

GRADE 10 ENDTERM 3 EXAMS

ALL SUBJECTS

(SOCIAL SCIENCES PATHWAY SET)

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ALL SUBJECTS TESTED.

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SERIES 1

For Marking Schemes

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

MWALIMU CONSULTANCY

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

GEOGRAPHY

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (30 MARKS)**Answer ALL questions in this section.**

1. The table below shows the **value of selected food crops imported into Kenya** between **2021 and 2025**. Study the data carefully and use it to answer the questions that follow. *Values are in KSh million.*

Crop / Year	2021	2022	2023	2024	2025
Unmilled wheat	6,989	7,515	5,577	6,099	6,754
Maize	4,664	3,342	229	1,417	4,647
Rice	1,968	2,619	2,104	2,981	3,659
Wheat flour	180	639	237	168	200

(a)

- (i)** Using a vertical scale of **1 cm to represent KSh 1,000 million**, draw a **comparative bar graph** to represent the data in the table. **(8 marks)**

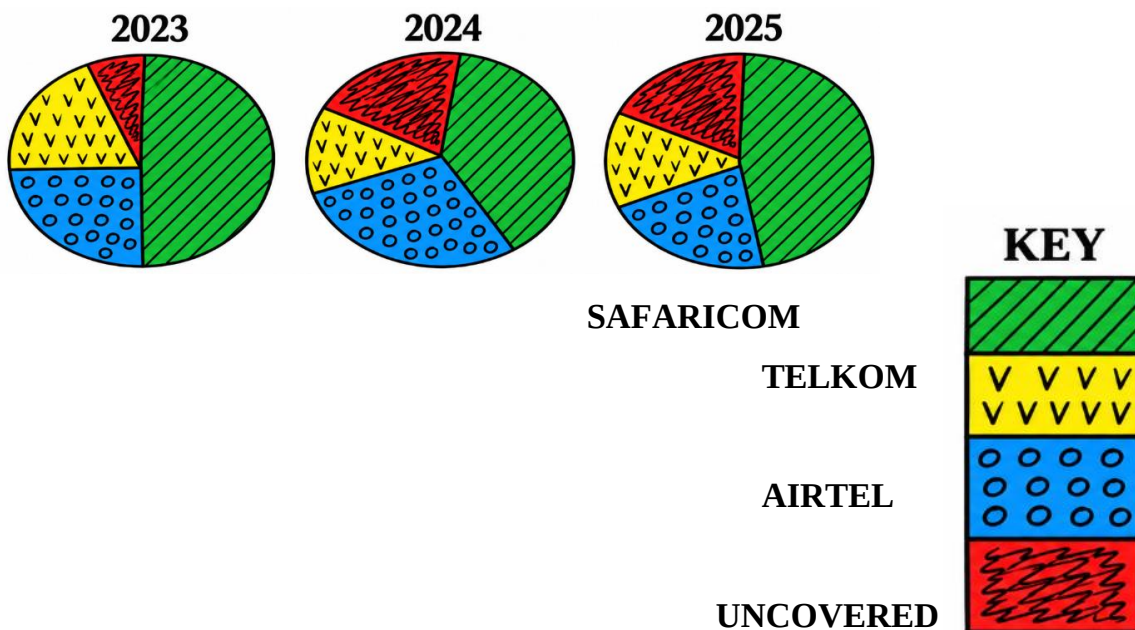
(b) State **three advantages** of using comparative bar graphs to present statistical data. (3 marks)

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

(c) Explain **three reasons why Kenya may produce the commodities shown in the table but still import them.** (6 marks)

2. Study the figure below and use it to answer the questions that follow.

The figure shows *proportional divided circles* representing the extent of network coverage in Kenya between 2023 and 2025.



(a)

(i) State **four deductions** that can be made from the information presented in the figure. **(4 marks)**

(ii) State **three advantages** of using proportional circles to represent statistical data. **(3 marks)**

3. Study the map of Kipkabus 1:50,000 (Sheet 104/1) provided and answer the following questions.

a)(i) Name the year of construction of the Kipkabus map. **(1 mark)**

(ii) Name **two types of scales** found on the map. **(2 marks)**

(iii) Convert the scale of the map into a **statement scale**. **(2 marks)**

b) Identify **three forms of land transport** found in the area covered by the map. **(3 marks)**

- c) Measure the distance of the **dry-weather road** from grid reference **867365 to 829420**. Give your answer in **kilometres**. (2 marks)

- d) (i) Draw a **sketch section** along **Northing 40**, from grid reference **830400 to 900400**.

