- ✗ (a) Rot
- ✗ (b) Blau
- ✗ (c) Gelb
- ✗ (d) Grün
- ✗ (e) Schwarz *(1 mark each = 5 marks)*

8. Animals:

- ✗ (a) Dog

- ✍ (b) Cat
- ✍ (c) Lion
- ✍ (d) Elephant
- ✍ (e) Cow *(1 mark each = 5 marks)*

9. Reading Comprehension Answers:

- (a) Juma *(2 marks)*
- (b) Nine (9) years old / Neun Jahre alt *(2 marks)*
- (c) Bakari *(2 marks)*
- (d) Frau Alice / Alice *(2 marks)*
- (e) Cats / Katzen *(2 marks)*

SUGGESTED PERFORMANCE BANDS

Marks Range	Performance Level
41–50 Marks	Exceeding Expectations (Level 4)
30–40 Marks	Meeting Expectations (Level 3)
18–29 Marks	Approaching Expectations (Level 2)
01–17 Marks	Below Expectations (Level 1)

DECEMBER ASSIGNMENT 2026

GRADE 4 - HRE

Time: 1 Hour 30 Minutes

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all** questions.
5. Write your answers clearly in the spaces provided.

FOR OFFICIAL USE ONLY -FOR EXAMINER'S USE

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1.

State **two** ways in which Paramatma (God) is revealed through nature. **(2 marks)**

(i) _____

(ii) _____

2.

Name the **three aspects of the divine Trinity (Trimurti)** and state their roles. **(3 marks)**

(a) Brahma: _____

(b) Vishnu: _____

(c) Shiva: _____



3.

Give **two** reasons why human beings are considered special creations of Paramatma. **(2 marks)**

(i) _____

(ii) _____

4.

Identify **three** of the Panch Mahabhuta (Five Great Elements of Nature). **(3 marks)**

(i) _____

(ii) _____

(iii) _____

5.

(a) Name the holy epic that tells the life story of Bhagwan Rama. **(1 mark)**

(b) State **two** qualities of Bhagwan Rama that Grade 4 learners should emulate. **(2 marks)**

(i) _____

(ii) _____

6.Match each divine incarnation or guru with the correct teaching or characteristic. (4 marks)

Avatar / Guru	Associated Teaching / Characteristic
(a) Lord Krishna	(i) Symbol of devotion and strength
(b) Lord Buddha	(ii) Teacher of the Bhagavad Gita
(c) Hanumanji	(iii) Founder of Sikhism; taught equality
(d) Guru Nanak Dev Ji	(iv) Taught non-violence (Ahimsa) and compassion

7.

Identify **three** major holy scriptures studied in Hindu Religious Education. **(3 marks)**

(i) _____

(ii) _____

(iii) _____

8.

Name **one divine item or symbol associated with Lord Ganesha** and his vehicle (Vahana). **(2 marks)**

(a) Item / Symbol: _____

(b) Vehicle (Vahana): _____

9.

Pooja (Prayer)

(a) State two items commonly used during daily Pooja at home or in a Mandir. (2 marks)

(i) _____

(ii) _____

(b) Name the sacred sound or symbol commonly uttered before Hindu prayers. (1 mark)

10.

Read each description and name the corresponding festival. **(4 marks)**

(a) The festival of lights celebrating the victory of light over darkness.

(b) The festival of colours celebrating unity and the arrival of spring.

(c) The birthday celebration of Lord Krishna.

(d) The festival celebrating the bond of love between brothers and sisters.

11. State three proper etiquettes a learner should observe when visiting a Mandir (Temple). (3 marks)

(i) _____

(ii) _____

(iii) _____

12.

State **two** benefits of reciting the Gayatri Mantra or performing morning prayers regularly. **(2 marks)**

(i) _____

(ii) _____

13.

Define **Ahimsa** and give **one** practical example of how a learner can practise it at school. **(2 marks)**

Meaning:

Example: _____

14.

Identify **three** ways a learner can show respect to parents and teachers, following the principles of **Matru Devo Bhava, Pitru Devo Bhava, and Acharya Devo Bhava**. **(3 marks)**

(i) _____

(ii) _____

(iii) _____

15.

Why is **Satya (Truthfulness)** an important virtue for young learners? Give **two** reasons. **(2 marks)**

(i) _____

(ii) _____

16.

State **three** positive habits that promote healthy living according to Hindu teachings. **(3 marks)**

(i) _____

(ii) _____

(iii) _____

17.

(a) What is **Pranayama**? **(1 mark)**

(b) State **two** physical or mental health benefits of practising Yoga regularly. **(2 marks)**

(i) _____

(ii) _____

18.

In Hindu tradition, nature and animals are treated with reverence.

(a) Name **one** sacred plant often cared for in Hindu households. **(1 mark)**

(b) State **two** ways learners can protect and care for the environment around their school. **(2 marks)**

(i) _____

(ii) _____

THIS IS THE LAST PRINTED PAGE

MARKING SCHEME

GRADE 4 – HINDU RELIGIOUS EDUCATION (H.R.E)

1. (2 marks)

Accept any two:

- Sun
- Moon
- Stars
- Rivers
- Mountains
- Trees
- Animals
- Other suitable examples from nature

Marking: 1 mark for each correct response.

2. (3 marks)

- **Brahma** — The Creator.
- **Vishnu** — The Preserver/Sustainer.
- **Shiva** — The Transformer/Dissolver.

Marking: 1 mark for each correct role.

3. (2 marks)

Accept any two suitable responses:

- Human beings possess intellect (Buddhi).
- Human beings have moral consciousness.
- Human beings can distinguish right from wrong.
- Human beings can perform conscious Karma.
- Human beings can pray and worship.

Marking: 1 mark for each correct response.

4. (3 marks)

Any three:

- **Prithvi** — Earth
- **Jal** — Water
- **Agni** — Fire
- **Vayu** — Air
- **Akash** — Ether/Space

Marking: 1 mark for each correct element.

5. (3 marks)

(a) Ramayana / Ramcharitmanas — **1 mark**

(b) Any two:

- Truthfulness
- Obedience to parents
- Respect
- Righteousness (Dharma)
- Humility

Marking: 1 mark for each correct quality.

6. (4 marks)

- **(a) Lord Krishna — (ii)** Teacher of the Bhagavad Gita
- **(b) Lord Buddha — (iv)** Taught non-violence (Ahimsa) and compassion
- **(c) Hanumanji — (i)** Symbol of devotion and strength
- **(d) Guru Nanak Dev Ji — (iii)** Founder of Sikhism; taught equality

Marking: 1 mark for each correct match.

7. (3 marks)

Accept any three:

- Vedas
- Upanishads
- Bhagavad Gita
- Ramayana
- Mahabharata

Marking: 1 mark for each correct scripture.

8. (2 marks)

(a) Item/Symbol: Modak, Pasha, Ankusha, Lotus, or another accepted Ganesha symbol — **1 mark**

(b) Vehicle: Mooshak (Mouse) — **1 mark**

9. (3 marks)

(a) Any two:

- Diya (lamp)
- Incense sticks (Agarbatti)
- Bell (Ghanti)
- Fresh flowers
- Water (Jal)
- Kumkum

1 mark each for any two.

(b) Aum / Om — 1 mark

10. (4 marks)

(a) Diwali / Deepavali — 1 mark

(b) Holi — 1 mark

(c) Janmashtami — 1 mark

(d) Raksha Bandhan — 1 mark

11. (3 marks)

Accept any three:

- Remove shoes at the entrance.
- Maintain silence and reverence.
- Ring the bell respectfully upon entry.
- Sit quietly during prayers.
- Dress modestly.
- Respect the temple and worshippers.

Marking: 1 mark for each suitable response.

12. (2 marks)

Accept any two:

- Improves concentration.
- Calms the mind.
- Encourages positive thoughts.
- Promotes wisdom and clarity.
- Encourages a peaceful attitude.
- Helps learners begin the day with focus.

Marking: 1 mark for each correct benefit.

13. (2 marks)

Meaning: Ahimsa means non-injury or non-violence in thought, word, and deed. — **1 mark**

Example: Any suitable example, such as:

- Not hitting others.
- Avoiding harsh language.
- Avoiding bullying.
- Caring for animals.
- Solving disagreements peacefully.

1 mark for one suitable example.

14. (3 marks)

Accept any three:

- Speaking politely to parents and teachers.
- Obeying reasonable instructions.
- Helping with household or school work.
- Greeting parents and teachers respectfully.
- Showing gratitude.
- Listening attentively when they speak.

Marking: 1 mark for each correct response.

15. (2 marks)

Accept any two:

- Truthfulness builds trust.
- It strengthens relationships with friends, parents, and teachers.
- It helps create a peaceful mind.
- It earns respect.
- It encourages responsible behaviour.
- It promotes good character.

Marking: 1 mark for each correct reason.

16. (3 marks)

Accept any three:

- Eating healthy or Sattvic food.
- Maintaining personal hygiene.
- Exercising regularly.
- Practising Yoga.
- Getting adequate sleep.
- Keeping the body and surroundings clean.

Marking: 1 mark for each correct habit.

17. (3 marks)

(a) Pranayama is the practice of controlled breathing or regulation of the breath. — **1 mark**

(b) Any two:

- Keeps the body flexible and strong.
- Reduces stress.
- Improves concentration.
- Enhances memory and focus.

- Promotes relaxation.
- Supports physical fitness.

Marking: 1 mark for each correct benefit.

18. (3 marks)

(a) Any one:

- Tulsi (Holy Basil)
- Neem
- Peepal

1 mark

(b) Any two:

- Planting trees.
- Watering school gardens.
- Disposing of waste in bins.
- Keeping the school compound clean.
- Avoiding unnecessary plastic.
- Protecting plants and animals.

Marking: 1 mark for each correct response.

SUGGESTED PERFORMANCE BANDS

Marks Range	Performance Level
41–50	Exceeding Expectations — Level 4
30–40	Meeting Expectations — Level 3
18–29	Approaching Expectations — Level 2
01–17	Below Expectations — Level 1

TOTAL: 50 MARKS



PRIMARY SCHOOL EDUCATION ASSESSMENT
DECEMBER ASSIGNMENT 2026

GRADE 4 – I.R.E
Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. This paper consists of 7 questions.
3. Check the question paper carefully to ensure all pages are printed and no questions are missing.
4. Answer all the questions in the spaces provided.

