

GRADE 10 ENDTERM 3 EXAMS

ALL SUBJECTS

(SOCIAL SCIENCES SET)

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ALL SUBJECTS TESTED.

Core Mathematics, Essential Mathematics, English, Kiswahili, Geography, History and Citizenship, CRE, IRE, HRE, Business studies, Literature, Fasihi, French, German, Mandarin, CSL, ICT and Physical Education.

SMART-GRADE SERIES

For Marking Schemes

Mr Isaboke 0746-222-000 / 0753-222-000

MWALIMU CONSULTANCY

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

SPORTS AND RECREATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Answer ALL questions.*
- b) Read each question carefully before answering.*
- c) Use a pencil for maps, diagrams and graphs where appropriate.*
- d) Show all calculations and working.*
- e) Where a sketch map or diagram is required, include appropriate labels.*
- f) Use the spaces provided and write clearly and legibly.*
- g) All questions carry the marks indicated.*

TOTAL: 100 MARKS

EXAMINER'S USE ONLY

SECTION	QUESTIONS	MAXIMUM SCORE	CANDIDATE SCORE
A	1–10	20	
B	11–15	40	
C	16–19	40	
TOTAL		100	

SECTION A — SHORT STRUCTURED QUESTIONS (20 MARKS)

1. State two branches of Geography. (2 marks)

2. State two uses of topographical maps. (2 marks)

3. Name two methods of collecting geographical data. (2 marks)

4. State two components of a Geographical Information System (GIS). (2 marks)

5. Name the three major types of rocks according to mode of formation. (2 marks)

6. State two causes of earthquakes. (2 marks)

7. State two types of agriculture practised in the world. (2 marks)

8. State two methods of extracting minerals.

(2 marks)

9. Name two renewable sources of energy.

(2 marks)

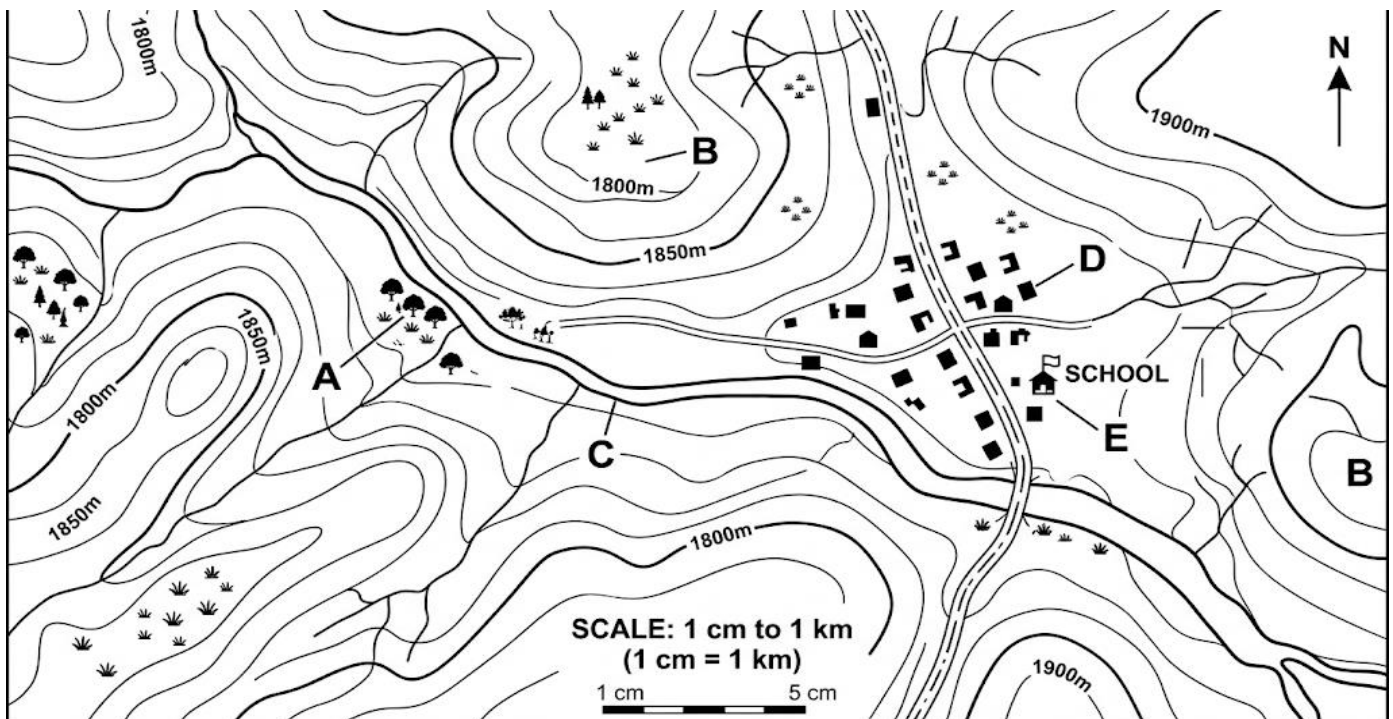
10. State two factors influencing the location of industries.

(2 marks)

SECTION B — MAPS, DATA, NATURAL SYSTEMS AND HUMAN ACTIVITIES

(40 MARKS)

11. Study the simplified topographical map extract below and answer the questions that follow.



(a) Identify features A, B and C from the map.

(3 marks)

(b) State three methods of representing relief that may be used on a topographical map. **(3 marks)**

(c) Explain two ways in which drainage and vegetation information on a topographical map can assist resource mapping. **(2 marks)**

12. The table below shows the number of households participating in selected income-generating activities in a locality.

Activity	Number of households
Crop farming	120
Livestock keeping	80
Small-scale mining	30
Trade and services	70

(a) Calculate the total number of households represented in the table. **(2 marks)**

(b) Calculate the percentage of households involved in crop farming. **(2 marks)**

(c) State two ways in which data such as these can be presented graphically. **(2 marks)**

(d) State two advantages of using statistics in geographical studies. **(2 marks)**

13. A region experiences frequent volcanic activity and occasional earthquakes.

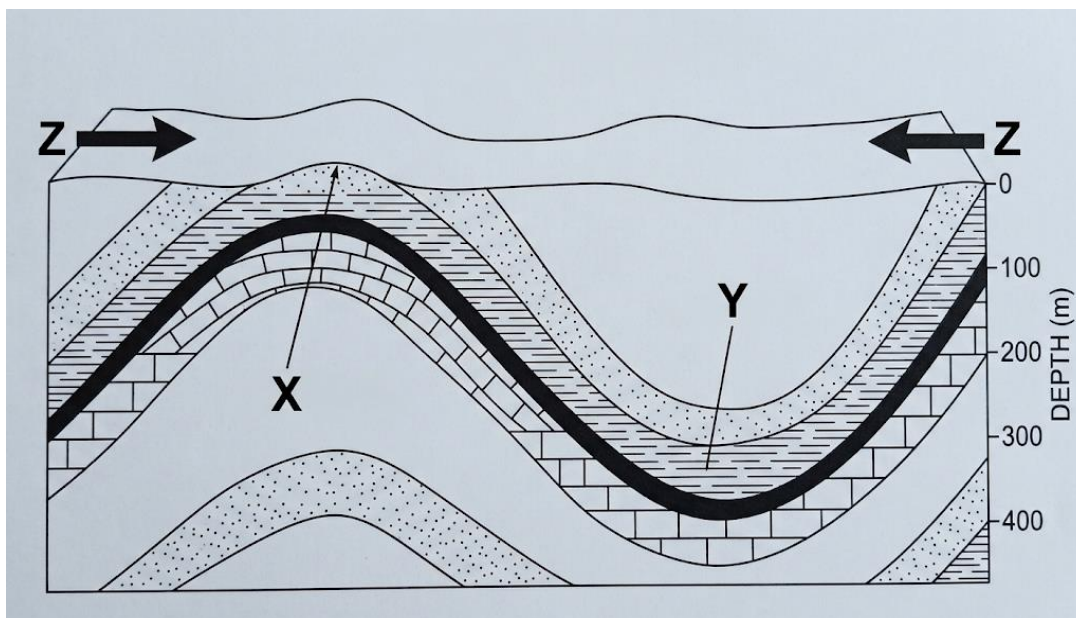
(a) Distinguish between intrusive and extrusive volcanic features. **(2 marks)**

(b) State two effects of volcanic activity on the environment. **(2 marks)**

(c) Explain two ways in which communities can prepare for and manage earthquake disasters. **(2 marks)**

(d) State two scales used in measuring earthquakes and indicate what each measures. **(2 marks)**

14. Study the diagram below representing a fold produced by tectonic forces.



(a) Identify the fold labelled X and the fold labelled Y. (2 marks)

(b) Explain how folding occurs. (2 marks)

(c) State two resultant features or forms associated with folding. (2 marks)

(d) Explain two ways in which folding can influence human activities. (2 marks)

15. A county plans to expand agriculture, mining, energy production and industry while conserving its environment.

(a) State two strategies for enhancing agricultural productivity in Kenya. **(2 marks)**

(b) Explain two environmental problems associated with mining and give one possible solution for each. **(4 marks)**

(c) State two reasons why renewable energy is important for socio-economic development. **(2 marks)**

SECTION C — EXTENDED APPLICATION AND ANALYSIS (40 MARKS)

16. A mineral occurs in a region where it can be extracted by open-cast mining. The mining company plans to increase production.

(a) Explain three factors that influence the occurrence and exploitation of minerals. **(3 marks)**

(b) Describe the main stages involved in extracting a mineral by open-cast mining. **(3 marks)**

(c) Explain two environmental effects of mining and suggest one rehabilitation measure for each.

(4 marks)

17. A geothermal power project is proposed in a volcanic region of Kenya.

(a) Explain why geothermal energy is associated with volcanic regions.

(3 marks)

(b) Describe how electricity can be generated from geothermal energy.

(3 marks)

(c) Explain two advantages and two challenges of renewable energy development in Kenya.

(4 marks)

18. A company intends to establish a manufacturing industry in Kenya.

(a) Explain four factors that should be considered when selecting the location of the industry.

(4 marks)

(b) Discuss three ways in which industries contribute to economic and social development.

(3 marks)

(c) State three challenges associated with industrialization in Kenya and suggest one solution to each.

(3 marks)

19. A county government wants to use Geography and digital technologies to plan development in a rapidly growing settlement.

(a) Explain how GIS can be used to locate and manage designated crossing points on roads.

(3 marks)

(b) Describe how geographical data can be collected, analysed and presented when investigating a local geographical problem.

(3 marks)

(c) Using examples, explain how agriculture, energy, mining and industry can be managed sustainably to support socio-economic development.

(4 marks)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

HISTORY AND CITIZENSHIP

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Write your name and assessment details in the spaces provided.*
- b) Read all questions carefully before answering.*
- c) Answer all questions.*
- d) Support answers with relevant historical evidence and examples where required.*
- e) Where a source or case study is provided, base your response on the information given and your historical knowledge.*
- f) Write clearly and use complete responses.*
- g) All answers should be written in the spaces provided where applicable.*
- h) Check the paper to ensure that all pages and questions are present.*

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–10	20	
B	11–15	40	
C	16–19	40	
TOTAL		100	

SECTION A — FOUNDATIONAL STRUCTURED QUESTIONS

Answer all questions in this section.

1. Distinguish between primary and secondary sources of historical information. Give one example of each. **(2 marks)**

2. State two factors that influenced migration, settlement and expansion of linguistic groups in Kenya. **(2 marks)**

3. Give two reasons for the establishment of colonial rule in Kenya. **(2 marks)**

4. State two constitutional principles that support effective public participation in Kenya. **(2 marks)**

5. State two major political or constitutional developments that occurred in Kenya after independence. **(2 marks)**

6. State two roles of the Independent Electoral and Boundaries Commission (IEBC) in elections in Kenya. **(2 marks)**

7. Give two ways in which national integration can be enhanced in Kenya. (2 marks)

8. State two factors that influenced the transition from migratory to sedentary lifestyles by early humans. (2 marks)

9. Name two selected early African civilisations studied under the Grade 10 curriculum and state one contribution of either civilisation. (2 marks)

10. State two factors that influenced the colonisation of Africa. (2 marks)

SECTION B — APPLICATION, SOURCE INTERPRETATION AND HISTORICAL REASONING

Answer all questions in this section.

11. Study the information below and answer the questions that follow.

CASE STUDY

A newly independent African state wants to strengthen national unity. Its leaders are considering inclusive participation in public affairs, peaceful management of political differences, respect for constitutional principles, and cooperation among communities with different cultural and linguistic identities.

(a) Explain two ways in which public participation can contribute to good governance in such a state. **(4 marks)**

(b) Explain two ways in which national integration can promote peaceful coexistence among diverse communities. **(4 marks)**

12. Read the historical sequence below and answer the questions that follow.

Stage	Historical development
I	Neolithic communities adopted new technologies and more settled ways of life.
II	Selected African civilisations developed organised social, political and economic systems.
III	European powers competed for African territories and influence.
IV	African nationalist movements later demanded political independence.

(a) Explain one major advance associated with the Neolithic Revolution that changed human society. **(2 marks)**

(b) Explain one contribution of an early African civilisation to modern society. **(2 marks)**

(c) Explain one reason why the Berlin Conference was significant in the colonisation of Africa.
(2 marks)

(d) Explain one way in which modern African nationalism contributed to the achievement of independence.
(2 marks)

13. The two World Wars affected Africa politically, economically and socially. Explain four ways in which global wars affected Africa and suggest two strategies that African states can use to reduce the negative effects of global conflicts.
(8 marks)

14. Study the statements below and answer the questions that follow.

HISTORICAL STATEMENTS

- | |
|--|
| A. Enlightenment thinkers promoted ideas concerning liberty, rights and government.
B. The American Revolution demonstrated that political ideas could influence struggles against established authority.
C. International organisations provide frameworks for cooperation in global affairs.
D. Commonwealth countries maintain relationships through shared institutions, cooperation and other links. |
|--|

(a) Explain two Enlightenment ideas that contributed to the American Revolution. **(4 marks)**

(b) Explain one way the American Revolution influenced political or social developments beyond the United States. **(2 marks)**

(c) State one factor that strengthens ties among Commonwealth countries. **(2 marks)**

15. Slavery and servitude remain concerns in the modern world. Answer the following.

(a) Distinguish between slavery and servitude. **(2 marks)**

(b) Explain two factors that can lead to modern forms of slavery and servitude. **(4 marks)**

(c) State one role that governments or civil society can play in ending modern slavery and servitude. **(2 marks)**

SECTION C — EXTENDED STRUCTURED APPLICATION

Answer all questions in this section.

16. The First Generation of Industrial Revolution transformed production and society in Europe and had consequences for Africa.

(a) Explain two factors that led to the First Generation of Industrial Revolution in Britain and the USA. **(4 marks)**

(b) Assess the impact of the First Generation of Industrial Revolution on Africa, giving three well-explained points. **(6 marks)**

17. Global governance requires cooperation among states and international organisations.

(a) Explain three guiding principles or areas of action that support effective global governance.

(b) Explain two emerging issues or opportunities associated with global governance. **(4 marks)**

18. Kenya's Constitution (2010) provides a framework for peace, participation and the protection of citizens.

(a) Explain three ways in which constitutional provisions can help prevent and curb conflict in Kenya. **(6 marks)**

(b) Explain two ways citizens can promote peace and peaceful coexistence in their communities. **(4 marks)**

19. Digital citizenship, equality and non-discrimination are important themes in contemporary History and Citizenship.

(a) Trace four major historical stages in the evolution of communication and technology up to the 20th century. **(4 marks)**

(b) Explain three ways digital technology can create both opportunities and challenges for citizens in society. **(3 marks)**

(c) Suggest three measures that can promote equality and non-discrimination in society. **(3 marks)**

END OF QUESTION PAPER

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

BUSINESS STUDIES

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

1. Write your name, assessment number, class/stream and date in the spaces provided.
2. Answer ALL questions.
3. Read each question carefully before answering.
4. Show all working in calculation questions.
5. Use appropriate Business Studies terminology and clearly label all calculations.
6. Where a question requires examples, give relevant business examples.
7. Write neatly and ensure all answers are clearly numbered.