On the sketch section, mark and name the following:

- **Keiyo Escarpment** — (1 mark)
- **River Yathine** — (1 mark)
- **Dry-weather road** — (1 mark)
- **Lelboinet School** — (1 mark)

e)

- (i) Describe the **distribution of settlements** in the area covered by the map. (5 marks)

- (ii) Give **four pieces of evidence** to show that the area covered by the map receives **high rainfall**. (4 marks)

SECTION B 50 MARKS

Answer ALL questions in this section.

4. a) What is meant by **Geographical Information System (GIS)**? (1 mark)

b) State **two components** of GIS. (2 marks)

5. Apart from **thermal metamorphism**, name **two other types** of metamorphism. (2 marks)

b) Describe the following types of rocks:

(i) **Calcareous rocks** (2 marks)

(ii) **Carbonaceous rocks** (2 marks)

(iii) State **three classes** of sedimentary rocks based on their mode of formation. (3 marks)

i.

ii.

iii.

c) Explain how **sedimentary rocks** are formed through the following process:

(i) **Mechanical process (3 marks)**

(ii) **Chemical process (3 marks)**

6. (a) State **two forms in which mineral ores occur.** (2 marks)

- i.

- ii.

(b) State **three negative effects of open-cast mining on the environment.** (3 marks)

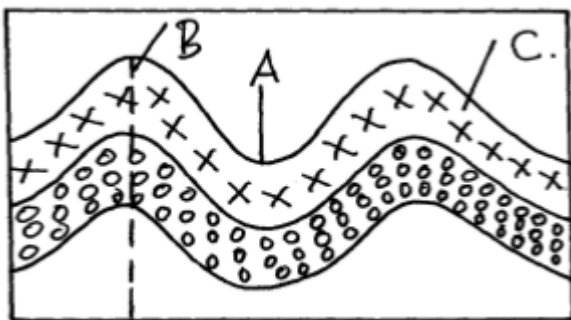
- i.

- ii.

- iii.

-

7. The diagram below shows a simple fold.



(a)

(i) Name the parts labelled **A, B and C.** (3 marks)

A:

B:

C:

(ii) Name **two fold mountains** found outside Africa. **(2 marks)**

- i. _____
- ii. _____

(iii) Give **three landforms** associated with folded regions. **(3 marks)**

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

(b) With the aid of a **well-labelled diagram**, describe the process of formation of a **fold mountain**. **(4 marks)**

(c) Explain **four ways** in which folding influences human activities. **(4 marks)**

8. a) What is an **earthquake**? **(1 mark)**

b) Name the instrument used to record earthquake vibrations.

(1 mark)



c) Name **one material ejected during a volcanic eruption.**

(1 mark)

9. a) State **one physical factor influencing agriculture.**

(1 mark)

b) Name **one mineral mined in Kenya.**

(1 mark)

c) State **one source of renewable energy used in Kenya.**

(1 mark)

10. The table below shows the temperature and rainfall characteristics recorded at a weather station in the Lake Victoria Basin. Study the table and answer the questions that follow.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temperature (°C)	23.6	24.5	23.9	22.8	22.5	22.4	22.5	22.7	23.2	23.2	22.7	22.9
Rainfall (mm)	115	94	190	288	273	109	98	107	113	202	248	189

a) Name **two instruments** that could have been used to collect the weather data presented in the table.

(2 marks)

i. _____

ii. _____

b) State **three characteristics of the weather** experienced at the station based on the data provided.

(3 marks)

i. _____

ii. _____

iii. _____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

HISTORY AND CITIZENSHIP

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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3. Answer the questions in English.
4. All answers **MUST** be written in the spaces provided in PAPER.
5. Do **NOT** remove any page from this question paper.