FOR OFFICIAL USE ONLY -FOR EXAMINER'S USE

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Surah Al-Fatiha is recited in every unit of Swalah.

a) State two other names of Surah Al-Fatiha. (2 marks)

(i) _____

(ii) _____

b) Give two reasons why Surah Al-Fatiha is important to Muslims. (2 marks)

(i) _____

(ii) _____

2. State three lessons that a Grade 4 learner can learn from Surah Al-Ikhlas. (3 marks)

(i) _____

(ii) _____

(iii) _____

3. Write down two teachings of Surah Al-Nasr concerning victory and seeking forgiveness. (2 marks)

(i) _____

(ii) _____

4. Read the Hadith on Cleanliness (Taharah) and answer the questions below.

a) Complete the Hadith of the Prophet (P.B.U.H):

"Cleanliness is _____."

(1 mark)

b) Mention **two ways** a learner can practise cleanliness at school. **(2 marks)**

(i) _____

(ii) _____

5. The Prophet (P.B.U.H) taught Muslims to respect their parents. State two good deeds you can do to show respect to your parents. (2 marks)

(i) _____

(ii) _____

6.

a) Define the term **Tawheed**. **(1 mark)**

b) Mention the **three categories of Tawheed**. **(3 marks)**

(i) _____

(ii) _____

(iii) _____

7. List three attributes (names) of Allah (S.W.T) and give their meanings. (3 marks)

Attribute 1: _____

Meaning: _____

Attribute 2: _____

Meaning: _____

Attribute 3: _____

Meaning: _____

8. Name three Angels of Allah (S.W.T) and state their specific duties. (3 marks)

Angel 1: _____

Duty: _____

Angel 2: _____

Duty: _____

Angel 3: _____

Duty: _____

10 MARKS

9. Wudhu (Ablution) is required before performing Swalah.

a) State two Fardh (obligatory) acts of Wudhu. (2 marks)

(i) _____

(ii) _____

b) Mention two actions that break Wudhu. (2 marks)

(i) _____

(ii) _____

10. List the five daily obligatory prayers (Swalat) in their correct order. (5 marks)

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

11. Name the Muadhin who called the Azan during the time of Prophet Muhammad (P.B.U.H). (1 mark)

12. Islamic Etiquettes

a) Write the Islamic greeting in full Arabic or English transliteration. (1 mark)

b) Give the correct response to the Islamic greeting. (1 mark)

13. Mention three manners of eating according to the Sunnah of the Prophet (P.B.U.H). (3 marks)

(i) _____

(ii) _____

(iii) _____

14. State two reasons why telling lies (Kizb) is forbidden in Islam. (2 marks)

(i) _____

(ii) _____

15. Identify three qualities of a good Muslim friend. (3 marks)

(i) _____

(ii) _____

(iii) _____

16. Write the names of the parents of Prophet Muhammad (P.B.U.H). (2 marks)

Father: _____

Mother: _____

17. Name the foster mother who breastfed Prophet Muhammad (P.B.U.H) during his early childhood. (1 mark)

18. State two good qualities that made the people of Makkah refer to Prophet Muhammad (P.B.U.H) as Al-Amin. (2 marks)

(i) _____

(ii) _____

THIS IS THE LAST PRINTED PAGE

ANSWERS AND MARKING SCHEME

GRADE 4 – ISLAMIC RELIGIOUS EDUCATION (I.R.E)

1.

a) Any two correct names of Surah Al-Fatiha:

- **Ummul Kitab** — Mother of the Book
- **Sab'ul Mathani** — The Seven Oft-Repeated Verses
- **Surat Al-Hamd**

Award 1 mark each for any two correct answers. (2 marks)

b) Any two:

- It is recited in every unit of Swalah.
- It contains praise of Allah.
- It contains supplication to Allah.

Award 1 mark each. (2 marks)

2.

Any three lessons from Surah Al-Ikhlās:

- Allah is One.
- Allah is Eternal and independent.
- Allah has no parents or children.
- Nothing is equal or comparable to Allah.

Award 1 mark each for any three. (3 marks)

3.

Any two:

- Allah gives help and victory to believers.
- Muslims should praise Allah when they achieve success.
- Muslims should seek Allah's forgiveness.

Award 1 mark each. (2 marks)

4.

a)

"Cleanliness is half of faith (Iman)."
(1 mark)

b) Any two:

- Washing hands.

- Keeping the classroom clean.
- Picking up litter.
- Keeping the school uniform clean.
- Taking a bath regularly.
- Keeping school property clean.

Award 1 mark each for any two. (2 marks)

5.

Any two:

- Obeying parents.
- Speaking politely to parents.
- Helping parents with household duties.
- Praying for parents.
- Showing kindness and respect to parents.

Award 1 mark each. (2 marks)

6.

a)

Tawheed is **belief in the Oneness of Allah.**

(1 mark)

b)

1. **Tawheed Ar-Rububiyyah**
2. **Tawheed Al-Uluhiyyah**
3. **Tawheed Al-Asma' Was-Sifat**

Award 1 mark for each correct category. (3 marks)

7.

Accept any three correct names of Allah with their correct meanings.

Examples:

- **Ar-Rahman** — The Most Gracious
- **Ar-Raheem** — The Most Merciful
- **Al-Khaliq** — The Creator
- **Al-Malik** — The King/Owner

Award 1 mark for each correct name-and-meaning pair. (3 marks)

8.

Accept any three correct Angels with their duties:

- **Jibril (A.S.)** — Brings revelation from Allah.

- **Mikail (A.S.)** — Responsible for rain and sustenance by Allah's command.
- **Israfil (A.S.)** — Will blow the trumpet.
- **Malakul-Mawt** — Takes the souls of people at death.
- **Raqib and Atid** — Record people's deeds.

Award 1 mark for each correct Angel-and-duty pair. (3 marks)

9.

a) Any two Fardh acts of Wudhu:

- Washing the face.
- Washing the arms up to the elbows.
- Wiping the head.
- Washing the feet up to the ankles.

Award 1 mark each for any two. (2 marks)

b) Any two:

- Passing wind.
- Using the toilet.
- Deep sleep.
- Fainting or becoming unconscious.

Award 1 mark each for any two. (2 marks)

10.

The five daily prayers in the correct order are:

1. **Fajr**
2. **Dhuhr**
3. **Asr**
4. **Maghrib**
5. **Isha**

Award 1 mark for each correct prayer in the correct order. (5 marks)

11.

Bilal ibn Rabah (R.A.)
(1 mark)

12.

a)
Assalamu Alaikum Warahmatullahi Wabarakatuh
or **Assalamu Alaikum**

(1 mark)

b)
Wa Alaikum Assalam Warahmatullahi Wabarakatuh
or **Wa Alaikum Assalam**

(1 mark)

13.

Any three:

- Saying **Bismillah** before eating.
- Eating with the right hand.
- Eating from the food in front of you.
- Saying **Alhamdulillah** after eating.
- Avoiding waste of food.

Award 1 mark each for any three. (3 marks)

14.

Any two:

- Lying is disliked or forbidden by Allah.
- Lying destroys trust between people.
- Lying can lead to other bad deeds.
- A Muslim should always be truthful.

Award 1 mark each. (2 marks)

15.

Any three:

- Honesty
- Respectfulness
- Helpfulness
- Kindness
- Trustworthiness
- Good manners
- Encouraging others to do good

Award 1 mark each for any three. (3 marks)

16.

Father: Abdullah

Mother: Aminah

Award 1 mark for each correct answer. (2 marks)

17.

**Halimah As-Sa'diyyah
(1 mark)**

18.

Any two:

- Honesty
- Truthfulness
- Trustworthiness
- Good manners
- Keeping promises

Award 1 mark each for any two. (2 marks)

SUGGESTED PERFORMANCE BANDS

Marks Range	Level Descriptor
41–50	Exceeding Expectations (4)
30–40	Meeting Expectations (3)
18–29	Approaching Expectations (2)
01–17	Below Expectations (1)



TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako, jina la shule yako na nambari yako ya mthani katika nafasi ulizoachiwa.
2. Andika tarehe, nambari ya shule yako kisa weka sahihi yako.
3. Soma kila swali kwa makini
4. Mtahiniwa ahakikishe kuwa kurasa zote kwenye kijitabu hiki zimepigwa chapa.
5. Andika insha yasiyopungua maneno 120 kuhusu:

RAFIKI YANGU

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the background, there is a very light, faded illustration of a person sitting at a desk, possibly writing or reading, which adds a subtle thematic touch to the stationery design.

Blank lined paper for writing.

MAJIBU NA MWONGOZO WA KUSAHIHISHA

K.P.S.E.A – TATHMINI YA SHULE YA MSINGI

TATHMINI YA KWANZA YA MUHULA WA 3, 2026

GREDI YA 4 – KISWAHILI INSHA

Muda: Dakika 40

SWALI

Andika insha isiyopungua maneno 120 kuhusu: **"Rafiki Yangu"**

JIBU LA KIELELEZO: RAFIKI YANGU

Rafiki ni mtu wa thamani sana maishani kwani hutusaidia wakati wa furaha na shida. Rafiki yangu wa dhiti anaitwa Baraka. Tunasoma pamoja katika Gredi ya Nne kwenye Shule ya Msingi ya Mwangaza. Yeye ni mvulana mtaratibu, mwenye nidhamu ya hali ya juu na mcheshi sana.

Baraka ni mwanafunzi mwenye bidii nyingi darasani. Kila siku asubuhi, sisi hufika shuleni mapema na kusaidiana kusafisha darasa letu kabla ya masomo kuanza. Wakati wa masomo, yeye husikiliza walimu kwa makini sana. Masomo anayoyapenda zaidi ni Kiswahili na Hisabati. Anapoelewa mada fulani na mimi nina changamoto, huwa yuko tayari kunieleza kwa uvumilivu.

Wakati wa mapumziko, mimi na Baraka hupenda kucheza mpira wa miguu uwanjani. Yeye ni mchezaji hodari sana na hutia kila mtu moyo. Zaidi ya hayo, Baraka ana moyo wa huruma; siku moja nilipojisikia vibaya shuleni, alinisaidia kwenda kwa mwalimu wa afya na kuniletea maji ya kunywa.

Ninamshukuru Mungu kwa kunipa rafiki mwema kama Baraka. Urafiki wetu umenisaidia kuwa mwanafunzi bora na mwenye nidhamu. Nitahakikisha kuwa ninadumisha urafiki wetu kwa kuheshimiana na kuwajibika kila wakati.