EXAMINER'S USE ONLY

Section	Questions	Maximum Score	Score
A	1–5	25	
B	6–9	25	
C	10–12	30	
TOTAL		80	

SECTION A — BUSINESS AND MONEY MANAGEMENT

1. State four characteristics of money. (4 marks)
2. Business goals guide the activities of a business. (5 marks)
 - (a) State three common business goals. (3 marks)
 - (b) State two reasons why a business should set goals. (2 marks)
3. A household receives KSh 60,000 per month. It plans to spend KSh 18,000 on food, KSh 12,000 on rent, KSh 6,000 on transport, KSh 5,000 on education and KSh 4,000 on other needs. (6 marks)
 - (a) Calculate the total planned expenditure. (2 marks)
 - (b) Calculate the amount available for saving or other purposes. (2 marks)
 - (c) State two advantages of preparing a budget. (2 marks)
4. State four services offered by commercial banks to businesses. (4 marks)
5. Explain three factors that may influence the demand for money in an economy. (6 marks)

SECTION B — BUSINESS AND ITS ENVIRONMENT

6. A learner wants to start a small enterprise in the local community. (8 marks)
 - (a) State three qualities of a successful entrepreneur. (3 marks)
 - (b) Explain three factors that the learner should consider when identifying a viable business opportunity. (3 marks)
 - (c) State two benefits of business incubation to a start-up. (2 marks)
7. Businesses may operate under different forms of ownership. (7 marks)
 - (a) State three types of business ownership. (3 marks)
 - (b) State two advantages of a sole proprietorship. (2 marks)
 - (c) State two reasons why a business may choose partnership rather than sole proprietorship. (2 marks)
8. Production involves transforming resources into goods and services. (5 marks)
 - (a) State the four factors of production. (4 marks)
 - (b) State one reason why division of labour may increase productivity. (1 marks)
9. A business receives complaints from customers about poor-quality goods and delayed delivery. (5 marks)
 - (a) State three ways in which the business can improve customer satisfaction. (3 marks)
 - (b) State two benefits of high customer satisfaction to a business. (2 marks)

SECTION C — GOVERNMENT, GLOBAL INFLUENCE AND FINANCIAL RECORDS

10. Public finance involves the management of government revenue and expenditure. **(8 marks)**

- (a)** State three sources of public revenue. **(3 marks)**
- (b)** State three reasons why the government imposes taxes. **(3 marks)**
- (c)** State two types of customs duties. **(2 marks)**

11. A Kenyan business buys goods from another country and sells locally. International trade involves different terms of sale and payment. **(10 marks)**

- (a)** Distinguish between imports and exports. **(4 marks)**
- (b)** State three benefits of international trade to a country. **(3 marks)**
- (c)** State three methods/terms of payment used in international trade. **(3 marks)**

12. The following information relates to a business at the end of a financial period: cash KSh 25,000; bank KSh 40,000; stock KSh 85,000; furniture KSh 60,000; debtors KSh 30,000; creditors KSh 35,000; bank loan KSh 50,000. **(10 marks)**

- (a)** Calculate the total assets of the business. **(3 marks)**
- (b)** Calculate the total liabilities of the business. **(2 marks)**
- (c)** Calculate the net worth of the business. **(3 marks)**
- (d)** State two reasons why financial records are important to a business. **(2 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

CHRISTIAN RELIGIOUS EDUCATION

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Write your name and assessment details in the spaces provided.
- b) Answer ALL questions.
- c) Read each question carefully before answering.
- d) Where a question asks for explanations, give clear and relevant points.
- e) Use appropriate biblical references where requested.
- f) Write neatly and ensure that all parts of each question are answered.
- g) Check your work before submitting the paper.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–10	20	
B	11–16	40	
C	17–22	40	

SECTION A — SHORT ANSWER QUESTIONS

Answer ALL questions. (20 marks)

1. State two reasons why the Bible is described as the inspired Word of God. (2 marks)
2. Name two methods of studying the Bible. (2 marks)
3. State two ways Christians can demonstrate good stewardship over God's creation. (2 marks)
4. State two consequences of the Fall of human beings according to the Genesis account. (2 marks)
5. State two major events associated with the Exodus of the Israelites from Egypt. (2 marks)
6. State two purposes of the Sinai Covenant. (2 marks)
7. Give two ways in which a Christian can demonstrate loyalty to God. (2 marks)
8. State two characteristics that can help a person distinguish a true prophet from a false prophet. (2 marks)
9. Name two books/categories of books found in the New Testament. (2 marks)
10. State two teachings of Jesus from the Galilean Ministry that are relevant to Christians today. (2 marks)

SECTION B — STRUCTURED QUESTIONS

Answer ALL questions. (40 marks)

11. The Old Testament contains teachings that continue to influence Christian life. (8 marks)
 - (a) Explain four lessons Christians can learn from the account of the Exodus. (4 marks)
 - (b) Explain two ways the Ten Commandments can guide Christians in daily life. (4 marks)
 12. Prophets addressed moral and social issues in Israel. (8 marks)
 - (a) Explain four circumstances surrounding Elijah's flight to Mount Horeb and his encounter with God. (4 marks)
 - (b) State and explain four teachings of Prophet Amos that are relevant to society today. (4 marks)
 13. The New Testament presents Jesus' life, ministry and teachings. (8 marks)
 - (a) Explain four ways John the Baptist prepared the way for Jesus Christ. (4 marks)
 - (b) Explain four lessons Christians can learn from the temptations of Jesus. (4 marks)
-

- 14. Jesus' Galilean Ministry included teachings, miracles and parables. (8 marks)**
- (a) Explain four teachings of Jesus from the Sermon on the Plain that can guide Christians today. (4 marks)**
- (b) Explain two miracles of Jesus and state one lesson from each. (4 marks)**
- 15. Paul addressed important challenges in the early Church. (8 marks)**
- (a) State four causes of divisions in the Church at Corinth. (4 marks)**
- (b) Explain four ways Paul addressed moral challenges in the Corinthian Church. (4 marks)**

SECTION C — EXTENDED APPLICATION AND CHRISTIAN LIVING

Answer ALL questions. (40 marks)

- 16. The Holy Spirit plays an important role in the life of the Church and the Christian. (8 marks)**
- (a) Explain four roles of the Holy Spirit in the life of a Christian. (4 marks)**
- (b) Describe four gifts of the Holy Spirit and explain how they can be used in the Church today. (4 marks)**
- 17. The Christian doctrine of the Trinity teaches about the one God in three Persons. (6 marks)**
- (a) Explain the meaning of the Holy Trinity. (2 marks)**
- (b) State two ways belief in the Trinity influences Christian life. (2 marks)**
- (c) State two reasons why Christians should promote unity despite differences. (2 marks)**
- 18. Baptism and Holy Communion/Lord's Supper are important Christian sacraments. (6 marks)**
- (a) Explain three reasons why baptism is important in the life of a Christian. (3 marks)**
- (b) Explain three reasons why Holy Communion/Lord's Supper is important to Christians. (3 marks)**
- 19. A group of learners is discussing ethical issues facing young people today. (8 marks)**
- (a) Identify four sources of Christian ethics. (4 marks)**
- (b) Explain two ways Christian ethical principles can help young people make moral decisions. (4 marks)**
- 20. Human dignity and responsible relationships are important Christian concerns. (8 marks)**
- (a) Explain four forms or causes of gender-based violence and state how Christians can help prevent it. (4 marks)**

- (b)** Explain two Christian teachings that should guide male-female relationships and responsible sexual behaviour. **(4 marks)**
- 21.** Marriage and family are presented in the curriculum as sacred institutions. **(6 marks)**
- (a)** Explain three Christian teachings on marriage and family life. **(3 marks)**
- (b)** State three challenges facing families today and suggest a solution for each. **(3 marks)**
- 22.** Modern science, medicine and technology raise questions for Christians but also create opportunities. **(6 marks)**
- (a)** Explain two Christian views on euthanasia and the sanctity of human life. **(2 marks)**
- (b)** Explain two Christian considerations concerning cosmetic plastic surgery. **(2 marks)**
- (c)** Give two ways Christians can use modern technology creatively to spread the Gospel or improve people's lives. **(2 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

LITERATURE IN ENGLISH

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Answer ALL questions.*
- b) Read each literary extract carefully before answering the questions that follow.*
- c) All answers must be written in the spaces provided or continued neatly where necessary.*
- d) Support analytical answers with relevant evidence from the given extract where required.*
- e) Use clear, grammatical and well-organised language.*
- f) For poetry, fiction and non-fiction questions, distinguish between what the text states and what you infer from it.*
- g) Where a question asks for a personal response, ensure that it is supported by the text or the task requirements.*
- h) Check that all questions have been attempted before submitting the paper.*

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A — Oral Literature	1–5	25	
B — Poetry	6–9	25	
C — Fiction	10–16	35	
D — Non-Fiction	17–20	15	

SECTION A — ORAL LITERATURE (25 MARKS)

ORAL NARRATIVE

A village elder told a group of learners the following story. Long ago, a young farmer named Nuru found a broken calabash beside the river. He repaired it and used it to carry water to an elderly neighbour every morning. One dry season, the river became shallow. Nuru's friends advised him to keep the little water for his own family, but he continued sharing what he could. One evening, heavy clouds gathered and rain filled the river. The neighbour thanked Nuru and reminded the young people that generosity is not measured by the size of what one gives. The elder ended the story by saying, “A small calabash may still quench a great thirst.”

1. State two features of oral narratives evident in the story. **(2 marks)**

2. Explain the moral lesson conveyed by the narrative. **(3 marks)**

3. Explain the function of the proverb-like statement, “A small calabash may still quench a great thirst.” **(3 marks)**

INITIATION SONG — ORIGINAL CLASSROOM TEXT

Rise, young one, rise and learn,

Carry the wisdom elders give;

Step with courage, serve the people,

Carry our name with dignity.

Rise, young one, rise and learn.

(4 marks)

5. A school wishes to conduct fieldwork on short forms of oral literature in its community.

(13 marks)

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SECTION B — POETRY (25 MARKS)

POEM — “THE ROAD AT DAWN”

The road wakes slowly under silver light,
A bicycle whispers through the mist;
The market doors yawn open one by one,
While mothers call the morning into motion.
I carry yesterday inside my footsteps,
Yet every sunrise asks me to begin.
Walk gently, traveller, the road remembers,
And every choice leaves a mark behind.

- 6. Identify the persona and describe the mood created in the poem. (4 marks)**

- 7. Explain two sound or language patterns used in the poem and show how each contributes to meaning. (6 marks)**

- 8. Analyse the subject matter and one theme in the poem. (6 marks)**

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9. Explain how imagery, metaphor or personification is used to make the poem effective. Refer to at least two examples. **(9 marks)**

SECTION C — FICTION (35 MARKS)

SHORT STORY EXTRACT — “THE LAST BUS”

At half past five, Kendi reached the bus stage and saw the last bus preparing to leave. In her hand was a small envelope containing the application form she had spent three weeks completing. If she missed the bus, she would miss the interview the next morning.

A boy near the gate suddenly dropped a bag of oranges. The fruit rolled across the road. People stepped around him, but Kendi stopped. She gathered the oranges and helped him tie the torn bag. When she finally reached the bus, the conductor was closing the door.

“Wait!” she called.

The conductor looked at the envelope in her hand. “You have one minute.”

Kendi climbed aboard, breathing hard. As the bus moved away, she saw the boy waving from the gate. She smiled. The journey ahead was uncertain, but she had learnt that urgency did not have to destroy kindness.

10. State the setting and give one reason why the setting is important to the events. **(4 marks)**
-
-
-
-

11. Describe Kendi's character using two traits supported by evidence from the extract. (6 marks)

12. Explain how the writer creates suspense in the extract. (5 marks)

13. Identify two stylistic/language features used in the extract and explain their effect. (5 marks)

14. State two themes or values evident in the extract and explain how each is developed. (6 marks)

PLAY EXTRACT — “THE EMPTY CHAIR”

MAMA: You promised to return before sunset.

TOMA: I know. The meeting lasted longer than we expected.

MAMA: And you did not think to send a message?

TOMA: My phone had no charge. I should have borrowed one.

(Mama looks at the empty chair beside the doorway.)

MAMA: Your father used to sit there when he wanted us to listen. A home cannot run on promises alone.

TOMA: Then tell me what I should do.

MAMA: Start by keeping the next promise.

15. Identify two performance techniques that could be used when presenting this scene and explain how each would communicate meaning to an audience. **(4 marks)**

16. Explain one thematic concern in the play extract and show how dialogue or stage action develops it. **(5 marks)**

SECTION D — NON-FICTION (15 MARKS)

PERSONAL JOURNAL EXTRACT

Monday, 14 July

Today I failed to make the school team. For a few minutes I wanted to blame the coach, the rain and even my shoes. Later, I realised that I had arrived late for several practices. I wrote three things in my notebook: arrive early, practise consistently, and listen to feedback. I still feel disappointed, but I also feel strangely hopeful. Perhaps failure can become useful when it is honest enough to teach you something.

17. Identify the point of view and state one stylistic feature of the journal extract. **(3 marks)**

18. Explain how the writer uses the journal to demonstrate self-reflection and personal growth. **(4 marks)**

LITERARY JOURNALISM — ORIGINAL REPORT

At 7.30 a.m. on Saturday, volunteers gathered at Mwangaza Community Library to repair damaged shelves and sort donated books. The activity was organised by a youth reading group after members noticed that younger readers had few age-appropriate storybooks. By midday, three shelves had been repaired and more than 200 books had been sorted. The organisers said the project would continue during the school holiday.

19. State two features of literary journalism present in the report. **(3 marks)**

20. Explain two ways the report combines factual information with a literary or human-interest element. **(5 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

FASIHI YA KISWAHILI

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

MAELEKEZO KWA WATAHINIWA

1. Andika jina lako na taarifa zote muhimu katika nafasi ulizopewa.
2. Karatasi hii ina sehemu mbili: **A na B.**
3. Jibu maswali yote katika sehemu zote mbili.
4. Tumia lugha ya Kiswahili sanifu katika majibu yako.
5. Andika majibu yako katika nafasi ulizoachiwa.
6. Usiondoe ukurasa wowote wa karatasi hii.

KWA MATUMIZI RASMI PEKEE (MATUMIZI YA MTAHINI)

SEHEMU	SEHE MU A	SEHE MU B	ASILI MIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI1	CHI2
WIGO LA ALAMA	ALAM A 50	ALAM A 20		90– 100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI				POIN TI 8	POIN TI 7	POIN TI 6	POIN TI 5	POIN TI 4	POIN TI 3	POIN TI 2	POIN TI 1
JUMLA YA ALAMA ZA MWANA FUNZI											

SEHEMU A: ALAMA 30

SWALI LA 1 – FASIHI SIMULIZI (Alama 10)

Soma kifungu kifuatacho kisha ujibu maswali yanayofuata.

Hapo zamani za kale, katika sehemu yenye vilima na mabonde ya kijani kibichi, palikuwa na kijiji kilichoitwa **Mwangaza**. Kijiji hicho kilijulikana kwa mshikamano wa wanajamii, kuheshimu wazee na kuhifadhi mila na desturi zao. Kila jioni baada ya shughuli za siku kumalizika, wanakijiji walikuwa wakikusanyika chini ya mti mkubwa uliokuwa katikati ya kijiji. Wanaume, wanawake, vijana na watoto walikaa kwa utulivu huku wakisubiri wazee wawasimulie hadithi za zamani.

Miongoni mwa wazee waliopenda sana kusimulia hadithi alikuwa **Mzee Baraka**. Alikuwa na kipawa cha kutumia sauti, ishara za mwili na nyuso mbalimbali wakati wa kusimulia. Hadhira yake ilikuwa ikifuatilia kwa makini kila neno alilolitamka. Mara kwa mara, aliwauliza wasikilizaji maswali na kuwapa nafasi ya kujibu au kurudia baadhi ya kauli zilizokuwa muhimu katika hadithi. Siku moja, Mzee Baraka aliwasimulia vijana hadithi ya sungura mjanja aliyekuwa akiishi msituni pamoja na wanyama wengine. Sungura alikuwa mwenye akili nyingi na aliweza kufikiri haraka wakati wa matatizo. Hata hivyo, wakati mwingine alitumia ujanja wake kuwadanganya wanyama wengine ili ajinufaishe. Katika tukio moja, sungura aliwashawishi wanyama waamini kwamba kulikuwa na mnyama mkubwa aliyekuwa akija kuwashambulia. Wanyama waliingiwa na hofu na wakaanza kukimbia bila kuchunguza ukweli wa jambo hilo.

Baadaye, wanyama waligundua kwamba sungura alikuwa amewadanganya kwa sababu alitaka kupata chakula chao na kujinufaisha peke yake. Wanyama walikasirika na kumkabili. Sungura alitambua kosa lake na kuwaomba msamaha. Wazee wa wanyama walimshauri kwamba akili na busara ni zawadi zinazopaswa kutumiwa kwa manufaa ya jamii, si kwa kuwadanganya au kuwadhuru wengine.

Mzee Baraka alipomaliza kusimulia hadithi hiyo, aliwatazama vijana na kuwauliza walichojifunza. Vijana walijadili kwa pamoja na kusema kuwa mtu mwenye akili hapaswi kutumia uwezo wake vibaya. Walieleza pia kuwa ukweli, ushirikiano, uaminifu na kuheshimiana ni muhimu katika jamii. Mzee Baraka aliwapongeza na kuwaambia kwamba hadithi kama hizo zilikuwa sehemu muhimu ya urithi wa jamii yao.

Kabla ya kuondoka, mzee huyo aliwakumbusha vijana kuwa Fasihi Simulizi haipaswi kutoweka kwa sababu ya mabadiliko ya maisha na maendeleo ya teknolojia. Aliwataka wajifunze kusimulia hadithi, nyimbo, methali na vitendawili kwa vizazi vijavyo. Vijana walikubaliana na ushauri wake na kuahidi kushiriki katika kuhifadhi utamaduni wao. Tangu siku hiyo, baadhi yao walianza kukusanya na kurekodi hadithi za wazee ili zisipotee.