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)**Answer ALL questions in this section.**

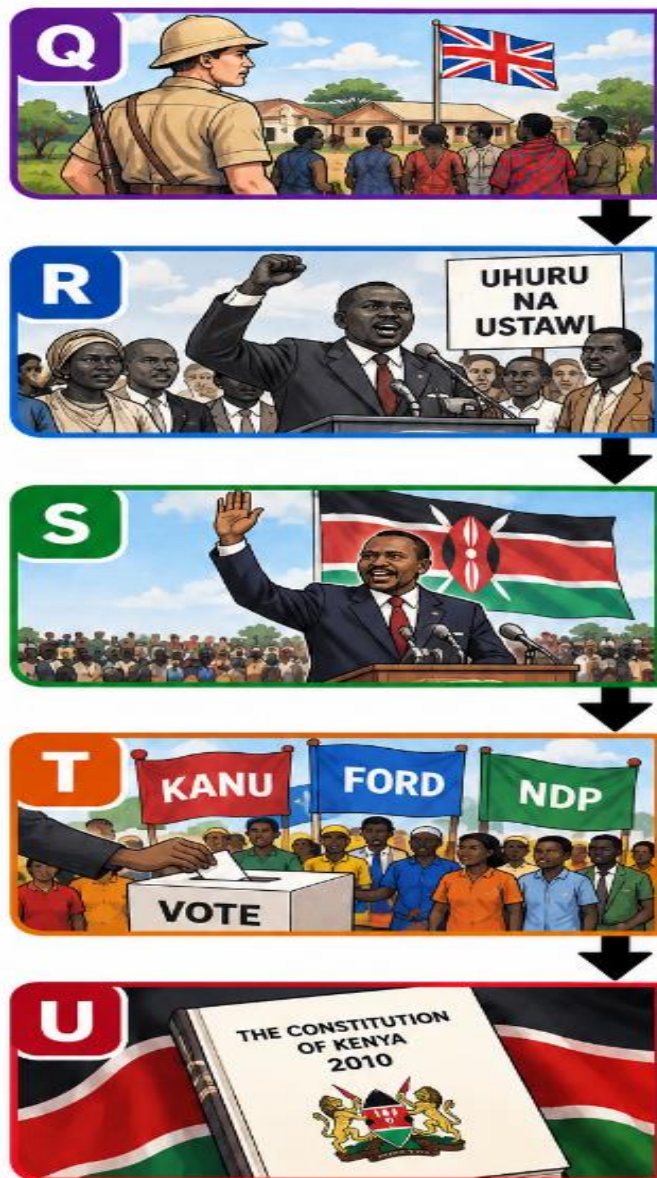
1. a) What is meant by a **linguistic group**? (1 mark)
b) State **one factor** that has contributed to interaction among different linguistic groups in Kenya. (1 mark)
2. a) Identify **one method** used by the British to establish colonial rule in Kenya. (1 mark)
b) Give **one reason** why some African communities resisted colonial rule. (1 mark)
3. a) State **one important feature** of the Constitution of Kenya, 2010 that promotes democratic governance. (1 mark)
b) Give **one way** in which the Constitution protects the rights of citizens. (1 mark)
4. a) State **one political development** that occurred in Kenya after independence. (1 mark)
b) Identify **one challenge** that has affected political development in Kenya since independence. (1 mark)
5. a) State **one function** of the Independent Electoral and Boundaries Commission (IEBC). (1 mark)
b) Give **one responsibility of a voter** during an election. (1 mark)
6. a) What is meant by **national integration**? (1 mark)
b) State **one activity** that can promote national integration among Kenyan youth. (1 mark)
7. a) Identify **one characteristic** of early human communities in Africa. (1 mark)
b) State **one reason why Africa is regarded as an important region in the study of human origins**. (1 mark)
8. a) Name **one African civilization** that developed before the nineteenth century. (1 mark)
b) State **one contribution** made by any one African civilization to human development. (1 mark)
9. a) What was the **Scramble for Africa**? (1 mark)
b) State **one reason** why European powers colonized African territories. (1 mark)
10. a) What is meant by **African nationalism**? (1 mark)
b) State **one objective** of African nationalist movements. (1 mark)
11. a) Name **one global war** that affected Africa during the twentieth century. (1 mark)
b) Give **one effect** of the global wars on African societies. (1 mark)
12. a) Name **one major revolution** that transformed the political or economic organization of the world. (1 mark)
b) State **one major change** brought about by the revolution named in (a). (1 mark)

13. a) Give **one reason** why countries establish international organisations. (1 mark)
- b) State **one function** of the United Nations. (1 mark)
14. a) Distinguish between **modern slavery** and ordinary employment. (1 mark)
- b) State **one form** of modern slavery or servitude. (1 mark)
15. a) What is meant by **global governance**? (1 mark)
- b) Identify **one challenge** facing effective global governance. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

16. Study the simplified historical sequence below and answer the questions that follow.



- a) Identify the historical development represented by box Q. (1 mark)
- b) State **two reasons** why Africans opposed colonial rule in Kenya. (2 marks)
- c) Explain **two contributions** made by nationalist movements towards Kenya's independence.