MWONGOZO WA KUSAHIHISHA – ALAMA 20

Kipengele	Alama
Kuzingatia mada ("Rafiki Yangu")	4
Mawazo na maudhui yanayohusiana na mada	4
Mpangilio mzuri wa insha: mwanzo, mwili na hitimisho	3
Matumizi sahihi ya lugha na msamiati	3

Sarufi na miundo ya sentensi	2
Tahajia	2
Uakifishaji	1
Urefu wa insha: maneno 120 au zaidi	1
JUMLA	20

MAELEZO YA UTOAJI ALAMA

1. Kuzingatia mada – Alama 4

- **4:** Insha yote inahusu rafiki na inaeleza mada kwa kina na ufasaha.
- **3:** Mada imezingatiwa vizuri lakini maelezo ni machache.
- **2:** Mada imezingatiwa kwa kiwango cha wastani.
- **1:** Mada imetajwa kwa kiasi kidogo sana.
- **0:** Mada haijazingatiwa kabisa.

2. Mawazo na maudhui – Alama 4

- **4:** Mawazo mengi, yanayofaa na yaliyofafanuliwa vizuri kimaudhui.
- **3:** Mawazo mazuri lakini baadhi hayajafafanuliwa kikamilifu.
- **2:** Mawazo ni machache.
- **1:** Mawazo ni machache sana na hayajafafanuliwa.
- **0:** Hakuna maudhui yanayofaa.

3. Mpangilio – Alama 3

- **3:** Insha ina utangulizi, mwili uliyopangwa vizuri kwa aya, na hitimisho madhubuti.
- **2:** Mpangilio ni mzuri kwa kiasi fulani.
- **1:** Mpangilio una dosari nyingi za mtiririko.
- **0:** Hakuna mpangilio unaoeleweka.

4. Lugha na msamiati – Alama 3

- **3:** Kiswahili fasaha na matumizi mazuri ya msamiati unaofaa gredi ya 4.
- **2:** Makosa machache ya matumizi ya lugha na msamiati.
- **1:** Makosa mengi ya matumizi ya lugha.
- **0:** Lugha haieleweki kabisa.

5. Sarufi – Alama 2

- **2:** Miundo ya sentensi na sarufi ni sahihi kwa kiwango kikubwa.
- **1:** Kuna makosa kadhaa ya kisarufi.

- **0:** Makosa mengi ya kisarufi yanayozuia uelewa.

6. Tahajia – Alama 2

- **2:** Uandishi wa maneno (tahajia) ni sahihi kwa kiwango kikubwa.
- **1:** Kuna makosa machache ya tahajia.
- **0:** Kuna makosa mengi sana ya tahajia.

7. Uakifishaji – Alama 1

- **1:** Alama za uakifishaji (kama vile nukta, mkato, herufi kubwa) zimetumika kwa usahihi.
- **0:** Uakifishaji una makosa mengi au haupo kabisa.

8. Urefu – Alama 1

- **1:** Insha ina maneno 120 au zaidi.
- **0:** Insha ina chini ya maneno 120.

Kumbuka: Jibu la mwanafunzi si lazima lifanane neno kwa neno na jibu la kielelezo. Mwanafunzi apewe alama kulingana na mawazo sahihi, mtiririko, ufasaha wa lugha, sarufi, tahajia, uakifishaji na kuzingatia mada iliyotolewa.



K.P.S.E.A
TATHMINI YA SHULE YA JUNIA
TATHMINI YA DISEMBA 2026
GREDI YA 4 - KISWAHILI LUGHA
Muda: Saa 1 Dakika 30



TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako, jina la shule yako na nambari yako ya mthani katika nafasi ulizoachiwa.
2. Andika tarehe, nambari ya shule yako kisha weka sahihi yako.
3. Soma kila swali kwa makini
4. Mtahiniwa ahakikishe kuwa kurasa zote kwenye kijitabu hiki zimepigwa chapa.
5. Jibu maswali yote katika kijitabu hiki.

JEDWALI LA ALAMA

ZOEZI	SEHEMU A	SEHEMU B	SEHEMU C	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI2
KIWANGO CHA ALAMA	ALAMA 15	ALAMA 20	ALAMA 15		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTI					8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI
JUMLA YA ALAMA ZA MWANAFUNZI												

SEHEMU YA KWANZA: KAZI I

A. MAAMKIZI

Maamkizi yafuatayo hutumiwa katika wakati au mazingira gani?

1. Sabalkheri? _____
2. Lala unono! _____
3. Umeamkaje? _____
4. Hujambo? _____
5. Kwaheri! _____

KISWAHILI

B. VIWAKILISHI

Chagua kiwakilishi sahihi kutoka kwenye mabano ili kujaza nafasi zilizoachwa wazi.

- 6. _____ (Sisi, Yeye) ni mwalimu mzuri.
- 7. _____ (Wao, Mimi) walitusaidia kuchora.
- 8. _____ (Huu, Huyu) ni mwanafunzi mpole.
- 9. _____ (Huyu, Hawa) walikuja kwetu jana.
- 10. _____ (Mimi, Sisi) ni mgonjwa.

C. VITENDAWILI

Tegua vitendawili vifuatavyo.

- 11. Nimezaliwa na mguu mmoja.
Jibu: _____
- 12. Atolewapo nje hufa.
Jibu: _____
- 13. Askari mlangoni.
Jibu: _____

SEHEMU YA PILI: KAZI II

A. MAVAZI

- 14. Tambua mavazi haya?



15. Mimi ni vazi linalovaliwa na watu wanapokwenda shuleni. Mimi ni nani?

Jibu: _____

B. VIHISISHI

Tafuta na upigie mstari kihisishi katika kila sentensi.

16. Lo! Kumbe yeye ni mwizi.

17. Maskini! Ni nani amerarua kitabu changu?

18. Ah! Usiseme hivyo tena.

19. Mama eeh! Joka hili ni kubwa sana.

C. VIHUSISHI

Tumia vihusishi vifuatavyo kujaza nafasi zilizoachwa wazi:

juu ya, ndani ya, karibu na

20. Mwalimu amesimama _____ rafiki yangu.

21. Ndege ametua _____ mpera.

22. Nyoka ameingia _____ shimo.

D. BADILISHA SENTENSI KUWA ZA WINGI

23. Mtoto mdogo analia.

24. Mkoba wangu umeraruka.

25. Shati litafuliwa.

SEHEMU YA TATU: SARUFI

26. Tunga sentensi ukitumia vielezi vifuatavyo.

a) Kisiri _____

b) Asteaste _____

27. Bainisha aina ya maneno yaliyopigiwa mstari.

a) Mtoto alikimbia haraka.

Jibu: _____

b) Baba ameketi juu ya kiti.

Jibu: _____

c) Ingawa alichoka, aliendelea kufanya kazi.

Jibu: _____

d) Lo! Umefanya nini?

Jibu: _____

28. Tambua kiunganishi katika kila kundi la maneno yafuatayo.

a) Licha ya

Jibu: _____

b) Ingawa

Jibu: _____

c) Ijapokuwa

Jibu: _____

d) Bora

Jibu: _____

SEHEMU YA NNE: VIHISISHI NA VIHUSISHI

29. Ambatanisha kihisishi na maana yake.

Kihisishi	Maana
a) Salaale!	_____
b) Do!	_____
c) Ah!	_____
d) Po!	_____

- Huonyesha dharau.
- Huonyesha mshangao wa hali ya juu.
- Huonyesha hali ya kukereka.
- Huonyesha hali ya kushangaa au kutoamini.

30. Bainisha vihusishi katika sentensi zifuatazo.

a) Mtoto amevaa chupi ndani ya kaptura.

Jibu: _____

b) Waliketi ukingoni mwa mto ili wapumzike.

Jibu: _____

c) Walimngoja nje ya lango kuu.

Jibu: _____

SEHEMU YA TANO: UFAHAMU

SOMA KIFUNGU KIFUATACHO KISHA UJIBU MASWALI

SAFARI YA KUTISHA

Nilikuwa nimefika katikati ya gongo la msitu ule. Kwa zaidi ya saa nne, nilikuwa nikihangaika huku nimekanyaga chechele. Mavazi yangu yalikuwa yamerarukararuka kutokana na miba. Magotini na hata viganjani nilikuwa na majeraha kwa kuanguka maweni! Tayari nilikuwa nimepoteza pochi yangu. Sauti nayo ilikuwa imepotea kutokana na kulia na kupiga kamsa. Nilikuwa nikimlilia ndugu yangu mlungizi.

Safari yetu ya kuelekea kwa nyanya ilitumbukia nyongo tulipoamua kuifuata njia ya mkato. Njia ya msituni. Haraka yetu ikatuingiza matatizoni; kumbe haraka haraka haina baraka! Ghafla, nilisikia mluzi wa ajabu. Kufumba na kufumbua, nilimwona nyoka mkubwa ajabu mbele yangu. Moyo wangu ulinipapa kama kwamba ulitaka kufunguliwa utoroke. Macho yakanitoka pima kama ya panya aliyenaswa mtegoni. Nilijaribu kupiga kamsa lakini nikashindwa.

Nikawa kama mtu aliyeng’olewa ulimi. Nilipigwa na butwaa zaidi nyoka yule alipoanza kunizungumzia. Lo! Yapi haya? Tangu lini nyoka akaongea? Nilibaki pale kama mtu aliyepandwa. Miguu yangu nikaihisi ikiwa mizito kuliko nanga. Nyoka yule alitoa sauti ya ajabu na baada ya muda wa bana banua, vijoka vingi ajabu vikafika. Bila kukawia, vilinirukia na kuanza kuyatafuna mavazi yangu. Ole wangu! Punde, koti lile la kuazima likawa halipo tena. Hata viatu vyangu vilitokomea kwa kasi vinywani mwa vijoka vile.

Nilizidiwa na kuanguka chini pu! La kuanguka halikunipa nafuu. Vijoka vile vilianza kuzitafuna nywele, kope na nyusi kichwani mwangu. Dakika chache baadaye kichwa changu kilimeremeta kama kioo juani. Kisha vijoka vile vilikipaka mate nao mwasho ukawa haumithiliki. Mateso hayo yalipoisha vijoka vile viliniondokea na kutokomea.

Sijui nilikopata nguvu kiasi. Niliinuka na kuuponda wa fisi ili kujisalimisha. Lahaula! Lakwata! Kumbe joka lile lilikuwa na uwezo wa kupaa angani. Lilipaa na kunigonga kichwani kwa kishindo. Ghafla vijoka vile vikatokea tena. Kila kijoka kilitumbukiza kila kidole changu kinywani. Vidole vyote vya miguuni na mikononi. Nilijaribu kupiga kamsa lakini vijoka viwili ambavyo vilisalia bila kidole kinywani viliziba kinywa changu kwa mikia yao. Vijoka vingine viwili zaidi viliziba pua yangu.