Maswali

(a) Taja sifa mbili za Fasihi Simulizi zinazojitokeza katika kifungu hiki.

(Alama 2)

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(b) Mti mkubwa uliotajwa katika kifungu umetumiwa kama mazingira ya aina gani ya uwasilishaji wa Fasihi Simulizi? **(Alama 1)**

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.....

.....

(c) Taja **maudhui mawili** yanayojitokeza katika kifungu hiki. **(Alama 2)**

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.....

.....

(d) Eleza **umuhimu wa wazee** katika kuhifadhi Fasihi Simulizi kwa kurejelea kifungu. **(Alama 2)**

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.....

(e) Taja **vipengele vitatu** ambavyo msimulizi anaweza kutumia ili kufanya hadithi yake ivutie hadhira. **(Alama 3)**

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SWALI LA 2 – SEMI NA MBINU ZA KIFASIHI (Alama 10)

Jibu maswali yote.

(a) Eleza maana ya istilahi zifuatazo. **(Alama 4)**

(i) Tashbihi. **(Alama 1)**

.....

.....

(ii) Sitiari. **(Alama 1)**

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.....

(iii) Tashihisi. (Alama 1)

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.....

(iv) Taktiri. (Alama 1)

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.....

(b) Tambua mbinu ya kifasihi iliyotumika katika kila sentensi ifuatayo. (Alama 4)

(i) Asha ni simba katika uwanja wa mjadala. (Alama 1)

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.....

(ii) Macho yake yalikuwa kama nyota angani. (Alama 1)

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.....
.....

(iii) Upepo ulivuma na kuimba kwa huzuni. (Alama 1)

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.....

(iv) Twende, twende, twende hadi tufike. (Alama 1)

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.....

(c) Eleza umuhimu mmoja wa kutumia mbinu za lugha katika kazi ya kifasihi. (Alama 1)

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.....
.....

(d) Taja sifa moja ya lugha ya kifasihi inayotofautisha lugha hiyo na lugha ya kawaida.
(Alama 1)

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.....

SWALI LA 3 – UHAKIKI WA KIFASIHI (Alama 10)

Jibu maswali yote.

(a) Tofautisha kati ya *fani* na *maudhui* katika kazi ya kifasihi. (Alama 2)

.....
.....
.....

**(b) Taja vipengele vinne vya fani vinavyoweza kuchanganuliwa katika kazi ya kifasihi.
(Alama 4)**

- (i)
(ii)
(iii)
(iv)

(c) Eleza umuhimu wa wahusika katika kazi ya kifasihi. (Alama 2)

.....
.....
.....

(d) Kwa nini mazingira ni muhimu katika kazi ya kifasihi? (Alama 2)

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SEHEMU B: ALAMA 50

SWALI LA 4 – (Alama 10)

Soma hadithi lifuatalo kisha ujibu maswali yanayofuata.

Juma alisimama mbele ya nyumba yao akiwa ameshika barua mkononi. Alikuwa amepokea habari ambazo alikuwa akizisubiri kwa hamu kwa muda mrefu. Baada ya kufanya mtihani wa mwisho wa shule, alikuwa ametuma maombi ya kujiunga na shule aliyokuwa akiitamani kwa miaka mingi. Sasa alikuwa amepata nafasi hiyo. Hata hivyo, badala ya kushangilia, Juma alibaki kimya huku akiitazama barua hiyo kwa makini.

Mama yake alipotoka jikoni, alimwona mwanawe akiwa amesimama uani bila kusema lolote. “Mbona umesimama hapo kama mtu aliyepoteza njia?” mama aliuliza kwa mshangao.

Juma hakujibu mara moja. Alimkabidhi mama yake barua hiyo bila kusema neno. Mama alifungua barua na kuanza kuisoma. Alipomaliza, macho yake yalijaa machozi ya furaha.

“Mwanangu, hii ndiyo matunda ya bidii. Nakumbuka ulivyokuwa ukisoma hadi usiku na kuamka mapema kila siku. Usisahau ulipotoka wala watu waliokusaidia kufikia hapa,” alisema mama yake.

Juma akatabasamu na kumshukuru mama yake. Alikumbuka siku ambazo alikuwa akisoma chini ya mwanga hafifu baada ya umeme kukatika. Wakati mwingine alitembea umbali mrefu kwenda shuleni, lakini hakukubali changamoto hizo zimzuie kufikia malengo yake. Marafiki zake walipokuwa wakicheza, yeye alitumia muda wake mwingi kufanya mazoezi na kusoma.

“Mama, sitawaangusha. Nitafanya kila niwezalo ili nifanikishe masomo yangu,” Juma alisema kwa ujasiri.

Mama yake akamshika begani na kumtazama kwa upendo.

“Kumbuka, mwanangu, elimu ni ufunguo wa maisha. Lakini mafanikio ya kweli hayapimwi kwa alama pekee. Nidhamu, unyenyekevu na kuwaheshimu wengine ni muhimu pia.”

Juma alitikisa kichwa kukubaliana naye. Alijua kuwa nafasi aliyokuwa ameipata haikuwa mwisho wa safari yake bali mwanzo wa safari mpya. Alikuwa tayari kukabiliana na changamoto zilizokuwa mbele yake. Akiwa ameshikilia barua hiyo kifuni, aliingia nyumbani akiwa na matumaini mapya.

(a) Taja wahusika wawili wanaojitokeza katika dondoo. (Alama 2)

- i.
- ii.

(b) Eleza sifa mbili za Juma zinazojitokeza katika dondoo. (Alama 2)

- i.
.....
- ii.
.....

(c) Bainisha maudhui mawili yanayojitokeza katika dondoo hili. (Alama 2)

- i.
.....
- ii.
.....

(d) Eleza mbinu moja ya lugha iliyotumiwa katika dondoo hili. (Alama 1)

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.....
.....

(e) Eleza umuhimu wa mazungumzo katika dondoo hili. (Alama 1)

.....

.....

.....

(f) Pendekeza kichwa mwafaka cha dondoo hili na utoe sababu moja ya jibu lako. (Alama 2)

Kichwa:

Sababu:

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SWALI LA 5 – USHAIRI (Alama 10)

Soma shairi lifuatalo kwa makini kisha ujibu maswali yanayofuata.

Usikate tamaa, mwana,
 Ukikumbana na shida,
 Jitahidi kila jana,
 Kesho yako iwe bora.
Njia huwa na miiba,
 Safari huwa na vikwazo,
 Mvumilivu hushinda,
 Na mwenye bidii hufika.
Elimu ni taa njiani,
 Maarifa ni nguvu yako,
 Usidharau juhudi,
 Maisha yatang'ara.
Unaposhindwa usilie,
 Inuka uanze tena,
 Kila hatua unayopiga,
 Yakujenga kesho njema.
Usiogope changamoto,
 Zikukomaze katika maisha,
 Kwa bidii na uvumilivu,
 Utafikia malengo yako.

MASWALI

(a) Shairi hili linahusu nini? (Alama 1)

.....
.....

(b) Taja maudhui mawili yanayojitokeza katika shairi hili. (Alama 2)

(i)

(ii)

(c) Eleza maana ya mshororo ufuatao kama ulivyotumiwa katika shairi. (Alama 2)

“Elimu ni taa njiani.”

.....
.....
.....

(d) Taja mbinu mbili za lugha zilizotumiwa katika shairi hili. (Alama 2)

(i)

(ii)

(e) Eleza ujumbe unaopatikana katika shairi hili. (Alama 2)

.....
.....
.....

(f) Taja sifa moja ya mshairi inayoweza kubainishwa kutokana na shairi hili. (Alama 1)

.....
.....

SWALI LA 6 – TAMTHILIA (Alama 10)

Soma dondoo lifuatalo kwa makini kisha ujibu maswali yanayofuata.

DINCO: Katika karne hii bado unapima uwezo wa kiongozi kwa kigezo cha jinsia? Hii ni dunia ya usasa leo, ndugu. (Anaweka kibonzo cha sungura aliyebeba kipaza sauti na kuuliza kama kidatu kipo sawa.)

KIZITO: Visiki vyote lazima viondolewe. Awezaye kuviangusha ni Mulika tu! Wampendaye wampenda kwa dhati na wamchukiaye nao humchukia kwa dhati. (Anaweka kibonzo kinachofagia.)

MBUYU: Ee bwana, siasa si chakacha, ni misuli ya kupigana na mibabe, ni kampeni za maneno matamu ya kupata kura. Huo usasa mnaozungumzia hauna msingi. Siasa si mashindano ya urembo na mavazi... *(Anaweka kibonzo kinachopiga yowe.)*

KIZITO: Wewe umepofushwa na vipeni vichache unavyotumiwa kila juma kupitia simu. Mtegemea nundu...

MBUYU: Nani kakuzuia nawe usivipate? Ukitaka kula asali, kaa na nyuki...

KIZITO: Lazima uchunguze malighafi anayoitumia nyuki kwenye sega. Nyuki wa siku hizi si nyuki asili. Ni mfano wa nyuki. Hawaaminiki. Raundi hii mawimbi ya mabadiliko yametufikia.

MBUYU: *(Anaweka vibonzo viwili vinavyocheka hadi kutoa machozi.)* Eti mabadiliko? Nguo kuukuu haiwi mpya kwa kupigwa viraka. Mulika ni adui wa maendeleo na ufanisi.

MUSA: Kwa nini umeamua kuondoka kijijini bila kuwaambia wazazi wako?

NEEMA: Niliogopa kwamba hawangenielewa.

MUSA: Lakini kukimbia tatizo hakutalimaliza.

NEEMA: Unafikiri nifanye nini basi?

MUSA: Waambie ukweli. Wazazi wanaweza kukasirika, lakini baadaye wataelewa.

NEEMA: Labda uko sahihi. Nimekuwa nikikimbia kwa sababu ya hofu.

MUSA: Ujasiri si kutokuwa na hofu. Ujasiri ni kukabiliana na hofu.

MASWALI

(a) Taja wahusika wawili wanaojitokeza katika dondoo hili. (Alama 2)

(i)

(ii)

(b) Eleza sifa mbili za Musa zinazojitokeza katika dondoo. (Alama 2)

(i)

.....
.....

(ii)

.....
.....

(c) Taja maudhui mawili yanayojitokeza katika dondoo hili. (Alama 2)

(i)

(ii)

(d) Eleza umuhimu wa matumizi ya mazungumzo katika tamthilia. (Alama 2)

.....
.....

(e) Taja mbinu moja ya kisanaa inayojitokeza katika dondoo hili na ueleze jinsi ilivyotumiwa. (Alama 2)

Mbinu:

Maelezo:

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.....
.....

SWALI LA 7 – FASIHI SIMULIZI NA JAMII (Alama 10)

Jibu maswali yote.

(a) Eleza tofauti kati ya Fasihi Simulizi na Fasihi Andishi kwa kuzingatia vipengele vifuatavyo. (Alama 6)

(i) Uwasilishaji (Alama 2)

Fasihi Simulizi:

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.....
.....

Fasihi Andishi:

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.....
.....

(ii) Uhifadhi (Alama 2)

Fasihi Simulizi:

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.....
.....

Fasihi Andishi:

.....
.....
.....

(iii) Hadhira (Alama 2)

Fasihi Simulizi:

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.....

Fasihi Andishi:

.....
.....
.....

(b) Taja vipera vinne vya Fasihi Simulizi. (Alama 2)

- (i)
- (ii)
- (iii)
- (iv)

(c) Eleza umuhimu wa Fasihi Simulizi katika jamii ya kisasa. (Alama 2)

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SWALI LA 8 – UHAKIKI WA KAZI YA KIFASIHI (Alama 10)

(Alama 10)

Jibu swali hili kwa kurejelea kazi yoyote ya kifasihi uliyosoma darasani.

Kazi ya kifasihi huakisi maisha ya watu na changamoto wanazokumbana nazo katika jamii. Kwa hivyo, **“Kazi ya kifasihi huwa kioo cha jamii.”**

Thibitisha kauli hii kwa hoja tano, ukitoa mifano mwafaka kutoka katika kazi ya kifasihi uliyosoma. (Alama 10)

[illegible]

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

COMMUNITY SERVICE LEARNING

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

1. *Write* your name and assessment details in the spaces provided.
2. *Read* all questions carefully before answering.
3. *Answer* all questions.
4. *Give* clear, relevant and well-organized responses based on Community Service Learning concepts.
5. *Where* a scenario is provided, apply the principles of the curriculum to the situation described.
6. *Use* examples from community contexts where required.
7. *Write* clearly and legibly.
8. *Check* the question paper to ensure that all questions are present.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–4	20	
B	5–7	20	
C	8–10	20	

TOTAL: 60 MARKS

SECTION A — ACTION RESEARCH

1. Define action research and state two characteristics that distinguish it from ordinary research.
(4 marks)

2. A Grade 10 class notices that littering around the school gate is increasing. State four reasons why clearly identifying the problem is important before beginning an action research project.
(4 marks)

3. State the four main stages in the action research cycle given in the curriculum and briefly explain what happens at each stage. **(8 marks)**

4. Differentiate between primary and secondary data, then give one suitable example of each that learners could use when investigating a community problem. **(4 marks)**

SECTION B — PROBLEM IDENTIFICATION AND INTERVENTION

5. A school community identifies frequent water wastage as a problem.

(a) State three appropriate data-collection tools that could be used to investigate the problem.

(3 marks)

(b) For each tool, state one type of information it could provide.

(3 marks)

(c) Explain one way of analysing the collected data before deciding on an intervention. **(2 marks)**

6. A learner team has identified poor waste segregation as a community problem. Propose a suitable intervention and prepare an implementation outline showing: the objective, two activities, people responsible, resources required, a time frame, and one indicator that could be used to monitor progress.

(6 marks)

7. Explain three ways reflective meetings can help a team improve an action research intervention while it is being implemented. **(6 marks)**

SECTION C — SOCIAL ENTREPRENEURSHIP

8. Distinguish between social entrepreneurship and an ordinary business enterprise. Give two features of a social enterprise. **(6 marks)**

9. A community has many unemployed young people but also produces a large amount of agricultural waste.

(a) Identify one viable social enterprise opportunity arising from this situation. **(2 marks)**

(b) Give three reasons for selecting the opportunity. **(3 marks)**

(c) State one possible social or environmental benefit.

(1 mark)

10. A learner group plans to establish a low-cost social enterprise.

(a) State four major components that should appear in their social enterprise plan. **(4 marks)**

(b) Explain two ways of mobilising resources for the enterprise.

(2 marks)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

ENGLISH

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Write your name and assessment details in the spaces provided.
- b) Answer ALL questions.
- c) Read all questions and stimuli carefully.
- d) Where a listening text is provided, follow the teacher's reading instructions.
- e) Write your answers clearly and use standard English throughout.
- f) Observe the required format in functional and creative writing tasks.
- g) Use the spaces provided; continue neatly where necessary.
- h) Check that all pages and questions are present.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A — Listening & Speaking	1–5	15	
B — Reading	6–10	25	
C — Grammar in Use	11–20	25	
D — Writing	21–24	35	
TOTAL		100	

SECTION A — LISTENING AND SPEAKING (15 MARKS)

The teacher will read the following passage twice. Candidates should listen carefully and answer the questions that follow.

TEACHER'S LISTENING TEXT

At a youth forum on community health and careers, a speaker explained that young people often receive information from many sources at once. Some information is useful, while some may be incomplete or misleading. She advised learners to listen actively, identify the main message, and ask for clarification when a speaker's meaning is unclear. She also reminded them to respect people whose experiences differ from their own. During the discussion, one learner said that artificial intelligence could help hospitals identify illnesses more quickly. Another learner agreed but added that technology should support, rather than replace, responsible human decision-making. The facilitator then asked the group to distinguish facts from opinions. She stated that a hospital may use digital records to store patient information, but the claim that every computer system is always accurate is an opinion that requires evidence. Later, a transport officer announced that a public career exhibition would begin at nine o'clock on Saturday. He asked visitors to filter out unrelated conversations and listen for the names of speakers, venues and times. The forum ended with a reminder that good communication requires turn-taking, polite disagreement, empathy and attention to both spoken words and non-verbal signals.

1. State two techniques the speaker recommended for effective listening. **(2 marks)**

2. Give one fact and one opinion contained in the passage. **(2 marks)**

3. Why should a learner ask for clarification during a conversation? **(2 marks)**

4. State two pieces of specific information a listener should identify from the career exhibition announcement. **(2 marks)**

5. Using the ideas in the passage, explain three ways a learner can demonstrate respectful communication. **(7 marks)**

SECTION B — READING (25 MARKS)

6. Read the following passage and answer the questions that follow. (10 marks)

Every Saturday, Amina visited the community library before joining her friends at the sports ground. One morning she found a notice about a public-sector career forum. The notice explained that the forum would include health workers, engineers, teachers and environmental officers. Amina was interested in several careers, but she knew that choosing a career should involve more than following a friend's preference. She therefore made notes about the qualifications, duties and working environments of different professions. At the forum, one officer explained that successful workers continue learning throughout their careers. Another speaker described a difficult experience in which a team had to solve a problem after an important machine failed. Instead of blaming one another, the team members listened to each other, identified the cause and developed a solution. Amina realised that communication, critical thinking and responsibility could be useful in almost every career. Before leaving, she wrote in her journal that a good career decision should be based on accurate information, personal interests, abilities and realistic opportunities.