(2 marks)

d) State **two ways** in which the Constitution of Kenya, 2010 promotes citizen participation in governance. (2 marks)

e) Explain **three ways** in which citizens can promote national integration in contemporary Kenya. (3 marks)

17. Read the situation below.

During an election period, a group of young people discovers that some political supporters are spreading false information on social media. The information is intended to create hatred between members of different communities. Some young people want to share the information widely, while others argue that it should first be verified.

Answer the questions that follow.

a) Identify **two dangers** of spreading unverified political information during elections. (2 marks)

b) Explain **two ways** in which young people can promote peaceful elections. (2 marks)

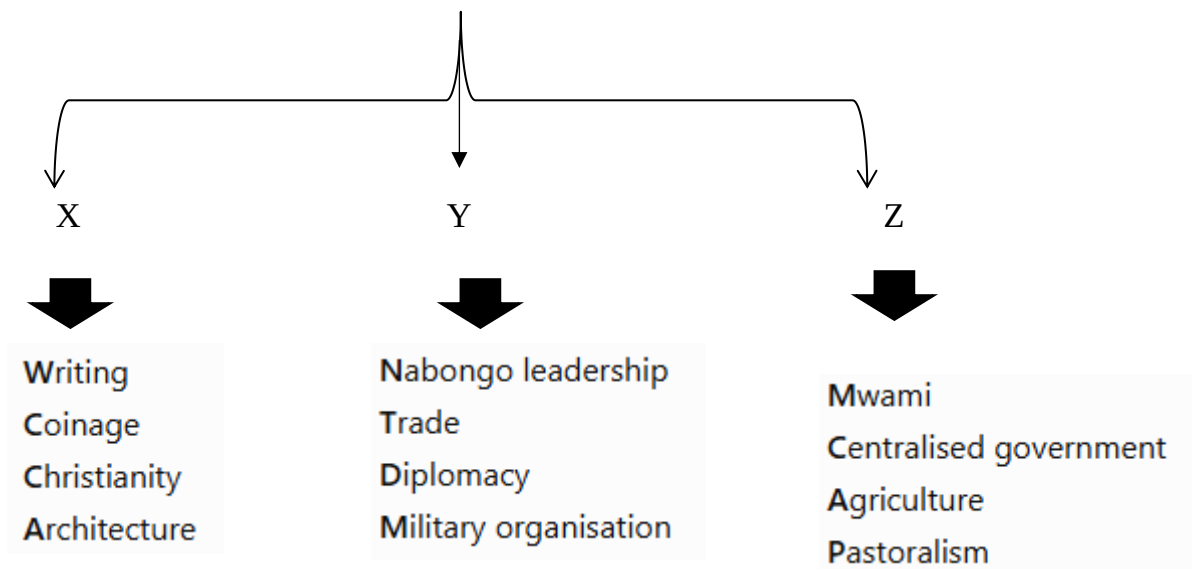
c) State **two democratic principles** that should guide an election. (2 marks)

d) Explain **two responsibilities** of citizens before, during or after elections. (2 marks)

e) Suggest **two ways** in which technology can be used positively to strengthen democratic participation. (2 marks)

18. Below are descriptions of certain ancient African civilization kingdoms and empires.

AFRICAN CIVILIZATION



a) Identify the African civilization represented by X. (1 mark)

X: _____

Y: _____

Z: _____

- b) Give **two features** of the Wanga Kingdom. (2 marks)
- c) Explain **two factors** that contributed to the growth of African civilizations. (2 marks)
- d) Explain **two ways** in which African civilizations demonstrate that Africans had developed complex social, economic and political systems before European colonization. (2 marks)
- e) State **two lessons** that modern African societies can learn from the achievements of African civilizations. (2 marks)