Sasa kila kijoka kilikuwa na wajibu wa kunitesa. Mkubwa wao naye alionekana kuridhika na kazi yao. Nusura nizimie kutokana na ukosefu wa hewa. Nilijikaza na kwa nguvu za ajabu nikavitingiza vijoka vile na kuvirusha mbali. Nilitimua mbio kama duma. Lo! Niligonga kiambaza kwa kishindo na kuanguka sakafuni. Nilianza kupiga unyende. Kote kulikuwa giza totoro.

Nilimwona mama akiwa na kandili mkononi. Aliniinua na kuanza kunipatia huduma ya kwanza. Kipaji changu kilikuwa kikivuja damu kwa wingi. Mto na mablanketi vilikuwa sakafuni. Mtu angedhani palikuwa na vita kitandani.

31. Kwa nini mhusika alikuwa akihangaika mle msituni?

32. Mwandishi alikusudia kwenda wapi?

33. Kwa nini mhusika aliamua kutumia njia ya mkato?

34. Mluzi aliousikia ulikuwa wa nani?

35. Ni jambo gani lililokuwa la ajabu zaidi kuhusu nyoka yule?

36. Taja vitu viwili ambavyo vijoka vilitafuna au kuharibu.

i) _____

ii) _____

37. Taja sehemu mbili za mwili wa mhusika zilizokuwa na majeraha.

i) _____

ii) _____

38. Mama alimsaidiaje mhusika baada ya kumwona?

39. Mhusika alifanya nini ili kujinasua kutoka kwa vijoka?

40. Mhusika alikimbilia wapi baada ya kujinasua kutoka kwa vijoka?

SEHEMU YA SITA: MSAMIATI NA UFAHAMU

41. Eleza maana ya “Haraka haraka haina baraka” kama ilivyotumika katika kifungu.

42. Eleza maana ya neno kiambaza.

43. Eleza maana ya neno mluzi.

44. Taja vihisishi viwili vilivyotumika katika kifungu.

i) _____

ii) _____

45. Kichwa gani kinafaa zaidi kwa kifungu hiki? Eleza sababu yako.

Kichwa: _____

Sababu: _____

SEHEMU YA SABA: MASWALI YA MAJIBU MAFUPI

46. Taja mambo mawili tunayoweza kujifunza kutokana na kifungu hiki.

i) _____

ii) _____

47. Andika sentensi moja ukitumia neno kandili.

48. Andika sentensi moja ukitumia neno mshangao.

49. Tunga sentensi moja ukitumia kihisishi Lo!

50. Unafikiri mhusika alijifunza somo gani kutokana na tukio hili?

KISWAHILI GREDI YA 4 — MAJIBU

SEHEMU YA KWANZA: KAZI I

A. MAAMKIZI

1. **Sabalkheri?** — Hutumiwa asubuhi.
2. **Lala unono!** — Hutumiwa wakati wa kuagana usiku kabla ya kulala.
3. **Umeamkaje?** — Hutumiwa asubuhi baada ya mtu kuamka.
4. **Hujambo?** — Hutumiwa kumuuliza mtu hali yake.
5. **Kwaheri!** — Hutumiwa wakati wa kuagana.

B. VIWAKILISHI

6. **Yeye** ni mwalimu mzuri.
7. **Wao** walitusaidia kuchora.
8. **Huyu** ni mwanafunzi mpole.
9. **Hawa** walikuja kwetu jana.
10. **Mimi** ni mgonjwa.

C. VITENDAWILI

11. **Uyoga**
12. **Moto**
13. **Ufagio**

SEHEMU YA PILI: KAZI II

A. MAVAZI

14. Kutoka kushoto kwenda kulia:
15. **Rinda**
16. **Shati**
17. **Kofia**
18. **Sare ya shule**

B. VIHISISHI

16. **Lo!**
17. **Maskini!**
18. **Ah!**
19. **Mama eeh!**

C. VIHUSISHI

20. Mwalimu amesimama **karibu na** rafiki yangu.
21. Ndege ametua **juu ya** mpera.
22. Nyoka ameingia **ndani ya** shimo.

D. BADILISHA SENTENSI KUWA ZA WINGI

23. **Watoto wadogo wanalilia.**

24. **Mikoba** yangu imeraruka.
25. **Mashati** yatafuliwa.

SEHEMU YA TATU: SARUFI

26. Tunga sentensi

- a) **Kisiri** — Mtoto alifanya kazi **kisiri**.
- b) **Asteaste** — Mgonjwa anapata nafuu **asteaste**.

27. Bainisha aina ya maneno

- a) Mtoto alikimbia **haraka**.
Jibu: Kielezi
- b) Baba ameketi **juu ya** kiti.
Jibu: Kihusishi
- c) **Ingawa** alichoka, aliendelea kufanya kazi.
Jibu: Kiunganishi
- d) **Lo!** Umefanya nini?
Jibu: Kihisishi

28. Tambua viunganishi

- a) **Licha ya** — Kiunganishi
- b) **Ingawa** — Kiunganishi
- c) **Ijapokuwa** — Kiunganishi
- d) **Bora** — Kiunganishi

SEHEMU YA NNE: VIHISISHI NA VIHUSISHI

29. Ambatanisha kihisishi na maana yake

- | Kihisishi | Maana |
|--------------------|---|
| a) Salaale! | Huonyesha mshangao wa hali ya juu. |
| b) Do! | Huonyesha dharau. |
| c) Ah! | Huonyesha hali ya kukereka. |
| d) Po! | Huonyesha hali ya kushangaa au kutoamini. |

30. Bainisha vihusishi

- a) Mtoto amevaa chupi **ndani ya** kaptura.
Jibu: ndani ya

b) Waliketi **ukingoni mwa** mto ili wapumzike.

Jibu: ukingoni mwa

c) Walimngoja **nje ya** lango kuu.

Jibu: nje ya

SEHEMU YA TANO: UFAHAMU

SAFARI YA KUTISHA

31. **Kwa sababu walipotea msituni baada ya kuchagua njia ya mkato.**

32. **Alikuwa akielekea kwa nyanya.**

33. **Kwa sababu walitaka kufika haraka.**

34. **Mluzi ulikuwa wa nyoka mkubwa.**

35. **Nyoka huyo aliweza kuzungumza.**

36. Vitu viwili vilivyotafunwa/kuharibiwa:

i) **Mavazi/koti**

ii) **Nywele**

Majibu mengine yanayokubalika: viatu, kope, nyusi.

37. Sehemu mbili za mwili zilizokuwa na majeraha:

i) **Magoti**

ii) **Viganja**

38. **Mama alimwinua na kumpatia huduma ya kwanza.**

39. **Alijikaza, akavitingiza vijoka na kuvirusha mbali.**

40. **Alikimbia hadi kugonga kiambaza.**

SEHEMU YA SITA: MSAMIATI NA UFAHAMU

41. **"Haraka haraka haina baraka"** — Inamaanisha kufanya mambo kwa pupa kunaweza kusababisha matatizo au hasara.

42. **Kiambaza** — Ukuta.

43. **Mluzi** — Sauti inayotolewa kwa kupuliza hewa, kwa mfano kwa midomo au chombo cha kutoa mluzi.

44. Vihisishi viwili:

i) **Lo!**

ii) **Ole wangu!**

Majibu mengine yanayokubalika: Lahaula!, Lakwata!, Yapi haya!

45.

Kichwa: Safari ya Kutisha

Sababu: Kwa sababu kifungu kinaeleza safari ya mhusika msituni iliyokumbwa na matukio ya kutisha.

SEHEMU YA SABA: MASWALI YA MAJIBU MAFUPI

46. Mambo mawili tunayoweza kujifunza kutokana na kifungu

- i) **Hatupaswi kufanya mambo kwa haraka bila kufikiria.**
- ii) **Tunapaswa kuwa waangalifu tunaposafiri na kuepuka njia zisizo salama.**

47. Sentensi kwa kutumia neno *kandili*

Mama aliwasha kandili ili tupate mwanga usiku.

48. Sentensi kwa kutumia neno *mshangao*

Nilipata mshangao mkubwa nilipomwona nyoka akizungumza.

49. Sentensi kwa kutumia kihisishi *Lo!*

Lo! Nyoka huyu anaongea!

50. Somo alilojifunza mhusika

Mhusika alijifunza kwamba mtu hapaswi kufanya mambo kwa haraka bila kufikiria, na anapaswa kuwa mwangalifu anapochagua njia ya kusafiria.



K.P.S.E.A
TATHMINI YA SHULE YA JUNIA
TATHMINI YA DISEMBA 2026
II YA 4 - KISWAHILI KUSIKILIZA NA KUZUNGUMUA
Muda: Dakika 20



TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako, jina la shule yako na nambari yako ya mthani katika nafasi ulizoachiwa.
2. Andika tarehe, nambari ya shule yako kisa weka sahihi yako.
3. Soma kila swali kwa makini
4. Mtahiniwa ahakikishe kuwa kurasa zote kwenye kijitabu hiki zimepigwa chapa.
5. Jibu maswali yote katika kijitabu hiki.

JEDWALI LA ALAMA

ZOEZI	SEHEMU A	SEHEMU B		ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI2
KIWANGO CHA ALAMA	ALAMA 15	ALAMA 20			90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTI					8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI
JUMLA YA ALAMA ZA MWANAFUNZI												

SEHEMU A: KUSOMA KWA SAUTI – ALAMA 15

Maagizo kwa mwanafunzi: Soma kifungu hiki kwa sauti mbele ya mwalimu. Zingatia matamshi, ufasaha, kasi, vituo na alama za uandishi.

SHAMBA LA MZEE JUMA

Mzee Juma ana shamba kubwa lililoko kijijini Amani. Katika shamba lake, yeye hupanda mazao mbalimbali kama vile mahindi, maharagwe, mihogo na mboga za kienyeji. Pia, anafuga kuku, mbuzi na ng'ombe wa maziwa. Wanakijiji wengi hupenda kununua bidhaa kutoka shambani kwake kwa sababu ni mbichi na zenye afya.

Asubuhi moja, Baraka na dada yake Rehema walizuru shamba hilo ili kujifunza kuhusu kilimo. Mzee Juma aliwapokea kwa furaha na kuwaonyesha jinsi ya kutunza miche na kulisha wanyama. Watoto hao walisaidia kumwagilia mboga maji na kuokota mayai ya kuku.

Walipokuwa wakirudi nyumbani, Mzee Juma aliwaz Zawadia matunda na mboga. Baraka na Rehema walimshukuru sana kwa ukarimu wake. Walijifunza kuwa kilimo ni shughuli muhimu inayotupatia chakula na mapato.