(a) Why did Amina make notes about different professions? (2 marks)

(b) State two qualities that the team displayed when solving the machine problem. (2 marks)

(c) What lesson did Amina draw from the career forum? **(2 marks)**

(d) Give the meaning of: (i) qualifications; (ii) realistic. **(2 marks)**

(e) In one sentence, summarise the main idea of the passage. **(2 marks)**

7. Read the following factual text. **(5 marks)**

Public health messages are most effective when they are accurate, clear and directed at a specific audience. A message about road safety, for example, may focus on pedestrians, cyclists, passengers or drivers. A reader should consider the source of a message, identify its purpose and separate evidence from unsupported claims. Reference materials such as dictionaries, manuals, atlases, newspapers and encyclopaedias can help a learner verify unfamiliar information.

(a) State two qualities of an effective public health message. **(2 marks)**

(b) Name two reference materials mentioned in the passage. **(2 marks)**

(c) Why should a reader consider the source of information? **(1 marks)**

8. Study the following notice and answer the questions.

(5 marks)

COMMUNITY CAREER AND HEALTH DAY

Saturday 10 October | 9:00 a.m.–3:00 p.m. | Community Hall

Talks by a nurse, teacher, engineer and environmental officer.

FREE ENTRY. Bring a notebook. Contact: School Office.

(a) State two details that a student would need before attending the event.

(2 marks)

(b) What is the purpose of the notice?

(1 marks)

(c) Suggest two pieces of information that a participant could record during the event for later study.

(2 marks)

9. Explain how a learner can use SQ4R, note-making, paraphrasing and summarising to study a difficult text.

(3 marks)

10. State two strategies that can help a learner understand a text more deeply.

(2 marks)

SECTION C — GRAMMAR IN USE (25 MARKS)

11. Replace the nouns with suitable pronouns: (i) Amina thanked the teacher.

(ii) The players congratulated the players.

(2 marks)

12. Use the correct form: (i) The students _____ (write) their reports every Friday. (ii) By tomorrow, the committee _____ (complete) the questionnaire.

(2 marks)

13. Rewrite correctly using suitable tense/aspect: (i) She is working yesterday. (ii) They have completed the task before the bell rang.

(2 marks)

14. Rewrite using an appropriate adjective or prepositional phrase: (i) The speaker gave a message. (ii) The meeting will be held the hall.

(2 marks)

15. Join each pair using the word in brackets: (i) The candidate was prepared. The candidate remained calm. (and) (ii) The report was short. It contained all the important facts. (but)

(2 marks)

16. Rewrite using appropriate relative or adverbial clauses: (i) The nurse helped the patient. The patient had fainted. (ii) We stayed indoors. It was raining.

(2 marks)

17. Complete using suitable noun clauses beginning with that or what: (i) _____ the team won the match surprised everyone. (ii) I know _____ you need. **(2 marks)**

18. Identify the clause pattern: (i) The students listened. (ii) The teacher gave the class a task. (iii) The coach gave the players advice. **(3 marks)**

19. Rewrite in the passive voice: (i) The committee prepared the report. (ii) The nurse checked the patient. **(2 marks)**

20. Correct the errors: (i) The group of learners are ready. (ii) She gave me many useful informations. (iii) He spoke very careful. **(3 marks)**

SECTION D — WRITING (35 MARKS)

21. Rewrite the paragraph using correct capitalisation and punctuation. Use appropriate commas, quotation marks, a hyphen or dash, and other punctuation where necessary. **(5 marks)**

on saturday the chairperson said our career forum will begin at nine oclock however some students arrived late they explained that the bus was delayed

22. Write an appropriate email to your class teacher apologising for missing a school activity.
Demonstrate suitable format, polite language and netiquette. **(4 marks)**

23. Complete BOTH tasks: (a) Write a brief memo or reminder to Grade 10 learners about a school health and safety activity. (3 marks) (b) Write the opening details of a short incident report about a minor accident at school, including where and when it happened and the key facts. (3 marks)
(6 marks)

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24. Complete BOTH parts: (a) Write a well-organised narrative or descriptive paragraph about an important event in a learner's life. Use vivid sensory details and appropriate paragraph structure. (7 marks) (b) Write a persuasive/expository paragraph arguing why young people should use reliable information when making important decisions about health, careers or income. Support your view with relevant reasons. (10 marks) **(17 marks)**

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

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

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

KISWAHILI - LUGHA

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

MTIHANI JUMUISHI WA MWISHO WA MUHULA WA 3

GREDI YA 10

KISWAHILI — LUGHA

TATHMINI YA JUMLA

MUDA: SAA 2 DAKIKA 30 JUMLA: ALAMA 80

MAAGIZO

- a)** *Jibu maswali yote.*
- b)** *Andika kwa lugha fasaha na kwa mwandiko unaosomeka.*
- c)** *Zingatia maagizo ya kila swali.*
- d)** *Toa majibu kamili pale ambapo swali linahitaji maelezo.*
- e)** *Tathmini hii inahusu kwa jumla mada na mada ndogo zote za Muundo wa Mtaala wa Kiswahili Gredi ya 10.*

SEHEMU A: KUSIKILIZA NA KUZUNGUMZA — ALAMA 20

1. Eleza vipengele vinne vya fani vinavyoweza kuzingatiwa unapochambua matini simulizi.
(4 alama)

2. Taja na ueleze kwa ufupi mambo manne yanayozingatiwa katika matamshi bora ili ujumbe wa msemaji ueleweke. **(4 alama)**

3. Eleza kanuni nne za uzungumzaji wa papo kwa papo katika mawasiliano ya kila siku. **(4 alama)**

4. Eleza vipengele vinne vya usikilizaji husishi vinavyomwezesha msikilizaji kuelewa na kuitikia ujumbe ipasavyo. **(4 alama)**

5. Eleza mambo manne ya kuzingatia katika kusikiliza kwa kuhakiki matini ili kutofautisha hoja halisi na taarifa zisizo sahihi. **(4 alama)**

SEHEMU B: KUSOMA — ALAMA 20

6. Soma kifungu hiki kisha ujibu: “Mazingira safi huanza na maamuzi madogo ya kila siku. Mwanafunzi anayepanga taka, kutumia tena vitu vinavyofaa na kuhimiza wenzake kutunza mazingira huchangia afya ya jamii.” Eleza ujumbe mkuu na hoja tatu zinazounga mkono ujumbe huo. **(4 alama)**

7. Eleza hatua nne za kufuata unapofupisha kifungu cha kupasha habari bila kupoteza ujumbe muhimu. **(4 alama)**

8. Eleza mambo manne ya kuzingatia unapochagua na kusoma matini ya kujichagulia kwa mapana. **(4 alama)**

[illegible]

[illegible]

12. Eleza vipengele vinne muhimu vya insha ya wasifu na kisha taja aina ya taarifa zinazofaa kujumuishwa katika wasifu wa mtu. **(4 alama)**

13. Andika notisi fupi ya shule inayowajulisha wanafunzi kuhusu zoezi la usafi wa mazingira litakalofanyika siku ya Ijumaa. Hakikisha notisi yako ina taarifa nne muhimu. **(4 alama)**

[illegible]

14. Eleza hatua nne za kuhariri matini yako kabla ya kuwasilisha kazi ya mwisho. **(4 alama)**

15. Eleza vipengele vinne muhimu vya kuzingatia unapoandika tafsiri kutoka lugha moja hadi nyingine ili ujumbe wa matini chanzi uhifadhiwe. **(4 alama)**

SEHEMU D: MATUMIZI YA LUGHA — ALAMA 20

16. Tambua aina za maneno katika sentensi hii: “Mwanafunzi mchapakazi alisoma kitabu kizuri kwa makini darasani.” Chagua maneno manne na ueleze aina yake. **(4 alama)**

17. Tunga sentensi moja kwa kila wakati ufuatao: wakati uliopo, wakati uliopita, wakati ujao na wakati uliopo unaoendelea. Tumia vitenzi vinavyofaa. **(4 alama)**

18. Tumia maneno yafuatayo katika sentensi zinazoonyesha kauli husika za vitenzi: kutenda, kutendea, kutendwa na kutendewa. **(4 alama)**

19. Tunga sentensi nne sahihi ukitumia: (a) kinyume cha nomino, (b) kinyume cha kitenzi, (c) kinyume cha kivumishi, na (d) kinyume cha kihusishi. **(4 alama)**

20. (a) Tofautisha sentensi sahili, ambatano na changamano. (b) Eleza kwa ufupi maana ya isimujamii na sajili katika matumizi ya lugha. **(4 alama)**

MWISHO WA KARATASI YA MASWALI

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

INFORMATION COMMUNICATION TECHNOLOGY

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- a) Write your name and assessment details in the spaces provided.
- b) Read all questions carefully before answering.
- c) Answer ALL questions.
- d) Show all working where calculations or step-by-step procedures are required.
- e) Label diagrams, interface components and other visual responses clearly where required.
- f) Use clear and legible handwriting and appropriate ICT terminology.
- g) All answers must be written in the spaces provided where applicable.
- h) Check that all questions and pages are present before handing in the paper.

EXAMINER'S USE ONLY

Section / Question	Question Numbers	Maximum Score	Candidate's Score
Section A	1–8	20	
Section B	9–12	24	
Section C	13–16	20	
Section D	17–18	16	
TOTAL		80	

SECTION A — FOUNDATIONAL STRUCTURED QUESTIONS (20 MARKS)

1. State four components of ICT infrastructure in an organisation. **(4 marks)**

2. Give two application areas of ICT in society and state one benefit of ICT in each area. **(4 marks)**

3. (a) State two functions of an operating system. (b) Give two examples of operating systems used on digital devices. **(4 marks)**

4. Distinguish between a file and a folder in a computing device. **(2 marks)**

5. State two measures that can be used to protect personal information when using online platforms. **(2 marks)**

6. Give two reasons why digital citizenship is important in society.

(2 marks)

7. State two productivity tools that can be used to produce or present information. **(2 marks)**

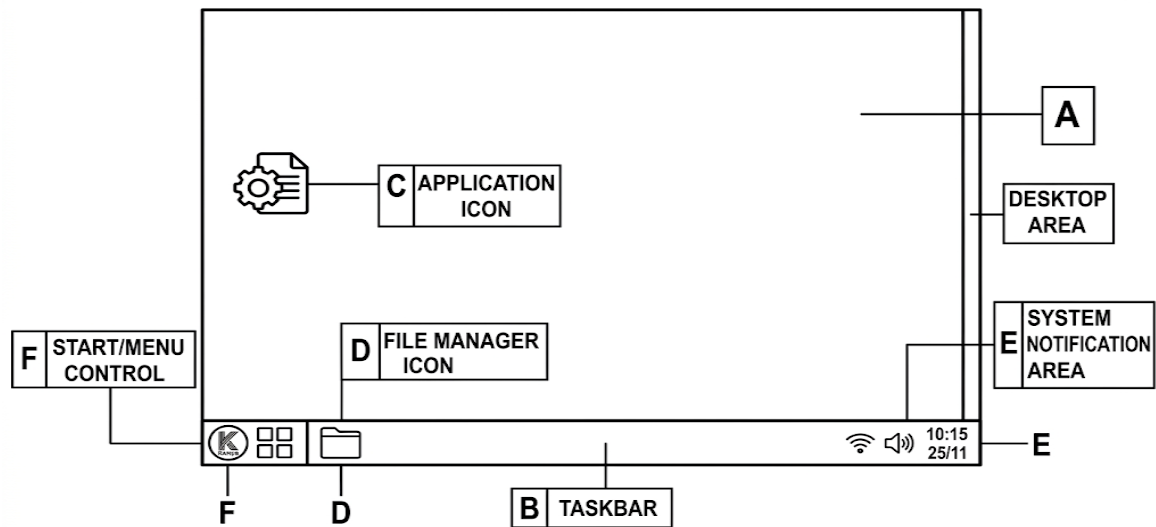
SECTION B — PRODUCTIVITY TOOLS, DATA AND VISUAL REPRESENTATION (24 MARKS)

8. A school is preparing a three-page information leaflet for parents. State four word-processing features that can be used to make the document professional and explain the purpose of each feature. **(8 marks)**

[illegible]

9. A learner has prepared a presentation on road safety for a community audience. (a) State two features that can make the presentation interactive and engaging. (b) Explain one way of using hyperlinks or navigation features to improve the presentation. **(5 marks)**

10. Study the simplified desktop interface below and answer the questions that follow. **(5 marks)**



(a) Identify the component that is primarily used to launch applications and access system options. **(1 marks)**

(b) State two functions of a file manager. **(2 marks)**

(c) State two reasons why a graphical user interface can make interaction with an operating system easier. **(2 marks)**

11. Explain three document-production activities that can be improved through collaboration features in a word processor. **(6 marks)**

SECTION C — INTERNET, DIGITAL CITIZENSHIP AND DIGITAL COMMUNICATION (20 MARKS)

12. A learner needs to obtain reliable information from the Internet for a school project. (a) State three services offered through the Internet. (b) Explain three practices that can help the learner obtain reliable information using search engines. **(7 marks)**

13. A school is connecting a computer to the Internet for the first time. State three components or requirements needed to establish an Internet connection and explain the purpose of each.

(6 marks)

14. Read the situation below. A learner receives a message asking for a password and personal details through an unfamiliar online platform. The learner is also considering sharing the message with friends. (a) Identify two online safety risks in the situation. (b) Explain four responsible digital-citizenship actions the learner should take. **(7 marks)**

SECTION D — INTEGRATED APPLICATION AND PROBLEM SOLVING (16 MARKS)

15. A youth group wants to advertise a community health activity using a desktop-publishing tool.

Describe four steps the group should follow to create a professional publication and identify one publication type suitable for the activity. **(6 marks)**

16. A community organisation uses e-mail, instant messaging and video conferencing to coordinate activities. Explain four ways digital communication can improve collaboration and identify two precautions that should be observed when sharing files or information online. **(6 marks)**

[illegible]

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

PHYSICAL EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

1. Write your name and assessment details in the spaces provided.
2. Read all questions carefully before answering.
3. Answer ALL questions.
4. Use clear and legible handwriting.
5. Where a diagram is provided, study it carefully and respond to the instructions given.
6. Where drawing or labelling is required, make your work clear and accurate.
7. Give practical examples where required.
8. All answers should be written in the spaces provided where applicable.
9. Check that all pages and questions are present before beginning.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–3	30	
B	4–6	30	
C	7–8	20	
TOTAL		80	

SECTION A — GAMES (30 MARKS)

1. Football requires coordinated technical skills, teamwork and safe participation.

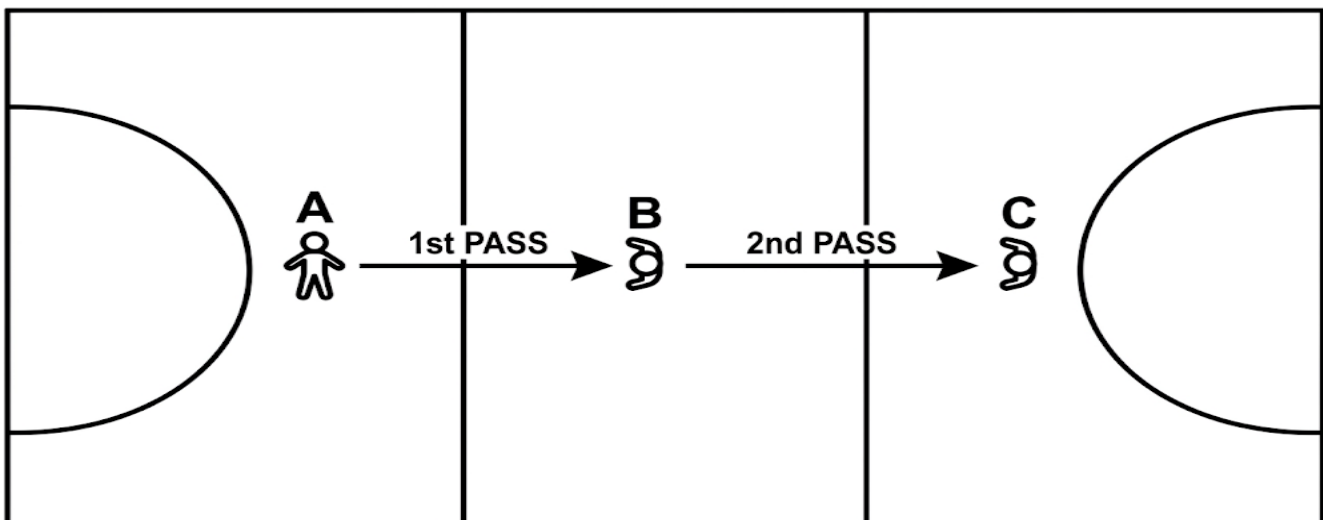
(a) State two correct procedures for restarting play in football. **(2 marks)**