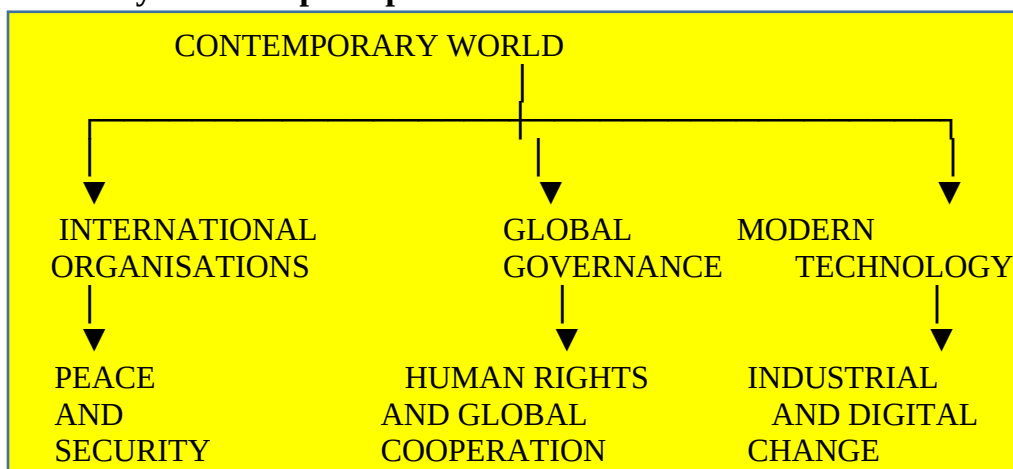
19. Study the source below.

During the nineteenth and twentieth centuries, European powers increased their political and economic influence over many African territories. Africans responded in different ways, including armed resistance, peaceful protest, political organization and nationalist movements. The two World Wars also affected Africa through military recruitment, economic changes, political awareness and social disruption. After the Second World War, nationalist movements became stronger in many African territories.

Answer the questions that follow.

- a) What historical process is described in the first sentence of the source? (1 mark)
- b) State **two methods** used by Africans to resist colonial domination. (2 marks)
- c) Explain **two factors** that contributed to the growth of African nationalism after the Second World War. (2 marks)
- d) Explain **two effects** of the World Wars on African societies. (2 marks)
- e) Explain **three ways** in which African nationalism contributed to the attainment of independence. (3 marks)

20. Study the concept map below.



- a) Name **one international organisation** concerned with maintaining international peace and cooperation. (1 mark)
- b) State **two functions** of international organisations. (2 marks)
- c) Explain **two ways** in which modern technology has transformed economic or social life. (2 marks)
- d) State **two challenges** associated with the Fourth Industrial and Technologies Revolution. (2 marks)
- e) Explain **three ways** through which citizens can promote equality and non-discrimination in society. (3 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

BUSINESS STUDIES

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) Define the term **money**.

(1 mark)

b) State **two functions of money**.

(2 marks)

c) Explain **two reasons why people demand money**.

(2 marks)

2. Study the simplified illustration below and answer the questions that follow.



a) Identify the security feature represented by **A**. _____ (1 mark)

b) Identify the feature represented by **B**. _____ (1 mark)

c) Identify the security feature represented by **C**. _____ (1 mark)

d) State **two reasons why security features are incorporated in currency notes.**(2 marks)

- i. _____

- ii. _____

3. A group of Grade 10 learners plans to establish a small enterprise selling environmentally friendly shopping bags in their community.

a) State **three goals** that the learners may set for their business. (3 marks)

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

b) Explain **one importance of setting business goals.** (1 mark)

c) State **one factor that should be considered when setting business goals.** (1 mark)

4. Amani Traders wants to open a bank account to make business transactions safer and easier.

a) Name **two types of bank accounts** that may be relevant to the business. (2 marks)

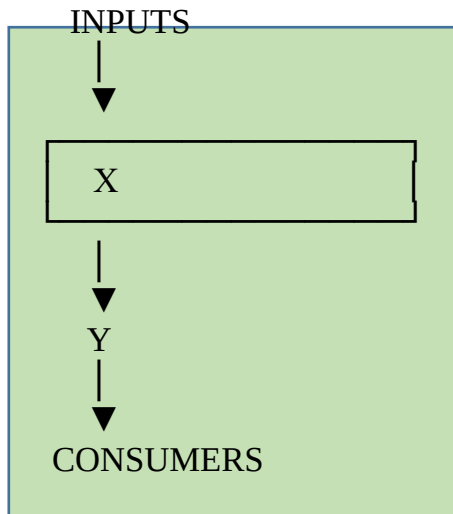
- i. _____
- ii. _____

b) State **two services offered by commercial banks to businesses.** (2 marks)