SEHEMU B: KUSIKILIZA – ALAMA 20

Maagizo kwa mwalimu: Soma kifungu hiki kwa sauti mara mbili. Mwanafunzi asisikilize bila kuangalia maandishi. Baada ya kusoma, muulize maswali yafuatayo.

KIKUNDI CHA HIFIADHI YA MAZINGIRA

Katika shule ya Msingi ya Bidii, wanafunzi waliamua kuanzisha kikundi cha kuhifadhi mazingira. Lengo lao kuu lilikuwa kuifanya shule yao iwe safi na ya kupendeza. Kila Ijumaa jioni, wanachama wa kikundi hicho walikusanyika kufanya usafi.

Siku moja, walitambua kuwa uwanja wa michezo ulikuwa na taka nyingi zikiwemo karatasi na chupa za plastiki. Mwalimu wa mazingira aliwakusanya na kuwaeleza hatari ya kutupa taka ovyo. Alieleza kuwa plastiki huchafua udongo na zinaweza kumdhuru mtu au mnyama.

Wanafunzi walichukua hatua mara moja. Waligawana kazi; wengine walifagia uwanja, na wengine walipanda miti na maua kuzunguka uwanja huo. Pia, waliweka pipa za kutupia taka katika kila kona ya shule. Baada ya kazi hiyo, shule ilionekana safi na ya kuvutia sana. Mwalimu mkuu aliwasifu wanafunzi hao kwa ushirikiano na juhudi zao.

Maswali

1. Wanafunzi wa Shule ya Msingi ya Bidii walianzisha kikundi gani? (Alama 2)
2. Lengo kuu la kuanzisha kikundi hicho lilikuwa gani? (Alama 2)
3. Taja aina mbili za taka zilizokuwa katika uwanja wa michezo. (Alama 2)
4. Ni nani aliyewaeleza wanafunzi hatari ya kutupa taka ovyo? (Alama 1)
5. Wanafunzi walikutana kufanya usafi siku gani? (Alama 1)
6. Taja mambo mawili yaliyofanywa na wanafunzi ili kusafisha au kuboresha mazingira ya shule. (Alama 2)
7. Ni hatari gani moja ya taka za plastiki iliyotajwa na mwalimu? (Alama 2)
8. Shule ilionekana vipi baada ya kazi ya usafi kukamilika? (Alama 2)
9. Kwa nini mwalimu mkuu aliwasifu wanafunzi? (Alama 2)
10. Taja funzo moja unalopata kutokana na kifungu hiki. (Alama 4)

SEHEMU C: KUZUNGUMZA – ALAMA 15

Maagizo kwa mwalimu: Muulize mwanafunzi maswali haya mmoja mmoja. Mwanafunzi ajibu kwa sauti inayoeleweka na kwa sentensi kamili inapowezekana.

1. Eleza kwa ufupi mambo yanayokupendeza kuhusu shule yako. (Alama 3)
2. Kwa nini ni muhimu kunawa mikono kabla ya kula chakula? (Alama 3)
3. Taja njia tatu za kutunza miti na mimea iliyoko nyumbani au shuleni. (Alama 3)
4. Ungefanya nini ukipata pochi au kitu kilichopotea uwanjani? (Alama 3)
5. Eleza njia moja unayotumia kudumisha nidhamu nzuri ukiwa darasani. (Alama 3)

THIS IS THE LAST PRINTED PAGE

MAJIBU NA MWONGOZO WA KUSAHIHISHA

SEHEMU A: KUSOMA KWA SAUTI – ALAMA 15

Kigezo	Alama
Matamshi sahihi	3
Ufasaha wa kusoma	3
Kasi inayofaa	3
Kuzingatia vituo na alama za uandishi	3
Sauti, usikivu na kujiamini	3
JUMLA	15

Mwongozo wa Kila Kigezo:

- **3 alama:** Uwezo mzuri sana; makosa machache au hana makosa.
- **2 alama:** Uwezo wa wastani; makosa machache.
- **1 alama:** Uwezo mdogo; makosa mengi.
- **0 alama:** Hajaribu au hawezi kutekeleza.

SEHEMU B: KUSIKILIZA – ALAMA 20

1. Kuanzisha kikundi cha kuhifadhi mazingira. (Alama 2)
2. Kuifanya shule yao iwe safi na ya kupendeza. (Alama 2)
3. Karatasi na chupa za plastiki. (Alama 2)
4. Mwalimu wa mazingira. (Alama 1)
5. Siku ya Ijumaa jioni. (Alama 1)
6. Kutupa taka kwenye pipa / kufagia uwanja / kupanda miti na maua. (*Taja mbili*) (Alama 2)
7. Huchafua udongo / zinaweza kumdhuru mtu au mnyama. (Alama 2)
8. Ilionekana safi na ya kuvutia sana. (Alama 2)
9. Kwa sababu ya ushirikiano na juhudi zao katika usafi. (Alama 2)
10. **Funzo:** Usafi ni muhimu / Tunapaswa kuhifadhi mazingira / Ushirikiano huleta mafanikio. (Alama 4)

SEHEMU C: KUZUNGUMZA – ALAMA 15

- **Swali la 1:** (*Mwanafunzi ataeleza kuhusu walimu, michezo, masomo au usafi wa shule*). (Alama 3)
- **Swali la 2:** Ili kuondoa viini na kuzuia magonjwa ya tumbo. (Alama 3)

- **Swali la 3:** Kumwagilia maji, kuondoa kwekwe, na kupogoa au kuzuia wanyama kuila. (Alama 3)
- **Swali la 4:** Ningeipeleka kwa mwalimu au kwa kiongozi ili amtafute mwenyewe. (Alama 3)
- **Swali la 5:** Kumsikiliza mwalimu, kutopiga kelele, na kufanya kazi za darasani kwa wakati. (Alama 3)

Mwongozo wa Upimaji (Kila Swali - Alama 3):

- **Alama 3:** Jibu kamili, lenye ufasaha na msamiati unaofaa.
- **Alama 2:** Jibu sahihi lakini lina mapungufu kidogo.
- **Alama 1:** Jibu fupi au lisilokamilika.
- **Alama 0:** Hajibu au jibu halihusiani.

MUHTASARI WA ALAMA

Sehemu	Kazi	Alama
A	Kusoma kwa Sauti	15
B	Kusikiliza	20
C	Kuzungumza	15
JUMLA		50

PRIMARY SCHOOL EDUCATION ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 4 – MATHEMATICS

Time: 1 Hour 30 Minutes



LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. $127 + 292 =$

2.
$$\begin{array}{r} 727 \\ -251 \\ \hline \end{array}$$

3. Write three thousand two hundred and thirty three in figures.

4. Which number comes before 999

5. Add
 $1465 + 2376 + 311 =$

6. Write eleventh as a fraction

7. Subtract 9 from 304

8. Write the next even number
0, 2, 4, 6,

9. $6 \times \underline{\quad} = 24$

10. Write $\frac{3}{10}$ in words

11. Work out
 $45L + 38L =$

12. Work out
$$\begin{array}{r} 364 \\ -149 \\ \hline \end{array}$$

13. What is half of ten

14. What is the place value of digit 4 in 574 = ____

15. $3 \overline{)243}$

16. Multiply
 $25 \times 12 =$

17. Which of these numbers is an odd one
(46, 38, 21, 44)

18. What is the next number
30, 28, 26, 24,

19. $3\overline{)35}$

20. 8 multiplied by 6 is

21. $\frac{2}{5} + \frac{1}{5} + \frac{1}{5} =$

22. $27 \div \underline{\hspace{1cm}} = 9$

23. m cm
 23 45
 +32 22

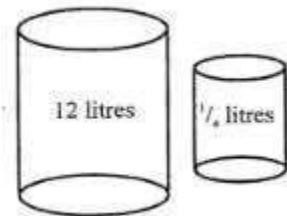
24. Sh cts
 52 65
 +13 30

25. What is the time



26. Weeks days
 5 3
 - 2 6

27. How many small tins can fill the big



28. There are _____ centimetres in 1 metre

THIS IS THE LAST PRINTED PAGE

MATHEMATICS MARKING SCHEME

1. 419
2. 476
3. 3,233
4. 998
5. 4,152
6. 11/1
7. 295
8. 8
9. 4
10. Three tenths
11. 83 L
12. 215
13. 5
14. Tens
15. 81
16. 300
17. 21
18. 22
19. 11 rem 3 or $11 \frac{3}{5}$
20. 48
21. $\frac{4}{5}$
22. 3
23. 55 m 67 cm
24. Sh 66 cts
25. 3 oclock
26. 2 weeks 4 days
27. 48
28. 100 cm

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all** questions.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1		AE2	BE1	BE2	
SCORE RANGE	20 MARKS	30 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
LEARNER'S TOTAL SCORE													

1. Study the pictures labelled ① and ② shown below. (3 marks)

A



B



- a) On which surface does the book slide more easily? (1 mark)

b) Give a reason for your answer in (a) above. **(1 mark)**

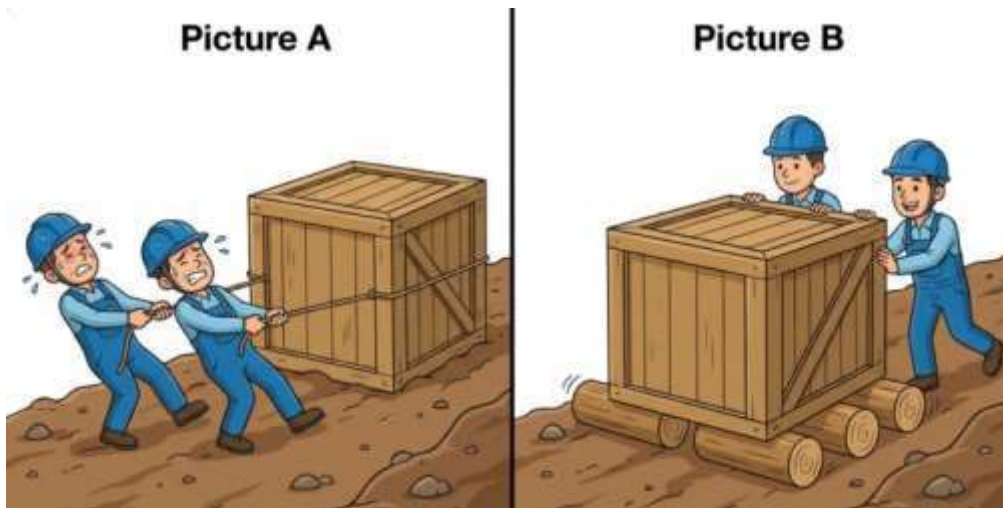
c) Name one tool that can be used to change surface ② to make it more like surface ①. **(1 mark)**