(b) Explain three important coaching points when performing a lofted pass. **(3 marks)**

(c) Describe two ways a defender can use body positioning when marking an opponent. **(2 marks)**

(d) Explain three ways participation in football can contribute to individual wellbeing. **(3 marks)**

2. Study the simplified Netball movement figure below.



(a) Identify the skill sequence represented by the arrows and explain how the movement supports effective passing. **(4 marks)**

(b) State three coaching points for performing a running shot or pass accurately in Netball. **(3 marks)**

(c) Give three benefits of teamwork during a mini Netball game. **(3 marks)**

3. Basketball involves controlled movement, deception and accurate shooting.

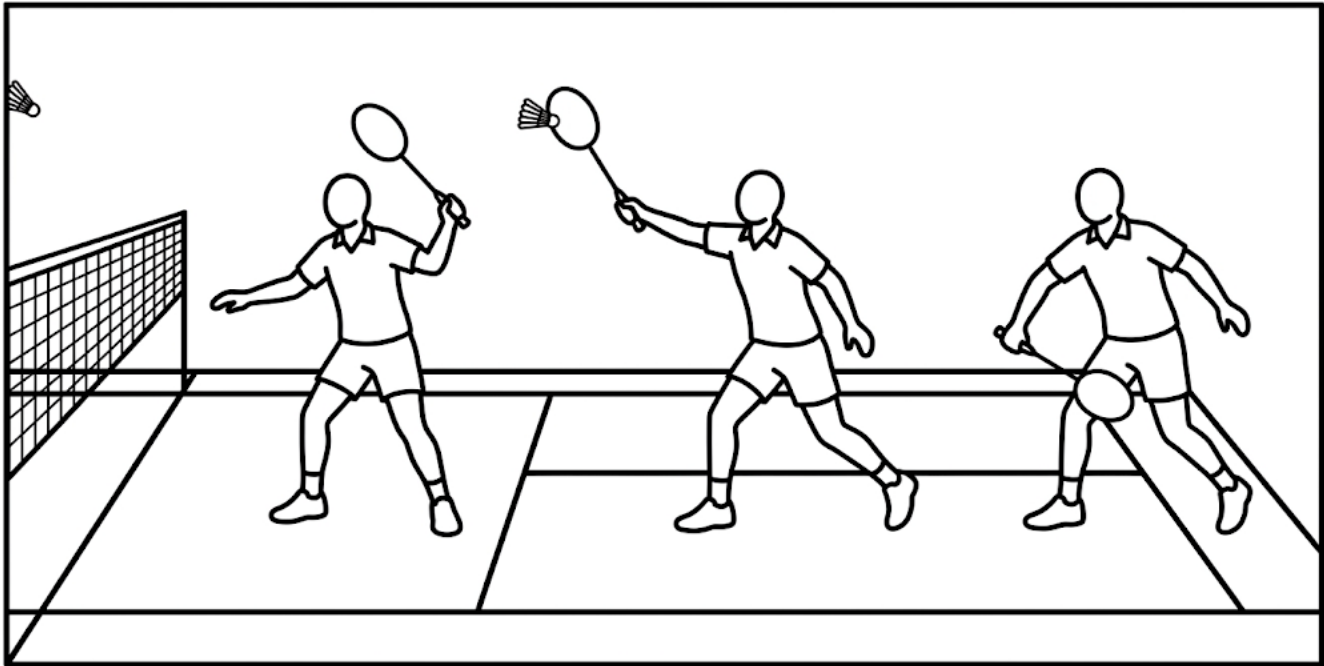
(a) Describe four coaching points for effective crossover dribbling. **(4 marks)**

(b) Explain how faking and feinting can help a player create space for a shot. **(2 marks)**

(c) State two key points for a correct lay-up and two key points for a jump shot. **(4 marks)**

SECTION B — GAMES AND ATHLETICS (30 MARKS)

4. Study the badminton stroke figure below.

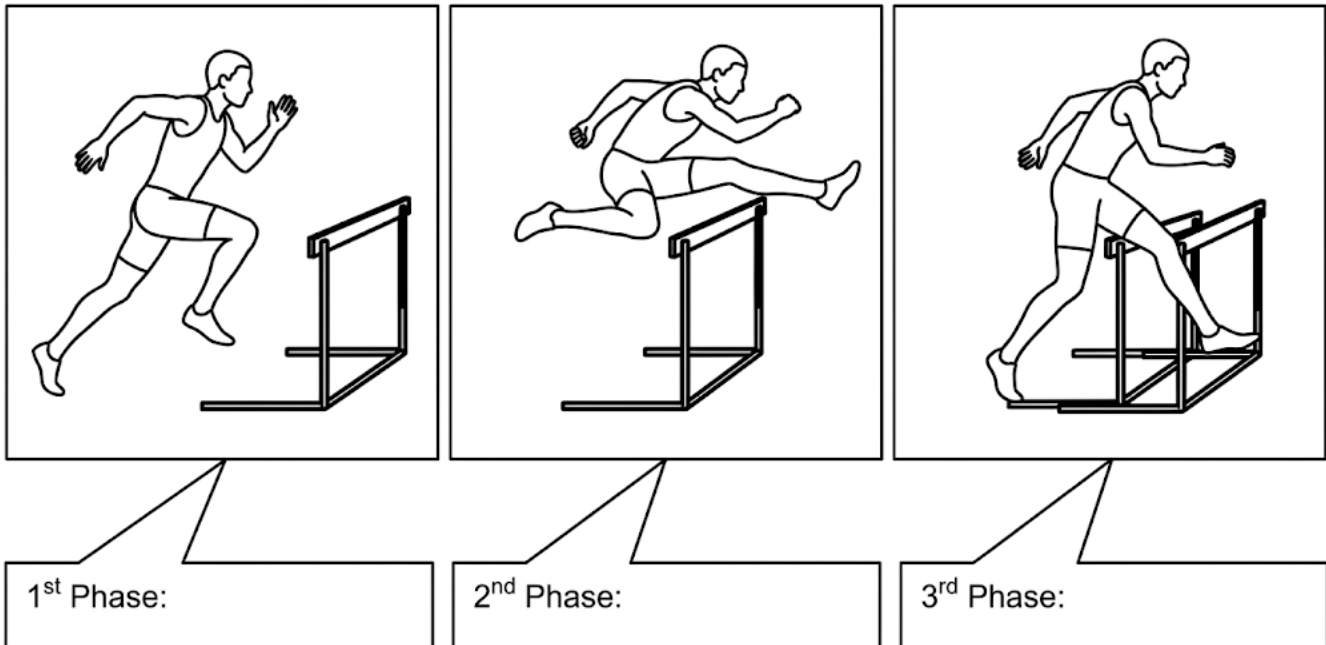


(a) Name the three stages represented in the figure. **(3 marks)**

(b) For any two stages, describe two important technical aspects of grip, stance, swing, contact or follow-through. **(4 marks)**

(c) State three safety or fair-play practices that should be observed during a badminton game.
(3 marks)

5. Hurdling requires coordinated technique from the start to recovery.



(a) Identify the three phases shown. (3 marks)

(b) Explain four safety precautions that should be observed when practising hurdling. (4 marks)

(c) State three ways hurdling can contribute to individual wellness.

(3 marks)

6. Middle-distance running depends on efficient pacing and recovery.

(a) State the three key techniques emphasised in the curriculum for middle-distance races.

(3 marks)

(b) Explain how pacing and breathing contribute to performance in a middle-distance race.

(4 marks)

(c) Give three appropriate recovery practices after a middle-distance race.

(3 marks)

SECTION C — ATHLETICS AND OUTDOOR EDUCATION (20 MARKS)

7. Cross-country running is performed over varied terrain and requires effective management of effort and recovery.

(a) Describe five techniques used in cross-country running, including starting, pacing, terrain management, breathing, finishing or recovery.

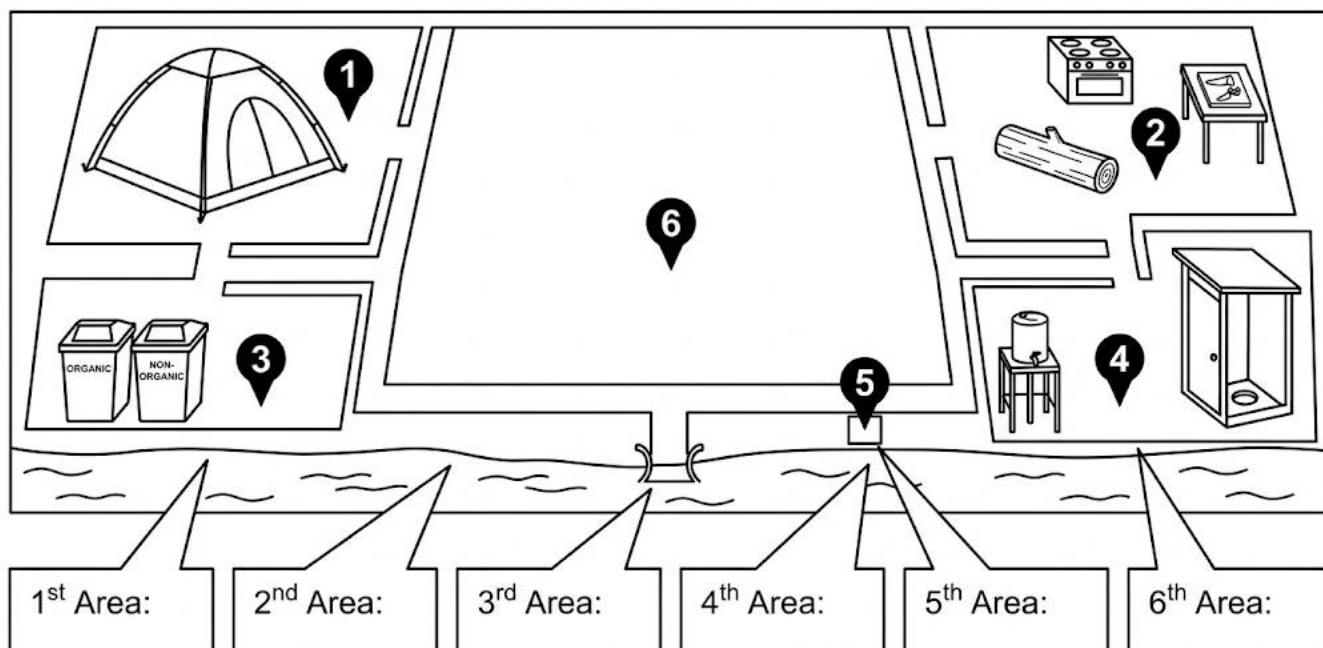
(5 marks)

(b) Explain three ways a learner can maintain safety when running over different terrains. (3 marks)

(c) State two ways cross-country activities can promote environmental awareness. (2 marks)

8. A school is planning a camping adventure. Study the campsite layout below and answer the questions.

CAMPSITE LAYOUT EXERCISE



(a) Identify the six numbered areas in the campsite layout and state one safety consideration for any two of them. **(6 marks)**

(b) State two important considerations when selecting a campsite. **(2 marks)**

(c) Give two examples of responsible activities that may be undertaken during a camping adventure while conserving the environment. **(2 marks)**

END OF QUESTION PAPER- MWALIMU CONSULTANCY LIMITED.

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

ESSENTIAL MATHEMATICS

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- Answer *ALL* questions.
- Show all working clearly. Unsupported answers may not earn full marks.
- Use a calculator where appropriate.
- Give answers to a suitable degree of accuracy where necessary.
- Use $\pi = 22/7$ unless otherwise stated.
- Draw and label diagrams accurately where required.
- All answers must be written in the spaces provided or in the space immediately following each question.

EXAMINER'S USE ONLY

Section	Questions	Maximum Score	Candidate's Score
A	1–5	30	
B	6–10	35	
C	11–15	35	
TOTAL		100	

This is a cumulative assessment of the complete Grade 10 Essential Mathematics Curriculum Design.

SECTION A: NUMBERS AND ALGEBRA

1. (a) Classify each number as rational or irrational: $\sqrt{49}$, $\sqrt[3]{7}$, 0.125, π . (4 marks)

(b) Evaluate: $\frac{3}{4} - \frac{2}{3} \times \frac{9}{8}$. (3 marks)

(c) A patient's temperature changes from 38.6 °C to 37.2 °C. Determine the change in temperature. (2 marks)

2. (a) Simplify: $2^3 \times 2^5 \div 2^4$. (2 marks)

(b) Express 0.00072 in index form and state the value of its reciprocal. (3 marks)

(c) Simplify: $(3^2 \times 3^{-1})^2$.

(3 marks)

3. (a) Factorise completely: $x^2 - 7x + 12$.

(3 marks)

(b) Solve by factorisation: $x^2 - 5x - 14 = 0$.

(4 marks)

(c) The length of a rectangle is 3 m more than its width. Its area is 40 m^2 . Form a quadratic equation and determine its dimensions. **(4 marks)**

4. (a) **Two** similar containers have corresponding lengths in the ratio 2:5. Determine the ratio of their areas. (2 marks)

(b) A model is enlarged using a linear scale factor of 3. State the corresponding area scale factor and volume scale factor. (3 marks)

5. A learner's weekly transport expenditure is shown below. (6 marks)

Day	Mon	Tue	Wed	Thu	Fri
Amount (KSh)	120	150	100	180	200

(a) Calculate the mean daily expenditure. (2 marks)

(b) If the learner has KSh 1,000 for transport, determine the balance after the five days. (2 marks)

(c) Give one reason why organising and interpreting such data can support decision-making.

(2 marks)

SECTION B: MEASUREMENTS AND GEOMETRY

6. The coordinates of A(2, 3) and B(8, 3) are given. A reflection is made in the y-axis. **(6 marks)**

(a) State the coordinates of A' and B'. **(2 marks)**

(b) Describe the transformation used.

(2 marks)

(c) State the perpendicular distance of A from the mirror line before reflection.

(2 marks)

7. A right-angled triangular field has perpendicular sides 9 m and 12 m.

(7 marks)

(a) Determine the length of the hypotenuse.

(2 marks)

(b) Determine $\sin \theta$, $\cos \theta$ and $\tan \theta$ for the angle opposite the 9 m side. **(3 marks)**

(c) A tree is observed from a point on level ground at an angle of elevation of 30° . If the point is 12 m from the foot of the tree, determine the height of the tree. **(2 marks)**

8. (a) A triangle has sides 13 cm and 14 cm enclosing an angle of 30° . Determine its area. **(3 marks)**

(b) Determine the area of a rhombus whose diagonals are 10 cm and 16 cm. **(2 marks)**

(c) A regular hexagon has side length 8 cm. Explain one method that could be used to determine its area. **(2 marks)**

9. A circular garden has radius 14 m. **(7 marks)**

(a) Determine its area. **(3 marks)**

(b) A sector subtends 90° at the centre. Determine the area of the sector. **(2 marks)**

(c) Determine the area of the corresponding segment if the triangle formed by the two radii and chord has area 98 m^2 . **(2 marks)**

10. (a) A cuboid measures 8 cm by 5 cm by 3 cm. Determine its total surface area. **(3 marks)**

(b) A cone has radius 7 cm and height 24 cm. Determine its volume. **(3 marks)**

(c) A container is in the shape of a frustum. State the information required to calculate its volume.

(1 marks)

**SECTION C: VOLUME, COMMERCIAL ARITHMETIC, STATISTICS AND
PROBABILITY**

11. A cylindrical water tank has radius 1.4 m and height 2.5 m. **(6 marks)**

(a) Calculate its capacity in cubic metres. **(3 marks)**

(b) Convert the capacity to litres. **(1 marks)**

(c) If the tank is 80% full, determine the volume of water in it. **(2 marks)**

12. A trader buys goods for KSh 24,000. The goods are sold at a profit of 15%. **(7 marks)**

(a) Determine the profit. **(2 marks)**

(b) Determine the selling price. **(2 marks)**

(c) A customer is given a 10% discount on the selling price. Determine the amount paid by the customer. **(3 marks)**

13. The numbers of books read by 12 learners in a month are: 2, 4, 3, 5, 2, 6, 4, 3, 2, 5, 4, 8.
(8 marks)

(a) Prepare a frequency distribution table. **(3 marks)**

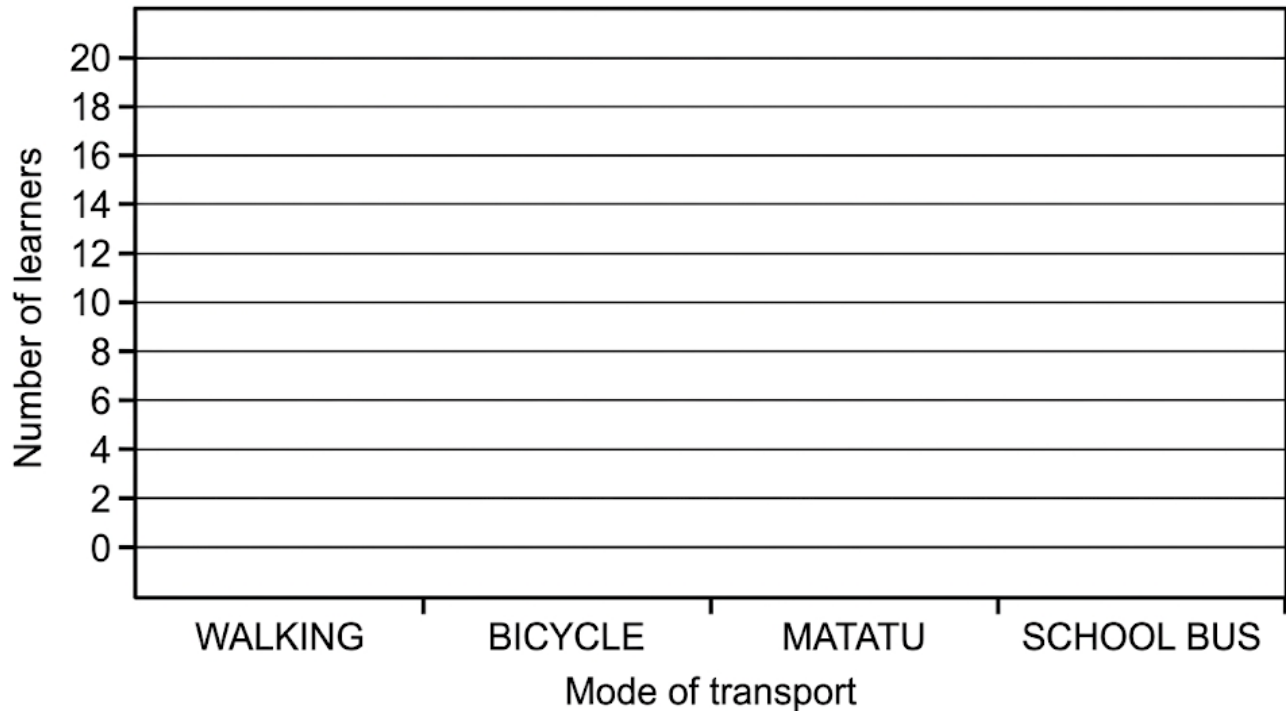
(b) Determine the mode and median. **(3 marks)**

(c) State one conclusion that can be made from the data. **(2 marks)**

14. The following data show the number of learners using different modes of transport to school. (6 marks)

Mode	Walking	Bicycle	Matatu	School bus
Number of learners	12	8	20	10

(a) Draw a suitable bar graph to represent the data. **(3 marks)**



(b) State which mode is most common and give the number of learners using it. **(2 marks)**

(c) Give one reason why a graph can be useful when interpreting data. **(1 marks)**

15. (a) A fair die is rolled once. Determine the probability of obtaining an even number. (2 marks)

(b) A bag contains 4 red balls and 6 blue balls. One ball is selected at random. Determine the probability of selecting a red ball. **(2 marks)**

(c) A coin is tossed and a die is rolled. Determine the probability of obtaining a head and a six. **(3 marks)**

(d) Explain why understanding probability can help a person make responsible decisions in real-life situations. **(3 marks)**

END OF QUESTION PAPER -0746222000

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

CORE MATHEMATICS

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- Answer ALL questions.
- This is a cumulative assessment of the Grade 10 Core Mathematics Curriculum Design.
- Show all working clearly. Full working is required for questions involving calculations.
- Use a calculator where appropriate.
- Give answers to a suitable degree of accuracy where necessary.
- Use $\pi = 22/7$ unless otherwise stated.

EXAMINER'S USE ONLY

Section	Questions	Maximum Score	Score
A	1–2	20	
B	3–8	60	
C	9–12	20	
TOTAL		100	

SECTION A: NUMBERS AND ALGEBRA

1. (a) Classify $\sqrt{49}$, $\sqrt{7}$, 0.125 and π as rational or irrational.

(4 marks)

(b) Find the reciprocal of $5/8$.

(2 marks)

(c) Evaluate $2^3 \times 2^{-1} \div 2^2$.

(2 marks)

(d) Find $\log_{10} 1000$.

(2 marks)

2. (a) Factorise $x^2 - 9x + 20$. **(3 marks)**

(b) Solve $x^2 - 7x + 12 = 0$ by factorisation.

(4 marks)

(c) A rectangle has area 48 m^2 and length 2 m more than its width. Form a quadratic equation and determine its dimensions.

(3 marks)

SECTION B: MEASUREMENTS AND GEOMETRY

3. (a) Similar figures have corresponding lengths in the ratio 2:5. Find the ratio of their areas and volumes.

(4 marks)

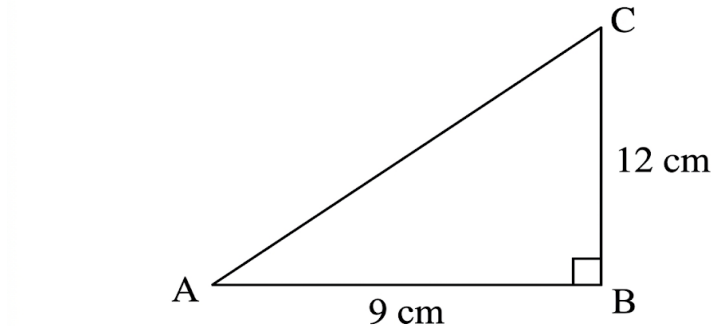
(b) Reflect A(3,2) in the y-axis and state A'.

(2 marks)

(c) State the coordinate rule for a 90° anticlockwise rotation about the origin. **(2 marks)**

4. A vector is $(6,8)$. (a) Find its magnitude. (b) If $u=(2,-1)$ and $v=(4,3)$, find $u+v$. (c) State the translation represented by $(-3,5)$. **(6 marks)**

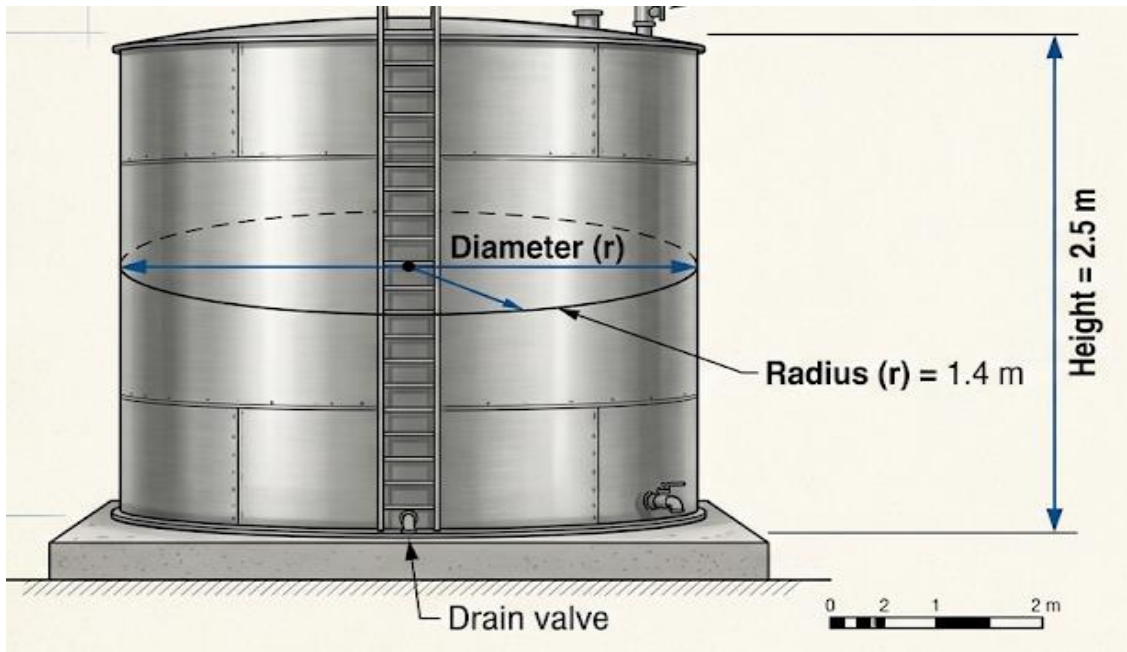
5. Study the figure below and answer questions that follow.



(a) Find the hypotenuse. **(2 marks)**

7. (a) Study the figure below. Find its volume.

(2 marks)



(b) A cuboid is $8\text{ cm} \times 5\text{ cm} \times 3\text{ cm}$. Find its total surface area.

(2 marks)

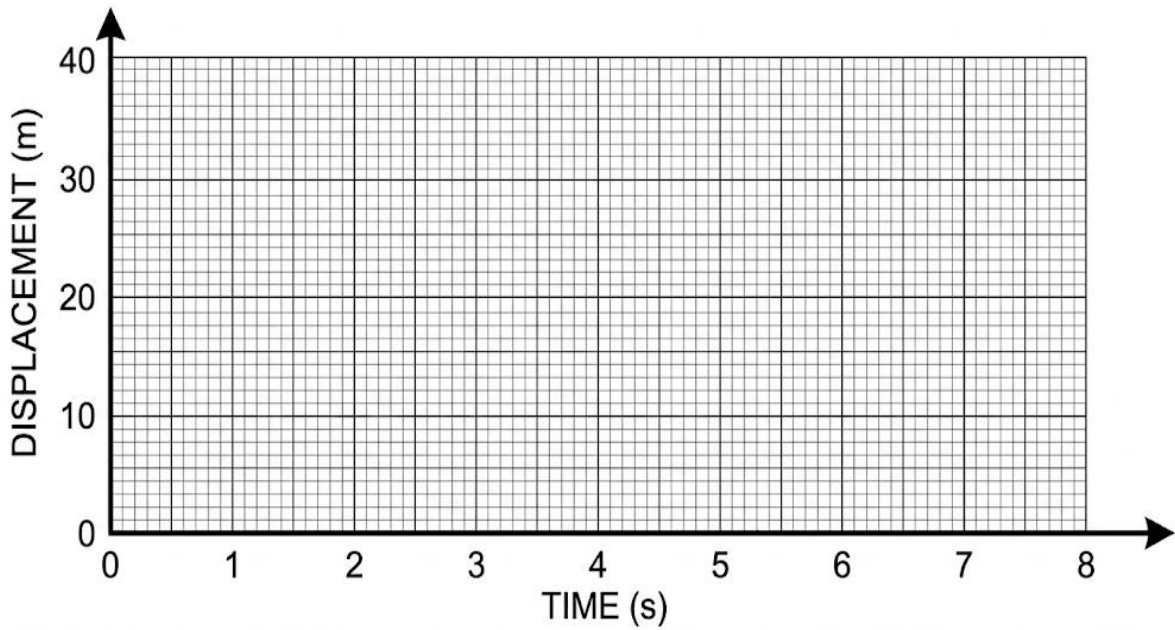
(c) State the information needed to calculate the volume of a frustum.

(3 marks)

8. A car has the following displacement-time data. (8 marks)

Time (s)	0	2	4	6	8
Displacement (m)	0	10	20	30	40

(a) Plot a displacement-time graph.



(b) Determine the speed represented by the graph. (2 marks)

(c) A second car travels at 8 m/s in the same direction. Find the relative speed. (3 marks)

SECTION C: STATISTICS AND PROBABILITY

9. The numbers of books read by 12 learners are 2, 4, 3, 5, 2, 6, 4, 3, 2, 5, 4, 8. (a) Prepare a frequency table. (b) Find the mean, mode and median. **(8 marks)**

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.

10. Test scores are grouped as follows. **(8 marks)**

Score	0–9	10–19	20–29	30–39	40–49
Frequency	3	7	12	6	2

(a) State the modal class. (2 marks)

(b) Find the total frequency. (2 marks)

(c) Explain two differences between a histogram and a frequency polygon.

(4 marks)

11. A bag contains 4 red, 3 blue and 3 green balls. (a) Find $P(\text{red})$. (b) Find $P(\text{blue or green})$. (c) A fair die and fair coin are used. Find $P(\text{six and head})$. (d) State the range of probability. **(8 marks)**

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

(10 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

ISLAMIC RELIGIOUS EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

GRADE 10

ISLAMIC RELIGIOUS EDUCATION (IRE)

SUMMATIVE ASSESSMENT

TIME: 2 HOURS 30 MINUTES

TOTAL MARKS: 80

INSTRUCTIONS TO CANDIDATES

- a. Answer ALL questions.*
- b. Write your answers clearly and use appropriate Islamic Religious Education terminology.*
- c. Where a question asks for explanation, give complete and relevant explanations.*
- d. Show all working where a calculation is required.*
- e. Read each question carefully before answering.*

SECTION A — STUDY OF THE QUR'AN AND HADITH (20 MARKS)

1. State four circumstances that led to the compilation and standardisation of the Qur'an during the reigns of Caliphs Abubakar (R.A.) and Uthman (R.A.). **(4 marks)**
2. (a) **Explain** two reasons why diacriticalisation of the Qur'an was important for ease of reading.
(b) Distinguish between mukhamat and mutashabihat verses. **(4 marks)**
3. (a) **Explain** two reasons why knowledge of Asbaabu an-nuzuul (reasons for revelation) is important to a Muslim. (b) State two qualities of the servants of Allah (S.W.T.) taught in Surah al-Furqan (Q. 25:61–77). **(4 marks)**
4. (a) **Distinguish** between isnad and matn in Hadith. (b) State two criteria used to determine the authenticity of a Hadith based on isnad and matn. **(4 marks)**
5. **State four** teachings from the selected Hadith on the environment, kinship or brotherhood and explain how one of the teachings can be applied in daily life. **(4 marks)**

SECTION B — FIQH AL-IBADAT WAL MUAMALAT (32 MARKS)

6. **Explain** four reasons why Muslims perform swalatul-Jum'a and swalatul Idd. **(4 marks)**
7. **Describe** the four major stages of the funeral rites of a deceased Muslim: ghusul, kafan, swalah and dafan. **(4 marks)**
8. (a) **State two** challenges associated with the collection and distribution of Zakat in Kenya.
(b) State two benefits of Zakat to socio-economic development. **(4 marks)**
9. **Explain four** possible ways through which l'an, mubar'at and faskh nikah can help address marital disputes or difficulties in accordance with Islamic teachings. **(4 marks)**
10. **State four** Islamic teachings on the treatment and care of widows and explain why caring for widows is important in society. **(4 marks)**
11. (a) **State** two features of governance in Islam: shura, accountability, justice and participation.
(b) Give two qualities of a good leader according to Islamic teachings. **(4 marks)**
12. **State four** rights or conditions that should guide the relationship between an employer and an employee according to Islamic teachings. **(4 marks)**
13. **Explain** four ethical principles that a da'i should observe when conducting da'wa. **(4 marks)**

SECTION C — AKHLAQ (MORAL TEACHINGS) (16 MARKS)

- 14. Explain** four reasons why Islam prohibits carrion, blood, pork and animals dedicated to other than Allah (S.W.T.). **(4 marks)**
- 15. State four** Islamic rules or regulations governing clothing and adornment and explain how they safeguard modesty. **(4 marks)**
- 16. (a) State** two Islamic manners of walking.
- (b) Explain two ways in which honesty promotes character formation and ethical society. **(4 marks)**
- 17. Explain four** effects of hasad (envy) and kibr (pride) on individuals and society. **(4 marks)**

SECTION D — ISLAMIC HISTORY AND CIVILISATION (12 MARKS)

- 18. Explain** four factors that contributed to the rise or spread of the Umayyad Dynasty and state one contribution of any one of the selected Umayyad Caliphs: Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan or Umar ibn Abdulaziz. **(4 marks)**
- 19. (a) Explain** two factors that led to the spread of Islam in Tanzania and Uganda up to the 19th century.
- (b) State two social, political or economic impacts of Islam in Tanzania and Uganda. **(4 marks)**
- 20. State** four contributions or lessons that can be learnt from the biographies of Sheikh Abdallah Saleh Al-Farsy (1912–1982) and Aisha Lemu (1940–2019). **(4 marks)**

END OF QUESTION PAPER

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

HINDU RELIGIOUS EDUCATION

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

GRADE 10

HINDU RELIGIOUS EDUCATION

QUESTION PAPER

TIME: 2 HOURS 30 MINUTES | TOTAL MARKS: 100

INSTRUCTIONS

- *Answer all questions.*
- *This is a cumulative Grade 10 assessment covering all four strands and sub-strands in the attached Curriculum Design.*
- *Give clear, well-developed responses.*

SECTION A — SHORT ANSWER

1. State two reasons why the study of the Manifestation of Paramatma is important in understanding life. (2 marks)
2. Name the four selected Tirthankaras studied in the curriculum. (4 marks)
3. State two teachings associated with Buddhist Views as presented in the curriculum. (2 marks)
4. State two contributions of Guru's Grace to social welfare. (2 marks)
5. Name two Scriptures from the four faiths studied in the curriculum. (2 marks)
6. State two ways ethical and moral teachings can contribute to social harmony. (2 marks)
7. State two fundamental principles of Dharma taught in the four faiths. (2 marks)
8. State two major types of Karma identified in the curriculum. (2 marks)
9. Name two forms of vocal music studied under Cultural Practices. (2 marks)
10. Name two musical instruments identified in the curriculum. (2 marks)