2. A learner pushed a box on a rough surface and then pushed the same box on a smooth surface. (2 marks)

a) On which surface was it easier to push the box? **(1 mark)**

b) Give a reason for your answer in (a) above. **(1 mark)**

3. The pictures below show workers moving a heavy crate in two different ways. (4 marks)



a) In which picture is it easier to move the crate? **(1 mark)**

b) Explain why it is easier in that picture. (2 marks)

c) Name the method of minimising friction shown in Picture B. (1 mark)

4. The picture below shows a situation in a house at night. (4 marks)



a) Identify the danger shown in the picture above. (1 mark)

b) Explain why this situation is dangerous. (2 marks)

c) Suggest one safe way this person could keep warm at night instead. (1 mark)

5. Force of Gravity (3 marks)

a) What is the force of gravity? (1 mark)

b) Give **two** examples that show the force of gravity in daily life. **(2 marks)**

i. _____

ii. _____

6. Friction (3 marks)

a) What is friction? **(1 mark)**

b) A ball was rolled on a smooth floor and on rough grass. On which surface did the ball travel further? **(1 mark)**

c) Give a reason for your answer in (b) above. **(1 mark)**

7. A farmer uses oxen to plough a field. The oxen are connected to the plough using ropes and a yoke. (3 marks)

a) What type of force do the oxen use to move the plough? **(1 mark)**

b) Explain why the plough is harder to pull through wet clay soil than through dry loose soil. **(2 marks)**

8. Study the picture below. (3 marks)

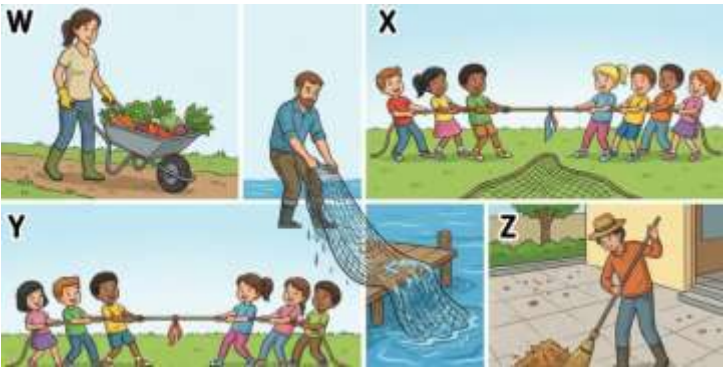


a) Name the force that is making the ripe mangoes fall to the ground. (1 mark)

b) Explain why the mangoes fall downward and not upward or sideways. (1 mark)

c) Give one other example in nature where this force is at work. (1 mark)

9. Study the pictures labelled W, X, Y and Z showing different uses of force in daily life. (5 marks)



a) For each picture, state whether the force being used is a **push** or a **pull**. (4 marks)

Picture	Type of force
W	
X	
Y	
Z	

b) Which two pictures show a pulling force? (1 mark)

10. Explain what happens when a cold spoon is placed in a cup of hot tea. (2 marks)

11. Explain why the writing and sitting surfaces of school desks are made smooth. (2 marks)

12. Pendo noticed that ripe mangoes always fell from the tree to the ground. (2 marks)

a) Name the force that caused the mangoes to fall. (1 mark)

b) Name the scientist who discovered this force. (1 mark)

13. Explain how brakes on a bicycle use friction to stop the bicycle. (2 marks)

14. Study the table above. (5 marks)

Effect of force	Example
Force can make a stationary object move.	
Force can stop a moving object.	
Force can change the direction of a moving object.	
Force can change the speed of an object.	
Force can change the shape of an object.	

a) Complete the table by giving **one correct example** for each effect of force. **(5 marks)**



a) Name the force applied between the knife and the sharpening stone. **(1 mark)**

b) Explain how rubbing the knife on the stone makes it sharp. **(2 marks)**

16. Study the pictures above. **(4 marks)**



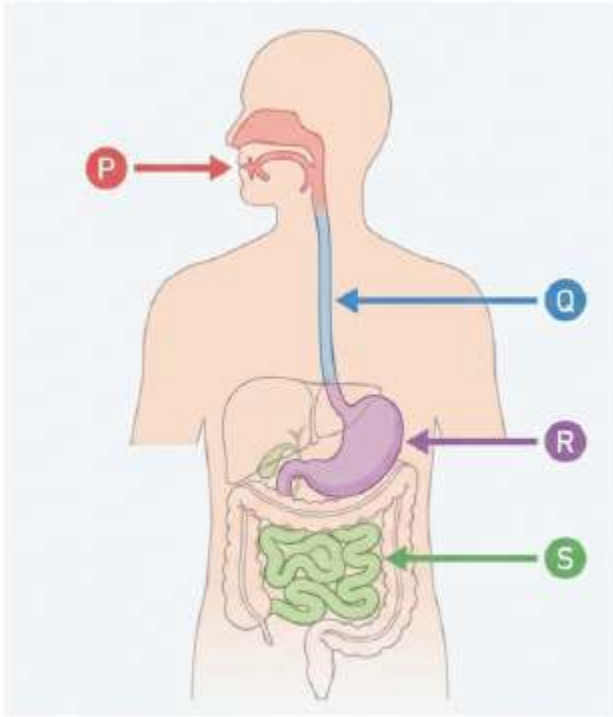
a) Will the vehicle in Picture ① be able to move? Give a reason. **(2 marks)**

b) How has force been used to restrain the dog in Picture ②? **(1 mark)**

c) What effect of force is common in both pictures? **(1 mark)**

17. The diagram below shows part of the human digestive system. Study it and answer the questions that follow.

(4 marks)



a) Identify the parts labelled **P** and **R**.

(2 marks)

P: _____

R: _____

b) State the function of the part labelled **Q**.

(1 mark)

c) Name the part that comes immediately after **S**.

(1 mark)

18. During a nature walk, Grade 4 learners observed different animals in the school compound and the neighbouring environment.

(5 marks)

a) State three things the learners should have carried during the nature walk.

(3 marks)

i. _____

ii. _____

iii. _____

b) Give two safety measures the learners should observe when handling animals during the walk.

(2 marks)

i. _____

ii. _____

19. The notice below was sent to parents of learners at Bidii Primary School. Study it and answer the questions that follow.

(3 marks)

**BIDII PRIMARY SCHOOL
NOTICE TO PARENTS/GUARDIANS**

All Grade 4 learners will participate in a deworming exercise on **Friday, 28th August 2026**. Parents are requested to ensure that their children attend school on this day. Any learner who is unwell should be kept at home and the school informed.

a) What is the purpose of the notice? **(1 mark)**

b) What should a parent do if their child is unwell on the deworming day? **(1 mark)**

c) Give one reason why deworming is important for children. **(1 mark)**

20. A learner told the class that vomiting is a symptom of an unhealthy digestive system. (3 marks)

a) State what happens during vomiting. **(1 mark)**

b) Name two other symptoms of an unhealthy digestive system. **(2 marks)**

i. _____

ii. _____

21. The table below lists some eating habits. Study the table and answer the questions that follow.

(4 marks)

Eating habit
Eating fruits and vegetables
Drinking enough water
Eating too many sugary foods
Skipping meals

a) Sort the eating habits into **healthy** and **unhealthy** habits for the digestive system. **(3 marks)**

Healthy habits:

i. _____

ii. _____

Unhealthy habit:

b) Explain why drinking enough water is important for the digestive system. **(1 mark)**

THIS IS THE LAST PRINTED PAGE

MARKING SCHEME

1. Study the pictures labelled ① and ② shown below.

(3 marks)

a) On which surface does the book slide more easily? (1 mark)

- Surface ① — **the smooth surface.** (1 mark)

b) Give a reason for your answer. (1 mark)

- The smooth surface produces **less friction**, allowing the book to slide more easily. (1 mark)

c) Name one tool that can be used to change surface ② to be like surface ①. (1 mark)

- **Wood planer** or **sandpaper.** (1 mark)

Note: Smooth surfaces produce less friction than rough surfaces. Sandpaper and wood planers can be used to smooth rough surfaces.

2. A learner pushed a box on a rough surface and then pushed the same box on a smooth surface.

(2 marks)

a) On which surface was it easier to push the box? (1 mark)

- On the **smooth surface.** (1 mark)

b) Give a reason for your answer. (1 mark)

- A smooth surface produces **less friction** than a rough surface, making the box easier to move. **(1 mark)**

Note: Rough surfaces produce more friction and therefore offer greater resistance to movement.

3. The pictures below show workers moving a heavy crate in two different ways.

(4 marks)

a) In which picture is it easier to move the crate? **(1 mark)**

- Picture **B**. **(1 mark)**

b) Explain why it is easier in that picture. **(2 marks)**

- The round logs act as **rollers** and roll instead of sliding on the ground. **(1 mark)**
- Rolling produces **less friction** than dragging, making the crate easier to move. **(1 mark)**

c) Name the method of minimising friction shown in picture B. **(1 mark)**

- Using **rollers**. **(1 mark)**

Note: Rollers, wheels and ball bearings reduce friction by changing sliding motion into rolling motion.

4. The picture below shows a situation in a house at night.

(4 marks)

a) Identify the danger shown in the picture. **(1 mark)**

- A **burning charcoal stove is left in a closed room** where someone is sleeping. **(1 mark)**

b) Explain why this situation is dangerous. **(2 marks)**

- Burning charcoal produces a **dangerous gas** that can cause difficulty in breathing. **(1 mark)**
- In a closed room, the gas can build up and may **cause death**. **(1 mark)**

c) Suggest one safe way this person could keep warm at night instead. **(1 mark)**

- Use a **hot-water bottle** wrapped in a towel. **(1 mark)**

Also accept: Warm blankets or warm clothing.

5. What is the force of gravity?

(3 marks)

a) Define the force of gravity. **(1 mark)**

- Gravity is the force that **pulls objects downward towards the ground**. **(1 mark)**

b) Give two examples of gravity in action. (2 marks)

Accept any two:

1. Ripe mangoes falling from a tree.
2. A ball thrown upwards falling back to the ground.
3. Raindrops falling from clouds.
4. Water flowing downhill.
5. A person landing after jumping.