SECTION B — STRUCTURED AND APPLICATION QUESTIONS

11. Manifestation of Paramatma

- (a)** Explain three lessons that learners can derive from the lives of the Dashavatars for self-development and communal welfare. **(6 marks)**
- (b)** Explain two ways the teachings of the Dashavatars can be applied in daily life. **(4 marks)**

12. Tirthankaras and their contributions

- (a)** Explain three contributions or teachings associated with the selected Tirthankaras studied in Jainism. **(6 marks)**
- (b)** Explain two ways the teachings of the Tirthankaras can promote harmonious living. **(4 marks)**

13. Buddhist Views

- (a)** Explain three teachings associated with Buddhist Views and their relevance to contemporary society. **(6 marks)**
- (b)** Explain two ways Buddhist practices such as mindful breathing, meditation, chanting or reflection can support personal development. **(4 marks)**

14. Guru's Grace — Sikh faith

- (a)** Explain three teachings of Guru's Grace that can promote social welfare. **(6 marks)**
- (b)** Explain two ways Guru's teachings can promote environmental conservation or road safety. **(4 marks)**

15. Scriptures

- (a)** Explain the origin and development of Scriptures in the four faiths studied in Grade 10 HRE. **(8 marks)**
- (b)** Explain two ways knowledge of Scriptures can influence harmonious coexistence. **(4 marks)**

16. Ethical and Moral Teachings

- (a)** Explain four ways ethical and moral teachings from the four faiths can guide learners in real-life situations. **(8 marks)**
- (b)** Explain two ways learners can apply these teachings to road safety or other contemporary challenges. **(4 marks)**

17. Prominent Personalities

- (a)** Explain four contributions of the prominent personalities studied in the four faiths. **(8 marks)**
- (b)** Explain two lessons learners can derive from these personalities for social welfare. **(4 marks)**

18. Principles of Dharma

- (a) Explain four fundamental principles of Dharma taught in the four faiths and their relevance to well-being and happiness. **(8 marks)**
- (b) Explain two ways the Principles of Dharma can help people manage road safety, animal welfare or other social challenges. **(4 marks)**

19. Law of Karma

- (a) Explain four fundamental concepts of the Law of Karma as presented in the curriculum. **(8 marks)**
- (b) Explain two ways understanding Karma can influence behaviour and personal responsibility. **(4 marks)**

20. Cultural Practices

- (a) Explain three ways vocal music, instrumental music and dances can enhance spiritual growth and social cohesion. **(6 marks)**
- (b) Differentiate between folk and classical dances, giving relevant examples from the curriculum. **(4 marks)**

END OF QUESTION PAPER

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

ARABIC

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

تعليمات للمرشحين

1. اكتب اسمك ورقم التقييم والفصل والتاريخ في الأماكن المخصصة.
 2. اقرأ جميع الأسئلة بعناية قبل الإجابة.
 3. أجب عن جميع الأسئلة.
 4. اكتب إجاباتك باللغة العربية وبخط واضح ومقروء.
 5. في قسم الاستماع، سيقرا المعلم النص مرتين. استمع جيداً وسجل ملاحظاتك.
 6. التزم بعدد الإجابات المطلوبة في كل سؤال.
 7. راجع إجاباتك قبل تسليم ورقة الأسئلة.
- للاستخدام من قبل المصحح

القسم	أرقام الأسئلة	العلامة القصوى	علامة المرشح
أ	1	12	
ب	3-2	24	
ج	5-4	24	
د	7-6	20	
المجموع		80	

القسم أ: الاستماع والتحدث — 12 علامة

أجب عن السؤال الأول. سيقراً المعلم النص الآتي مرتين. لا يُسَلَّم النص للمرشح أثناء الاختبار.

النص موضوعه الحياة المدرسية وإدارة الوقت، ويرتبط بمهارات الاستماع الانتقائي واستخراج الفكرة الرئيسية والمعلومات المحددة.

1. استمع إلى النص الذي يقرأه المعلم ثم أجب عن الأسئلة الآتية.

(أ) اذكر الفكرة الرئيسية للنص. (2 علامتان)

(ب) اذكر أربعة أنشطة مدرسية وردت في النص. (4 علامات)

(ج) لماذا يحتاج الطالب إلى تنظيم وقته؟ اذكر سببين مستنداً إلى النص. (2 علامتان)

(د) لخص المعلومات الرئيسية في النص في جملتين عربيتين واضحتين. (4 علامات)

القسم ب: القراءة — 24 علامة

2. اقرأ النص الآتي ثم أجب عن الأسئلة التي تليه.

في صباح يوم السبت، ذهب سامي إلى المكتبة المدرسية باكراً. اختار قصة عربية قصيرة عن تلميذ يحب العمل والتعاون مع زملائه. قرأ سامي القصة بهدوء، ثم دَوّن أسماء الشخصيات والأحداث المهمة في دفتره. بعد ذلك، ناقش القصة مع أعضاء نادي اللغة العربية. اتفق الطلاب على أن القراءة المنتظمة تساعد على اكتساب مفردات جديدة وتحسين قدرتهم على التعبير. وفي نهاية اللقاء، سجّل سامي عنوان الكتاب في سجل القراءة حتى يتابع تقدمه خلال الفصل الدراسي.

(أ) استخرج من النص: (i) اسم شخص، (ii) مكاناً، (iii) نشاطاً قام به سامي، (iv) فائدة للقراءة. (4 علامات)

(ب) اذكر الشخصيات والأحداث الرئيسية في النص. (4 علامات)

(ج) ما الفائدة التي حققها سامي من تسجيل الكتاب في سجل القراءة؟ (2 علامتان)

(د) استخراج أربع مفردات من النص مرتبطة بالمدرسة أو القراءة، ثم اكتب معنى كل مفردة بالعربية أو استخدمها في جملة مفيدة.
(4 علامات)

3. اقرأ النص النثري الآتي ثم أجب عن الأسئلة.

كان خالد يزور السوق مع أخيه كل أسبوع. وفي يوم من الأيام، رأى متجراً جديداً يبيع الأدوات المدرسية. دخل المتجر وسأل البائع عن الأسعار، ثم قارن بين الدفاتر والأقلام والحقائب. أراد خالد أن يشتري حقيبة، لكنه اكتشف أن ماله لا يكفي. نصحه أخوه بأن يختار حقيبة مناسبة لسعره، فشكره خالد وأخذ بنصيحته. عاد الأخوان إلى البيت وهما سعيدان لأنهما تعلمتا كيف يخططان للشراء.

(أ) صف شخصية خالد بجملتين مستنداً إلى النص. (4 علامات)

(ب) اذكر حدثين مهمين في النص، ثم بين العلاقة بينهما. (4 علامات)

(ج) ما الفكرة التي ينقلها النص عن التخطيط للشراء؟ (2 علامتان)

القسم ج: القواعد — 24 علامة

4. الأفعال والأزمنة: أجب عن الأسئلة الآتية.

(أ) حوّل الأفعال الآتية إلى المضارع: كتب، قرأ، ذهب، اشترى. (4 علامات)

(ب) حوّل الجملتين الآتيتين إلى صيغة الأمر: يقرأ الطالب القصة. يكتب سامي الرسالة. (4 علامات)

(ج) ضع فعلاً مناسباً في كل فراغ، على أن يكون الفعل في الزمن المطلوب بين القوسين: (1) _____ الطالبُ الدرسَ أمس.

(ماضٍ) (2) _____ الطالبُ الدرسَ الآن. (مضارع) (3) _____ واجبك! (أمر). (3 علامات)

5. أنماط الجملة: أجب عن الأسئلة الآتية.

(أ) حدّد المبتدأ والخبر في الجملتين: المدرسة نظيفة. القراءة مفيدة. (4 علامات)

(ب) كَوّن جملتين اسميتين صحيحتين تتعلقان بالمدرسة أو العمل. (2 علامتان)

(ج) كَوّن جملتين فعليتين صحيحتين تتعلقان بالتسوق أو الأعمال. (2 علامتان)

(د) كَوّن جملة فعلية تحتوي على فعل وفاعل ومفعول به حول نشاط تجاري. (1 علامة)

القسم د: الكتابة الوظيفية والإبداعية — 20 علامة

6. الكتابة الإبداعية: اكتب فقرة عربية مترابطة من 8-10 جمل عن الموضوع الآتي: «يومي الدراسي وتنظيم وقتي». احرص على ترتيب الأفكار واستعمال مفردات مناسبة وروابط بسيطة بين الجمل. (10 علامات)

[illegible]

END OF QUESTION PAPER

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

FRANCAIS

TIME: 2½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- Answer *ALL* questions.
- Read the instructions for each section carefully.
- Write all answers in French unless a question specifically asks for an English explanation.
- Observe the mark allocation. Where lines are provided, use them appropriately.
- The assessment is cumulative and covers the Grade 10 French Curriculum Design across the six themes: Social Life, My Environment, Tourism/Mean of Transport, Health, School and World of Work, and World of Business: Shopping.
- Use correct spelling, accents, agreement, punctuation and appropriate vocabulary.
- Listening/aural items may be read twice by the teacher where applicable.

FOR EXAMINER'S USE

Section	Question Numbers	Maximum Score	Candidate Score
A — Listening / Comprehension	1–2	15	
B — Reading Comprehension & Vocabulary	3–7	25	
C — Grammar & Language Structures	8–13	30	
D — Guided / Functional Writing	14–16	15	
E — Extended Writing	17	15	

SECTION A — LISTENING / COMPREHENSION (15 MARKS)

The teacher reads the following passage twice. Candidates should listen carefully before answering the questions.

« Bonjour ! Je m'appelle Amina. J'habite à Ruiru avec mes parents et mon frère. Ma maison est près d'une école et d'un petit marché. Chaque matin, je vais à l'école à pied parce que l'école n'est pas loin. Le lundi, j'ai français, mathématiques et histoire. J'aime le français parce que j'apprends à communiquer avec mes amis. Après les cours, je rentre à la maison en bus quand il pleut. Le samedi, ma famille va au marché. Nous achetons des légumes, des fruits, du pain et du lait. Nous faisons attention aux prix et nous choisissons des aliments sains. Pendant les vacances, j'aimerais voyager en train pour visiter une autre ville. »

1. Answer the following questions in French. (8 marks)

a Où habite Amina ? (1 marks)

b Avec qui habite-t-elle ? (1 marks)

c Comment va-t-elle à l'école chaque matin ? (1 marks)

d Pourquoi aime-t-elle le français ? (1 marks)

e Comment rentre-t-elle à la maison quand il pleut ? (1 marks)

f Cite deux produits que sa famille achète au marché. (2 marks)

g Quel moyen de transport aimerait-elle utiliser pendant les vacances ? (1 marks)

2. State two healthy choices mentioned in the passage. (2 marks)

SECTION B — READING COMPREHENSION & VOCABULARY (25 MARKS)

Read the passage and answer the questions that follow.

« Le samedi dernier, Karim est allé au centre commercial avec sa sœur. Ils voulaient acheter quelques vêtements pour la rentrée scolaire. D'abord, ils ont regardé les chemises et les pantalons. Karim a choisi une chemise bleue parce qu'elle était jolie et bon marché. Sa sœur a préféré une robe rouge. Ensuite, ils sont allés dans une librairie pour acheter des cahiers et des stylos. Avant de payer, ils ont comparé les prix de plusieurs magasins. La vendeuse leur a donné un bon conseil : acheter seulement ce dont ils ont besoin et éviter les dépenses inutiles. Après les achats, ils sont rentrés chez eux en matatu. »

3. Answer the following questions in French. (8 marks)

a Quand Karim est-il allé au centre commercial ? (1 marks)

b Avec qui est-il allé ? (1 marks)

c Pourquoi a-t-il choisi la chemise bleue ? (2 marks)

d Qu'est-ce que sa sœur a préféré ? (1 marks)

e Pourquoi ont-ils comparé les prix ? (2 marks)

f Quel conseil la vendeuse leur a-t-elle donné ? **(1 marks)**

4. Find in the passage words or expressions meaning the following. **(5 marks)**

a clothes **(1 marks)**

b cheap / inexpensive **(1 marks)**

c shop assistant / saleswoman **(1 marks)**

d not necessary / unnecessary **(1 marks)**

e they returned home **(1 marks)**

5. Give the French words for the following. **(4 marks)**

a school **(1 marks)**

b vegetables **(1 marks)**

c train **(1 marks)**

d weather (1 marks)

6. Match each expression in Column A with its appropriate meaning in Column B. (4 marks)

Column A

Column B

1. Il fait beau.

A. I am hungry.

2. Je voudrais acheter.

B. The weather is fine.

3. J'ai faim.

C. I would like to buy.

4. Il pleut.

D. It is raining.

7. Write one appropriate French word or expression for each category: a means of transport, a school activity, a healthy food, and a shop. (4 marks)

SECTION C — GRAMMAR & LANGUAGE STRUCTURES (30 MARKS)

8. Complete the sentences with the correct form of the verb in brackets. (6 marks)

a) Nous _____ (aller) au marché le samedi. **(1 marks)**

b) Elle _____ (aimer) les fruits. **(1 marks)**

c) Je _____ (avoir) deux cahiers. **(1 marks)**

d) Vous _____ (prendre) le bus. **(1 marks)**

e) Ils _____ (faire) leurs devoirs. **(1 marks)**

f) Tu _____ (vouloir) acheter une chemise. **(1 marks)**

9. Choose the correct personal pronoun: je, tu, il, elle, nous, vous or ils. (5 marks)

a) _____ habite à Nairobi. **(1 marks)**

b) _____ avons un cours de français. **(1 marks)**

- c) _____ allez au marché. **(1 marks)**
- d) _____ aiment le football. **(1 marks)**
- e) _____ veux acheter du pain. **(1 marks)**

10. Fill in the blanks with an appropriate preposition: à, au, aux, dans, devant, derrière, sur or près de. **(5 marks)**

- a) Le livre est _____ la table. **(1 marks)**
- b) L'école est _____ la maison. **(1 marks)**
- c) Nous allons _____ marché. **(1 marks)**
- d) Le professeur est _____ la classe. **(1 marks)**
- e) Le sac est _____ la chaise. **(1 marks)**

11. Rewrite each sentence using the correct adjective form shown by the context. **(5 marks)**

- a) Une robe _____ (rouge). **(1 marks)**
- b) Des cahiers _____ (nouveau). **(1 marks)**
- c) Une maison _____ (grand). **(1 marks)**
- d) Un pantalon _____ (bleu). **(1 marks)**
- e) Des pommes _____ (vert). **(1 marks)**

12. Complete the sentences with the correct article: le, la, l', les, un, une or des. **(5 marks)**

- a) J'achète _____ chemise. **(1 marks)**
- b) _____ élèves sont dans la classe. **(1 marks)**
- c) Elle boit _____ eau. **(1 marks)**
- d) Nous avons _____ livre de français. **(1 marks)**
- e) Il mange _____ fruits. **(1 marks)**

13. Join or complete the sentences using the appropriate conjunction or expression: et, mais, parce que, ou, donc. **(4 marks)**

- a) J'aime le français _____ je n'aime pas les longues dictées. **(1 marks)**
- b) Il fait froid, _____ je porte une veste. **(1 marks)**
- c) Tu veux du thé _____ du lait ? **(1 marks)**
- d) J'étudie le français _____ j'aime communiquer avec les autres. **(1 marks)**

SECTION D — GUIDED / FUNCTIONAL WRITING (15 MARKS)

14. Write five simple sentences in French describing your daily school routine. Mention at least one time expression, two school activities and one subject. **(5 marks)**

15. Write a short dialogue of at least six exchanges between a customer and a shopkeeper. Include a greeting, a product, its price, a question about quantity/size, a response and a closing. **(5 marks)**

16. Write five sentences in French giving directions from your home to a familiar place. Use at least three location/direction expressions such as à droite, à gauche, devant, derrière, près de or en face de. **(5 marks)**

SECTION E — EXTENDED WRITING (15 MARKS)

17. Choose ONE topic and write 100–120 words in French. (15 marks)

- a** Describe your plans for a healthy weekend. Include food/drinks, activities, people you will be with and at least one reason for your choices.
- b** Write about a journey you would like to make. Include the destination, means of transport, what you would take, what you would do there and safety considerations.
- c** Describe a shopping experience. Include the place, items bought, prices/quantities, your opinion of the experience and how you would avoid unnecessary spending.

[illegible]

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

GERMAN

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

- *Answer ALL questions.*
- *Write all German answers clearly and use correct spelling, capitalisation and punctuation.*
- *For Section A, the teacher/invigilator will read each listening text twice.*
- *For reading and grammar questions, answer in the spaces provided.*
- *For writing tasks, observe the required format, vocabulary and sentence structures.*
- *Where a question asks for a specified number of points, give only the required number unless more are requested.*

TOTAL: 100 MARKS

SECTION A: HÖREN / LISTENING — 20 MARKS

The teacher will read each text twice. Listen carefully and answer the questions.

1. Du hörst einen kurzen Dialog über Familie und Vorstellungen. Beantworte die Fragen auf Deutsch. [5]

Text for teacher: Guten Morgen! Ich heiße Anna. Ich wohne in Nairobi mit meiner Mutter, meinem Vater und meinem jüngeren Bruder. Mein Bruder heißt Paul und ist fünfzehn Jahre alt. Meine Großeltern wohnen in Kisumu. Am Wochenende besuchen wir sie oft.

a) Wie heißt das Mädchen? [1]

b) Wo wohnt Anna? [1]

c) Wie heißt ihr Bruder? [1]

d) Wie alt ist Paul? [1]

e) Wo wohnen die Großeltern? [1]

2. Du hörst einen Text über ein Zuhause. Kreuze die richtige Antwort an und begründe eine Antwort. [5]

Text for teacher: Unser Haus ist nicht sehr groß, aber es ist gemütlich. Im Erdgeschoss gibt es ein Wohnzimmer, eine Küche und ein Bad. Mein Schlafzimmer ist im ersten Stock. In meinem Zimmer stehen ein Bett, ein Schreibtisch und ein Schrank. Vor dem Haus gibt es einen kleinen Garten.

a) Das Haus ist: (i) sehr groß (ii) gemütlich (iii) leer. [1]

b) Wo ist das Schlafzimmer? [1]

c) Nenne zwei Möbelstücke aus dem Text. [2]

d) Was gibt es vor dem Haus? [1]

3. Du hörst einen Text über den Schulalltag. Antworte auf Deutsch. [5]

Text for teacher: Meine Schule beginnt um sieben Uhr dreißig. Am Montag habe ich Deutsch, Mathematik und Geschichte. Die große Pause ist um zehn Uhr. Nach der Schule spiele ich Fußball. Am Freitag endet der Unterricht um zwei Uhr.

a) Wann beginnt die Schule? [1]

b) Nenne zwei Fächer am Montag. [2]

c) Wann ist die große Pause? [1]

d) Was macht der Schüler nach der Schule? [1]

4. Du hörst einen Text über Essen, Reisen und Einkaufen. Beantworte die Fragen. [5]

Text for teacher: Am Samstag fahre ich mit meiner Familie zum Markt. Wir fahren mit dem Bus. Meine Mutter kauft Gemüse, Obst und Brot. Danach essen wir in einem kleinen Restaurant. Ich bestelle Reis und Hähnchen und trinke Wasser. Am Nachmittag kaufen wir eine Jacke für meinen Bruder.

a) Wohin fährt die Familie? [1]

b) Wie fährt sie dorthin? [1]

c) Nenne zwei Lebensmittel, die die Mutter kauft. [2]

d) Was bestellt der Sprecher? [1]

e) Was kaufen sie am Nachmittag? [1]

SECTION B: LESEN / READING — 30 MARKS

5. Lies den Text über eine Familie und beantworte die Fragen. [8]

Text: Meine Familie

Ich heiße Daniel und bin sechzehn Jahre alt. Ich lebe mit meiner Familie in Eldoret. Meine Familie ist nicht sehr klein. Ich habe einen Vater, eine Mutter, zwei Schwestern und einen jüngeren Bruder. Mein Vater arbeitet in einem Geschäft und meine Mutter ist Lehrerin. Meine ältere Schwester besucht eine Universität. Meine jüngere Schwester geht noch zur Schule. Am Sonntag essen wir gemeinsam und sprechen über unsere Woche. Meine Großeltern wohnen in einem anderen Dorf, aber wir telefonieren oft mit ihnen.

a) Wie alt ist Daniel? [1]

b) Wo lebt Daniel? [1]

c) Wie viele Geschwister hat Daniel? [1]

d) Was macht Daniels Mutter? [1]

e) Wann isst die Familie gemeinsam? [1]

f) Wo wohnen die Großeltern? [1]

g) Wie bleibt die Familie mit den Großeltern in Kontakt? [1]

h) Schreibe ein Wort aus dem Text, das „teacher“ bedeutet. [1]

6. Lies den Text über eine Schule und ein Zuhause. Antworte auf Deutsch. [8]

Text: Schule und Zuhause

Meine Schule ist in der Nähe unseres Hauses. Jeden Morgen gehe ich zu Fuß zur Schule. Der Unterricht beginnt um halb acht. Mein Lieblingsfach ist Deutsch, weil ich gern spreche und lese. Nach dem Unterricht gehe ich nach Hause und mache meine Hausaufgaben in meinem Zimmer. In meinem Zimmer gibt es einen Schreibtisch neben dem Fenster. Abends hilft meine Schwester in der Küche, während ich für den nächsten Schultag lerne.

a) Wie geht der Schüler jeden Morgen zur Schule? [1]

b) Wann beginnt der Unterricht? [1]

c) Was ist sein Lieblingsfach? [1]

d) Warum mag er dieses Fach? [1]

e) Wo macht er die Hausaufgaben? [1]

f) Wo steht der Schreibtisch? [1]

g) Was macht die Schwester abends? [1]

h) Was macht der Schüler am Abend? [1]

7. Lies den Text über Gesundheit und Reisen. [7]

Text: Ein gesunder Ausflug

Am Wochenende möchte Sara gesund leben. Zum Frühstück isst sie Obst und Brot und trinkt Wasser. Sie vermeidet zu viel Zucker. Am Samstag fährt sie mit dem Zug zu ihrer Tante. Im Zug sitzt sie ruhig und liest ein Buch. Wenn sie an der Station ankommt, fragt sie nach dem Weg. Sie benutzt einen Stadtplan und geht zu Fuß. Sara findet Bewegung wichtig, weil sie fit bleiben möchte.

a) Was isst Sara zum Frühstück? [2]

b) Was trinkt sie? [1]

c) Womit fährt sie zur Tante? [1]

d) Was macht sie im Zug? [1]

e) Warum findet Sara Bewegung wichtig? [1]

f) Was benutzt sie, um den Weg zu finden? [1]

8. Lies den Text über Einkaufen. [7]

Text: Im Supermarkt

Heute geht Jonas mit seinem Vater einkaufen. Sie brauchen Gemüse, Milch, Reis und Obst. Jonas möchte auch einen neuen Rucksack kaufen. Im Geschäft kostet der Rucksack 2 500 Schilling. Jonas findet ihn schön, aber zu teuer. Sein Vater sagt: „Wir suchen einen günstigeren Rucksack.“ Sie vergleichen zwei Modelle und kaufen schließlich einen schwarzen Rucksack für 1 800 Schilling.

a) Mit wem geht Jonas einkaufen? [1]

b) Nenne zwei Lebensmittel. [2]

c) Was möchte Jonas kaufen? [1]

d) Wie viel kostet der erste Rucksack? [1]

e) Warum kaufen sie ihn nicht? [1]

f) Wie viel kostet der gekaufte Rucksack? [1]

SECTION C: GRAMMATIK / GRAMMAR — 30 MARKS

9. Familie und Zuhause: Ergänze die Sätze mit der richtigen Form. [10]

a) Ich _____ (sein) sechzehn Jahre alt. [2]

b) Wir _____ (haben) zwei Geschwister. [2]

c) Das ist _____ (mein/meine) Mutter. [1]

d) Ich sehe _____ (der/den) Bruder. [1]

e) _____ heißt du? (Wie/Wo) **[1]**

f) Das sind _____ (mein/meine) Eltern. **[1]**

g) Der Tisch ist _____ (groß/große). **[1]**

h) Die Zimmer sind _____ (klein/kleine). **[1]**

10. Schule und Gesundheit: Bearbeite die Aufgaben. [10]

a) Setze das passende Zeitadverb ein: „Ich _____ gehe ich um sieben Uhr zur Schule.“ (immer / gestern) **[1]**

b) Setze das passende Modalverb ein: „Du _____ viel Wasser trinken.“ (sollst / bist) **[1]**

c) Verbinde mit „weil“: „Ich esse Obst. Ich möchte gesund bleiben.“ [2]

d) Setze das Verb richtig ein: „Wir _____ um 6 Uhr _____.“ (aufstehen) [2]

e) Bilde einen korrekten Satz: „am Freitag / wir / Fußball / spielen“. [2]

f) Schreibe den Plural: „das Buch“. [1]

g) Schreibe den Plural: „die Schule“. [1]

11. Transport und Shopping: Bearbeite die Aufgaben. [10]

a) Ergänze die Präposition: „Ich fahre _____ dem Bus zur Schule.“ (mit / zu) [1]

b) Ergänze die Präposition: „Wir gehen _____ Bahnhof.“ (zum / mit) [1]

c) Setze das Verb richtig ein: „Der Zug _____ um acht Uhr _____.“ (abfahren) [2]

d) Bilde den Komparativ: „Der rote Rucksack ist _____ als der blaue.“ (teuer) [1]

e) Bilde den Superlativ: „Das ist der _____ Preis.“ (niedrig) [1]

f) Bilde einen Satz mit „dürfen“ über Sicherheit im Verkehr. [2]

g) Bilde einen Satz mit „nicht dürfen“ über eine Regel im Geschäft. [2]

SECTION D: SCHREIBEN / WRITING — 20 MARKS

12. Schreibe 50–60 Wörter über deine Familie. Stelle mindestens vier Familienmitglieder vor und nenne mindestens zwei Informationen über deine Familie. **[5]**

13. Schreibe 50–60 Wörter über deinen Schultag. Nenne mindestens drei Aktivitäten, zwei Uhrzeiten und ein Lieblingsfach. **[5]**

14. Wähle EINE Aufgabe. **[10]**

a) Schreibe eine kurze Nachricht an einen Freund / eine Freundin über eine Reise. Nenne: Ziel, Verkehrsmittel, Abfahrtszeit, Ankunftszeit, eine Aktivität und eine Sicherheitsregel. **[10]**

ODER

b) Schreibe einen kurzen Dialog zwischen einem Kunden und einem Verkäufer in einem Geschäft.
Der Dialog soll Begrüßung, Preis, Vergleich von zwei Produkten, Kaufentscheidung und Verabschiedung enthalten. **[10]**

END OF QUESTION PAPER

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAM

SMART-GRADE SERIES - (SOCIAL SCIENCES)

MANDARIN

TIME: 2 ½ HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

CLASS..... SIGN.....

INSTRUCTIONS TO CANDIDATES

1. Write your name and assessment details in the spaces provided.
2. This assessment is cumulative and covers the Grade 10 Mandarin Chinese Curriculum Design.
3. Answer all questions. Follow the instructions given in each section.
4. For listening tasks, the teacher/examiner will read each passage twice unless otherwise stated.
5. For oral tasks, respond clearly and use appropriate pronunciation, tone, fluency and non-verbal cues.
6. Write Chinese characters and Pinyin clearly where required. Observe correct stroke order where a stroke-order task is given.
7. Use appropriate punctuation and sentence structures. Show all working where a language construction task requires it.
8. All answers must be written in the spaces provided where applicable.
9. Use clear and legible handwriting and check that all pages and questions are present.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–2	20	
B	3–5	25	
C	6–9	25	
D	10–13	30	
TOTAL		100	

SECTION A — LISTENING AND SPEAKING

Question 1: Listening for comprehension

The teacher/examiner reads the following passage twice. Listen carefully and answer the questions in Chinese or Pinyin as instructed.

Listening script for the teacher: “我叫李明，今年十六岁。我家有五口人：爸爸、妈妈、哥哥、妹妹和我。爸爸是医生，妈妈是老师。哥哥喜欢踢足球，妹妹喜欢唱歌。星期六我们常常一起吃饭和聊天。我的家人都很爱我，我也很爱他们。”

(a) How old is 李明? (1 marks)

(b) How many people are in his family? (1 marks)

(c) State the occupations of his father and mother. (2 marks)

(d) State one activity enjoyed by his brother and one enjoyed by his sister. (2 marks)

(e) When does the family usually eat and chat together? (1 marks)

Question 2: Listening and oral communication

(a) The teacher/examiner reads this short tourism announcement twice: “欢迎来到肯尼亚。这里有许多美丽的旅游景点。游客可以参观国家公园，也可以看海边的风景。请大家说话清楚，注意语速和语调。” State two pieces of information from the announcement. (2 marks)

(b) Role-play: You are a patient speaking to a doctor. In Mandarin, describe one health problem, state one symptom, and ask one appropriate question. (5 marks)

(c) Oral presentation: Give a short Mandarin presentation about a shop or shopping place you know. Mention the place, one item, its colour or size, its price/availability, and one reason for your choice. The examiner will assess clarity, fluency, vocabulary, pronunciation/tones, coherence and non-verbal communication. (5 marks)

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SECTION B — READING

Question 3: Reading comprehension — School and world of work

Read the passage and answer the questions.

我叫王芳，是一名高中生。我喜欢学习汉语，也喜欢计算机。每天早上我七点到学校。下午放学以后，我常常和朋友一起学习。将来我想做一名翻译员，因为我喜欢语言和不同的文化。我的老师说，学习语言需要耐心、合作和多练习。

(a) At what time does 王芳 arrive at school? (2 marks)

(b) Name the two subjects/interests mentioned in the passage. (2 marks)

(c) What career does 王芳 want to pursue and why? (3 marks)

(d) State two qualities the teacher says are needed when learning a language. (3 marks)

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Question 4: Reading comprehension — Health and environment

Read the passage and answer the questions.

健康很重要。我们应该每天运动，吃健康的食物，也要有足够的睡眠。如果身体不舒服，应该告诉父母或老师，并及时去看医生。我们还应该保护环境，不乱扔垃圾，节约水和电。健康的生活和干净的环境都能帮助我们学习和工作。

(a) State two actions that can help a person stay healthy. (2 marks)

(b) What should a learner do when feeling unwell? (2 marks)

(c) State two ways of protecting the environment from the passage. (2 marks)

(d) Explain how health and a clean environment can support learning and work. (2 marks)

Question 5: Reading strategies — Shopping

Read the notice below and answer the questions.

商店通知：本周六上午九点到下午五点，学校附近的华人商店有特别活动。水果每公斤十元，书包五十元，红色和黑色的书包都有。顾客可以买两件或更多的商品。请大家文明购物，付款以后保留收据。

(a) Write the opening and closing times of the activity. (2 marks)

(b) How much is one kilogram of fruit? (1 marks)

(c) Name the two available colours of the school bag. (2 marks)

(d) Why should customers keep the receipt? (1 marks)

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SECTION C — WRITING

Question 6: Orthography — Chinese characters

(a) Write the following characters neatly and indicate the correct stroke order by numbering the strokes: 人, 大, 中, 国. (4 marks)

(b) Write the following words in correct Chinese characters from the given Pinyin: jiā, xuéxiào, yīshēng, lǎoshī. (4 marks)

Question 7: Writing mechanics

(a) Insert appropriate punctuation into the following sentence: 我叫王芳我十六岁我喜欢汉语和音乐 (3 marks)

(b) Rearrange the words to form a correct sentence: 在 / 学校 / 我 / 学习 / 汉语 (2 marks)

(c) Rewrite the following sentence correctly using Chinese characters and appropriate punctuation: wo jiao Li Ming. (2 marks)

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Question 8: Descriptive writing

Write 6–8 Mandarin sentences describing a person in your family or school. Include at least: name, age, relationship/role, one physical or personal description, one activity, and one reason you appreciate the person. Use appropriate word choice and organisation. (6 marks)

Question 9: Creative writing

Write a coherent short paragraph of 6–8 Mandarin sentences on ONE of the following: (i) My favourite tourist attraction; OR (ii) A memorable shopping experience. Your writing should have a clear beginning, logical order and suitable vocabulary. (4 marks)

SECTION D — GRAMMAR

Question 10: Demonstrative pronouns, interrogative pronouns and sentence structures

(a) Complete each sentence with an appropriate word from: 这、那、哪里、谁、吗、呢. ① ____ 是我的老师。 ② 你去____？ ③ 他是医生____？ ④ 你叫什么名字____？ (4 marks)

(b) Write two correct Mandarin sentences using 这/那 and one interrogative pronoun. (4 marks) **(4 marks)**

Question 11: Prepositions and location

(a) Complete the sentences using 在, 上, 下, 前, 后 or an appropriate location expression: ① 书
___桌子__。 ② 学校___商店的前面。 **(4 marks)**

(b) Write two sentences asking and answering about the location of an item or place. Use an
interrogative pronoun in one sentence. (2 marks) **(2 marks)**

Question 12: Degree adverbs, comparatives and particle 过

(a) Complete the sentences appropriately using 很, 更, 最 or a suitable comparative structure: ①
这本书___有意思。 ② 北京比上海___冷。 ③ 他是我们班___高的学生。 **(3 marks)**

(b) Use 比 to compare two things or places in two correct sentences. (3 marks) **(3 marks)**

(c) Write one sentence using 过 to show a past experience. (2 marks) **(2 marks)**

Question 13: Time expressions, measure words, sentence structures and passive voice

(a) Complete with suitable measure words: ① 一__书 ② 三__学生 ③ 两__苹果 ④ 一__
水 **(4 marks)**

(b) Rewrite the sentence in the passive voice using 被: 学生打扫了教室。 (2 marks) **(2 marks)**

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(c) Write two correct sentences using a time expression and the sentence structure 学生 + 时间 +
动作. (2 marks) **(2 marks)**

THE END

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