(1 mark each)

6. What is friction?

(3 marks)

a) Define friction. (1 mark)

- Friction is the force that **opposes the movement of objects whose surfaces are in contact. (1 mark)**

b) On which surface did the ball travel further? (1 mark)

- The **smooth floor. (1 mark)**

c) Give a reason for your answer. (1 mark)

- Smooth surfaces produce **less friction**, so the ball rolls further before stopping. **(1 mark)**

7. A farmer uses oxen to plough a field. The oxen are connected to the plough using ropes and a yoke.

(3 marks)

a) What type of force do the oxen use to move the plough? (1 mark)

- **Pulling force. (1 mark)**

b) Explain why the plough is harder to pull through wet clay soil than through dry loose soil. (2 marks)

- Wet clay is **sticky and heavy** and produces more friction against the plough. **(1 mark)**
- Dry loose soil produces **less resistance/friction**, making the plough easier to pull. **(1 mark)**

8. Study the picture below.

(3 marks)

a) Name the force that is making the ripe mangoes fall to the ground. (1 mark)

- **Gravity. (1 mark)**

b) Explain why the mangoes fall downward and not upward or sideways. (1 mark)

- Gravity pulls objects **downward towards the ground. (1 mark)**

c) Give one other example in nature where this force is at work. (1 mark)

Accept any one:

- Water flowing downstream.
- Raindrops falling from clouds.
- A ball falling back after being thrown upwards.
- A child sliding down a slide.

9. Study the pictures labelled W, X, Y and Z showing different uses of force in daily life.

(5 marks)

a) For each picture, state whether the force being used is a push or a pull. (4 marks)

- W — **Pushing force. (1 mark)**
- X — **Pulling force. (1 mark)**
- Y — **Pulling force. (1 mark)**
- Z — **Pushing force. (1 mark)**

b) Which two pictures show a pulling force? (1 mark)

- Pictures **X and Y. (1 mark)**

10. Explain what happens when a cold spoon is placed in a cup of hot tea.

(2 marks)

- Heat flows from the **hot tea to the cold spoon** because heat moves from a hotter object to a cooler object. **(1 mark)**
- The spoon becomes **warm**, while the tea loses some heat and becomes slightly cooler. **(1 mark)**

11. Explain why the writing and sitting surfaces of school desks are made smooth.

(2 marks)

- Smooth surfaces **reduce friction**, making it easier for books to move across the writing surface. **(1 mark)**
- They also make the sitting surface **more comfortable. (1 mark)**

12. Pendo noticed that ripe mangoes always fell from the tree to the ground.

(2 marks)

a) Name the force that caused the mangoes to fall. (1 mark)

- **Force of gravity. (1 mark)**

b) Name the scientist associated with the discovery of gravity. (1 mark)

- **Isaac Newton. (1 mark)**

13. Explain how brakes on a bicycle use friction to stop the bicycle.

(2 marks)

- When the brake lever is squeezed, the **brake pads press against the wheel rim. (1 mark)**
- This creates **friction**, which slows down and eventually stops the wheel. **(1 mark)**

14. Study the table above.

(5 marks)

Give an example showing each effect of force.

1. **Change shape** — Crumpling a piece of paper. **(1 mark)**
2. **Start motion** — Kicking a stationary ball. **(1 mark)**
3. **Stop motion** — Stopping a moving ball with your foot. **(1 mark)**
4. **Change direction** — A ball bouncing off a wall. **(1 mark)**
5. **Hold objects together** — Nails joining two pieces of wood. **(1 mark)**

Accept any correct examples.

15. Study the picture above.

(3 marks)

a) Name the force applied between the knife and the sharpening stone. (1 mark)

- **Friction. (1 mark)**

b) Explain how rubbing the knife on the stone makes it sharp. (2 marks)

- Friction between the knife and the rough stone **wears away tiny particles of metal** from the blade. **(1 mark)**
- This makes the edge **thinner and sharper. (1 mark)**

16. Study the pictures above.

(4 marks)

a) Will the vehicles in picture ① be able to move? Give a reason. (2 marks)

- **No. (1 mark)**
- The **wheel clamps hold the tyres firmly**, preventing the wheels from turning. **(1 mark)**

b) How has force been used to restrain the dog in picture ②? (1 mark)

- A **chain is attached to the dog and a fixed post**, keeping the dog in place. **(1 mark)**

c) What effect of force is common in both pictures? (1 mark)

- Force is used to **hold objects together or keep them in place. (1 mark)**

17. The diagram below shows part of the human digestive system. Study it and answer the questions that follow.

(4 marks)

a) Identify the parts labelled P and R. (2 marks)

- P — Mouth. **(1 mark)**
- R — Stomach. **(1 mark)**

b) State the function of the part labelled Q. (1 mark)

- Q (gullet) transports food from the mouth to the stomach. **(1 mark)**

c) Name the part that comes immediately after S. (1 mark)

- Large intestine. **(1 mark)**

Note:

- **P — Mouth:** Where food enters and chewing begins.
- **Q — Gullet:** Tube that carries food from the mouth to the stomach.
- **R — Stomach:** Bag-shaped organ that mixes and breaks down food.
- **S — Small intestine:** Long, coiled tube where nutrients are absorbed.
- The **large intestine** comes immediately after the small intestine.

18. During a nature walk, Grade 4 learners observed different animals in the school compound and the neighbouring environment.

(5 marks)

a) State three things the learners should have carried during the nature walk. (3 marks)

Accept any three:

1. Pen and notebook. **(1 mark)**
2. Digital device/camera for taking photographs. **(1 mark)**
3. Protective gear such as gloves. **(1 mark)**

b) Give two safety measures the learners should observe when handling animals during the walk. (2 marks)

Accept any two:

1. Follow the teacher's instructions. **(1 mark)**
2. Wear protective gear such as gloves. **(1 mark)**

3. Wash hands with soap and water after handling animals. **(1 mark)**
4. Avoid harming or provoking the animals. **(1 mark)**

Note:

During a nature walk, learners should carry materials for recording observations, taking photographs and ensuring their safety. When handling animals, they should follow instructions, use protective equipment, maintain hygiene and avoid harming the animals.

19. The notice below was sent to parents of learners at Bidii Primary School. Study it and answer the questions that follow.

(3 marks)

a) What is the purpose of the notice? (1 mark)

- To inform parents about the school's deworming programme. **(1 mark)**

b) What should a parent do if their child is unwell on the deworming day? (1 mark)

- The parent should inform the class teacher. **(1 mark)**

c) Give one reason why deworming is important for children. (1 mark)

- Deworming removes intestinal worms that compete with the child for nutrients from food. **(1 mark)**

Also accept:

- It helps maintain a healthy digestive system.
- It improves the child's nutrition.
- It helps children remain healthy and concentrate better in class.

Note:

The notice informs parents about a **school deworming programme**. Deworming is important because intestinal worms can take nutrients from the food eaten by children, leading to poor nutrition and reduced well-being.

20. A learner told the class that vomiting is a symptom of an unhealthy digestive system.

(3 marks)

a) State what happens during vomiting. (1 mark)

- During vomiting, food or stomach contents are brought back up through the mouth. **(1 mark)**

b) Name two other symptoms of an unhealthy digestive system. (2 marks)

Accept any two:

1. Stomach ache. **(1 mark)**
2. Diarrhoea. **(1 mark)**

3. Bloating. **(1 mark)**
4. Constipation. **(1 mark)**
5. Presence of intestinal worms. **(1 mark)**

Note:

Vomiting occurs when the contents of the stomach are brought back through the mouth. Other common signs of an unhealthy digestive system include **stomach ache, diarrhoea, bloating, constipation and intestinal worms**.

21. The table below lists some eating habits. Study the table and answer the questions that follow.

(4 marks)

a) Sort the eating habits into **healthy and **unhealthy** habits for the digestive system. (3 marks)**

Healthy eating habits:

- Eating foods rich in fibre.
- Drinking enough water daily.
- Chewing food properly.

Unhealthy eating habits:

- Eating too much fatty food.
- Eating too many sugary foods.
- Skipping meals.

Marking:

- Correct identification of healthy habits — **1½ marks**
- Correct identification of unhealthy habits — **1½ marks**

b) Explain why drinking enough water is important for the digestive system. (1 mark)

- Water helps food and waste move smoothly through the digestive system and prevents stool from becoming hard, thereby preventing constipation. **(1 mark)**

Note:

Healthy eating habits help the digestive system function properly. **Fibre** helps food and waste move through the digestive tract, while **water** keeps stool soft. **Chewing food properly** also makes digestion easier. Excessive fatty and sugary foods and skipping meals may negatively affect digestion.



PRIMARY SCHOOL EDUCATION ASSESSMENT DECEMBER ASSIGNMENT 2026



GRADE 4 – SOCIAL STUDIES

Time: 1 Hour 30 Minutes

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your name, school name, and assessment number in the spaces provided.
2. Check the question paper carefully to ensure all pages are printed and no questions are missing.
3. Answer all the questions in the spaces provided.
4. Answer **all questions**.
5. Write your answers clearly in the spaces provide.

FOR EXAMINER'S USE

SECTION	TASK 1	TASK 2	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	20 MARKS	30 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											

1. Study the chart below and answer the questions. (4 marks)

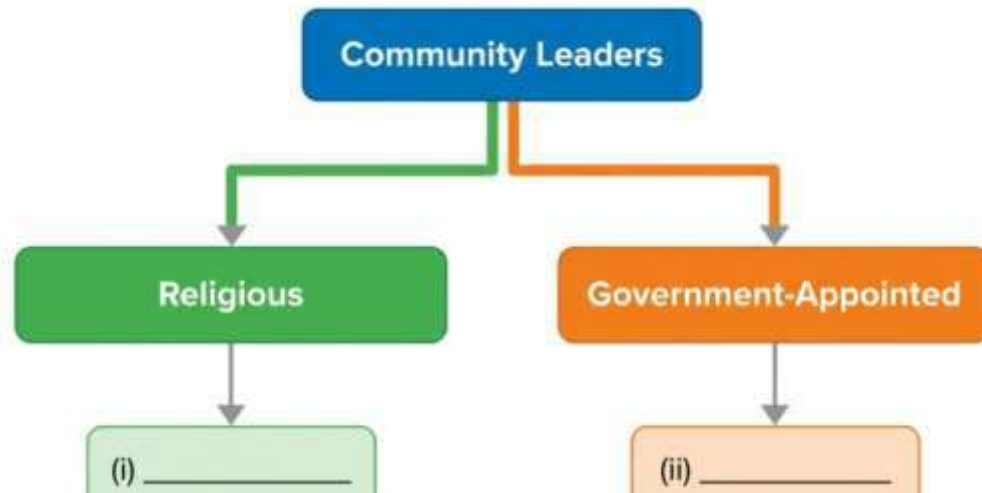


a) Suggest **two other ways** of supporting community leaders and write them in boxes (i) and (ii). (2 marks)

- i. _____
- ii. _____

b) Choose **one way** shown in the chart and explain why it is important. (2 marks)

2. Study the tree diagram below and answer the questions. (3 marks)



a) Give **one example of a religious leader** to fill in blank **(i)**. (1 mark)

b) Give **one example of a government-appointed leader** to fill in blank **(ii)**. (1 mark)

c) Name **one other group of community leaders** that is not shown in the diagram. (1 mark)

3. Study the picture below carefully and answer the questions. (6 marks)



a) What event is taking place in the picture? (1 mark)

b) State **three qualities** that Wafula may have shown to deserve the prize. (3 marks)

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

c) Explain **two ways** in which other learners in the school can follow Wafula's example. (2 marks)

- i. _____
- ii. _____

4. Study the mind map below and answer the questions. (5 marks)



a) Complete the mind map by adding **two more reasons** in the blank branches. (2 marks)

b) Which community leader is responsible for **leading people in worship**? (1 mark)

c) Why is it important for a community to have **different types of leaders**? (2 marks)

- i. _____
- ii. _____

5. Complete the poster below for your class. (5 marks)

We Support Our Community Leaders!

How we respect leaders	How we support projects	Ideas we can give	How we obey law and order

a) Write **one practical example** for each of the four boxes on the poster. (4 marks)

b) Why is it important to display such a poster in your classroom? (1 mark)

6. Study the picture above showing a mock election in Grade 4 and answer the questions. (4 marks)



a) State **two things** that have been prepared for the mock election. (2 marks)

- i. _____
- ii. _____

b) Which candidate would you vote for? Give **one reason** for your choice. (2 marks)

- i. _____
- ii. _____

7. State four ways in which you can support good community leadership in your county. (4 marks)

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

8. Study the table below and answer the questions that follow. (4 marks)

Children's Government in School - Matching Exercise	
COLUMN A: CHILDREN'S GOVERNMENT MEMBER	COLUMN B: FUNCTION
School President	a) Leads the Children's Government
Class Representative	b) Maintains discipline in class
Secretary for Sports and Culture	c) Organises games and cultural activities in the school

a) Match each member in **Column A** with the correct function in **Column B**. (3 marks)

b) State **one other function** of the Children's Government that is not shown in the table. (1 mark)

9. Study the word puzzle below and answer the questions. (5 marks)

WORD PUZZLE

H	O	N	E	S	T	P	Q	R	T	U	A	B	C	D	E	F	G
G	H	I	J	K	L	R	E	S	P	O	N	S	I	B	L	E	M
M	N	O	P	Q	R	S	T	U	V	W	X	Y	T	R	U	T	H
T	R	U	T	H	F	U	L	Z	A	B	C	E	B	C	D	E	F
G	H	I	J	K	L	M	N	O	P	Q	R	T	U	V	W	X	Y
Z	A	B	C	D	D	E	F	G	H	I	J	K	L	M	N	O	P
N	O	P	Q	R	S	T	I	J	K	L	M	N	O	P	Q	R	S
T	U	V	W	X	Y	Z	A	B	C	R	S	T	U	V	W	X	Y
Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q

Find and circle the hidden words that describe the **qualities of a good leader**.

a) Write **three qualities of a good leader** hidden in the puzzle. (3 marks)

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

b) Choose **one of the qualities** and explain what it means for a community leader. (2 marks)

10. State three factors that promote peace in school. (3 marks)

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

11. Grade 4 learners made the poster below. Study it and answer the questions. (3 marks)



a) Write the **missing point** on the poster. (1 mark)

b) Choose **one point** on the poster and give a practical example of how you would apply it. (2 marks)

12. Imagine you are a Grade 4 learner who wants to encourage other learners in your school to be good citizens.

Write a **short message of five sentences** for the school noticeboard encouraging learners to practise good citizenship. (5 marks)

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

13. Study the web diagram below and answer the question. (3 marks)



a) Complete the diagram by adding **three more factors that promote peace in school**. (3 marks)

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

Answers

1. Study the chart below and answer the questions. (4 marks)

a) Suggest two more ways of supporting community leaders to fill boxes (i) and (ii). (2 marks)

Answers: Any two:

1. Attending community meetings and barazas.
2. Encouraging other people to cooperate with community leaders.

b) Choose one way from the chart and explain why it is important. (2 marks)

Sample answer:

Respecting leaders is important because it encourages them to continue serving the community well. It also creates a peaceful relationship between leaders and the people they serve.

2. Study the tree diagram below and answer the questions. (3 marks)

a) Fill in blank (i) with an example of a religious leader. (1 mark)

Answers:

Imam, Sheikh, Bishop, Pastor or Priest.

b) Fill in blank (ii) with an example of a government-appointed leader. (1 mark)

Answer:

Sub-chief.

c) Name one other group of community leaders not shown in the diagram. (1 mark)

Answers: Any one:

- Traditional leaders
- Clan elders
- Village elders
- Neighbourhood leaders
- Nyumba Kumi leaders

3. Study the picture below carefully. (6 marks)

a) What event is taking place in the picture? (1 mark)

Answer:

A **prize-giving ceremony** or awards ceremony is taking place. (1 mark)

b) State three qualities that Wafula may have shown to deserve the prize. (3 marks)

Answers: Any three:

1. Honesty
2. Respect

3. Responsibility
4. Obedience
5. Helpfulness
6. Punctuality
7. Kindness

c) Explain how other learners in the school can follow Wafula's example. (2 marks)

Sample answer:

Learners can practise honesty, respect and responsibility every day. They can also encourage their friends to behave well and become good citizens.

Award **1 mark for each well-explained way.**

4. Study the mind map below. (5 marks)

a) Complete the mind map by writing two more reasons in the blank branches. (2 marks)

Answers: Any two:

1. To unite the community.
2. To protect the interests of community members.
3. To encourage people to work together.
4. To guide people on traditional matters.

b) Name the community leader responsible for "To lead in worship". (1 mark)

Answer:

A **religious leader**, such as a pastor, imam, bishop or sheikh.

c) Why is it important for a community to have different types of leaders? (2 marks)

Answer:

People have different needs, such as spiritual, security, traditional and administrative needs. Different leaders are therefore needed to ensure that all these needs are addressed.

5. Complete the poster below for your class. (5 marks)

a) Write one practical example for each of the four boxes on the poster. (4 marks)

Sample answers:

Box 1 — Respect leaders:

Greet community leaders politely when I meet them.

Box 2 — Support projects:

Take part in a tree-planting activity organised by community leaders.

Box 3 — Give ideas:

Suggest a community clean-up day to the chief.

Box 4 — Obey law and order:

Follow rules set by community leaders.

Award **1 mark for each suitable practical example.**

b) Why is it important to display such a poster in your classroom? (1 mark)

Answer:

It reminds learners about their responsibilities and encourages them to practise good citizenship.

6. Study the picture above showing a mock election in Grade 4. (4 marks)

a) State two things that have been prepared for the mock election. (2 marks)

Answers:

1. A ballot box.
2. Campaign posters.

b) Which candidate would you vote for? Give one reason for your answer. (2 marks)

Accept either candidate if a valid reason is given.

Example:

I would vote for **Wanjiku** because her plan to keep the classroom clean would create a better learning environment.

OR

I would vote for **Omondi** because helping learners with homework would support academic improvement.

7. State four ways in which you can support good community leadership in your county. (4 marks)**Answers:**

1. Respecting community leaders.
2. Supporting their projects.
3. Giving new ideas about community activities.
4. Obeying law and order in the society.

Award **1 mark for each correct answer.**

8. Study the table below and answer the questions that follow. (4 marks)

a) Match each member in Column A with the correct function in Column B. (3 marks)

Correct matching:

- (i) School President — (b) Leads the Children's Government
- (ii) Class Representative — (a) Maintains discipline in class

- **(iii) Secretary for Sports and Culture — (c) Organises games and cultural activities in the school**

b) Name one other function of the Children's Government that is not shown in the table. (1 mark)

Answers: Any one:

- Presenting learners' concerns to the school administration.
- Helping to ensure the smooth running of school activities.
- Helping to maintain law and order in school.
- Promoting a friendly learning environment.

9. Study the word puzzle below. Find and circle the hidden words that describe qualities of a good leader. (5 marks)

a) Write three qualities of a good leader hidden in the puzzle. (3 marks)

Answers:

1. Truthful
2. Honest
3. Responsible

b) Choose one quality and explain what it means for a community leader. (2 marks)

Sample answer:

A **truthful** leader always tells the truth. People can trust a leader who speaks honestly and does not lie about what is happening.

10. State three factors that promote peace in school. (3 marks)

Answers: Any three:

1. Respecting one another, teachers and school workers.
2. Obeying school rules.
3. Sharing with others.
4. Being fair to everyone.
5. Being kind to one another.
6. Helping others.

Award **1 mark for each correct answer.**

11. Grade 4 learners made the poster below. (3 marks)

a) Write the missing point on the poster. (1 mark)

Answer:

Give new ideas on community activities. (1 mark)

b) Choose any one point on the poster and give a practical example of how you would do it. (2 marks)

Sample answer:

For "**Support their projects**," I would participate in a tree-planting activity organised by the village elder. This shows that I support community development.

Award:

- 1 mark for identifying a relevant point.
- 1 mark for giving a suitable practical example.

12. Imagine you are a Grade 4 learner who wants to encourage other learners in your school to be good citizens. (5 marks)**Sample answer:**

Dear fellow learners,

Let us all be good citizens in our school.

We should respect our teachers, school workers and one another.

Let us keep our school clean and always tell the truth.

Together, we can make our school a happy and peaceful place for everyone.

Marking guide:

- Appropriate opening or greeting — **1 mark**
- Relevant point about good citizenship — **1 mark**
- Relevant point about good citizenship — **1 mark**
- Relevant point about good citizenship — **1 mark**
- Suitable closing or encouraging statement — **1 mark**

Accept any well-written five-sentence message containing relevant ideas about good citizenship.

13. Study the web diagram below. (3 marks)

a) Complete the diagram by adding three more factors that promote peace in school. (3 marks)

Answers: Any three:

1. Obeying school rules.
2. Sharing with others.
3. Being fair to everyone.
4. Being kind to one another.
5. Listening to others.
6. Helping those in need.

Award **1 mark for each correct answer**.