- i. _____
- ii. _____

c) Give **one reason why a business should keep money in a bank rather than keeping all its money at the business premises.** (1 mark)

5. Study the production process represented below.



a) Identify the stage represented by the **X**. (1 mark)

b) State **two factors of production** used during this process. (2 marks)

i. _____

ii. _____

c) Distinguish between **production** and **consumption**. (2 marks)

6. Three friends, Brian, Carol and David, intend to start a business together. They agree to contribute capital, share profits and participate in decision-making.

a) Identify the most appropriate form of business ownership for the three friends. (1 mark)

b) State **two characteristics** of this form of business ownership. (2 marks)

i. _____

ii. _____

c) State **two advantages** of this form of business ownership. (2 marks)

i. _____

ii. _____

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. Kiprono operates a small food business. He prepared the following monthly budget:

Item	Amount (KSh)
Expected sales revenue	120,000
Purchase of stock	45,000
Rent	15,000
Wages	20,000
Transport	8,000
Electricity and water	5,000
Advertising	4,000

a) Calculate the **total expected expenditure**.

(2 marks)

b) Calculate the **expected profit** for the month.

(2 marks)

c) State **three importance of preparing a budget for a business**.

(3 marks)

i. _____

ii. _____

iii. _____

d) Explain **three ways in which Kiprono can control business expenditure**. (3 marks)

iv. _____

v. _____

vi. _____

8. Read the case study below and answer the questions that follow.

Naserian noticed that many households in her community were struggling to obtain fresh vegetables regularly. She decided to establish a small vegetable-growing and delivery enterprise. She conducted a survey, identified her target customers, calculated the amount of capital required and developed a simple business plan. She also decided to use organic farming methods to protect the environment.

a) Identify **two entrepreneurial qualities** demonstrated by Naserian. (2 marks)

i. _____

ii. _____

b) Explain **three benefits of entrepreneurship to the Kenyan economy**. (3 marks)

i. _____

ii. _____

iii. _____

c) State **two factors** Naserian should consider when identifying a business opportunity. (2 marks)

i. _____

ii. _____

d) Explain **three reasons why a business plan is important to Naserian's enterprise**. (3 marks)

i. _____

ii. _____

iii. _____

9. A furniture-making enterprise employs several workers. One worker cuts timber, another smoothens the timber, another assembles the furniture, while another applies the final finish.

a) Identify the business concept illustrated by the arrangement above. (1 mark)

b) Explain **three advantages of division of labour to the enterprise**. (3 marks)

i. _____

ii. _____

iii. _____

c) Explain **three disadvantages of division of labour to workers or the enterprise**. (3 marks)

i. _____

ii. _____

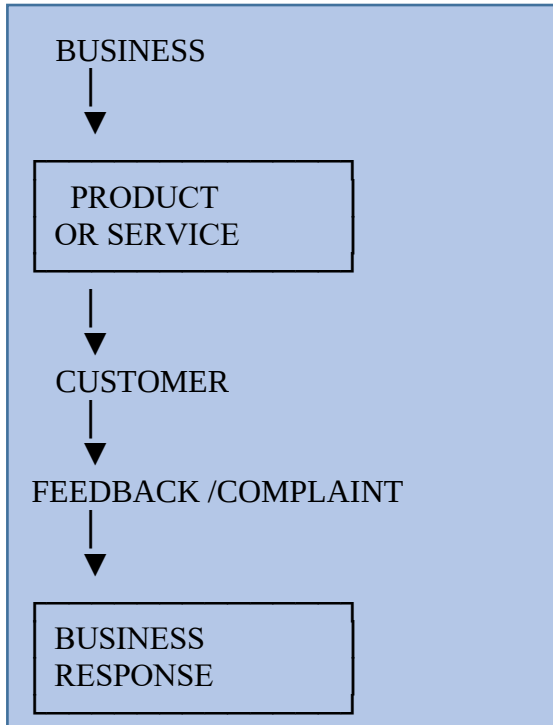
iii. _____

d) Distinguish between **division of labour** and **specialisation**. (2 marks)

e) State **one factor that may limit the extent to which division of labour can be practised in a business**. (1 mark)

10. Consumer Satisfaction and Protection (10 marks)

Study the customer-service process below.



a) Identify the process represented by the diagram. _____ (1 mark)

b) State **three reasons why customer satisfaction is important to a business.** (3 marks)

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

c) A customer purchases an electronic appliance that develops a fault shortly after purchase. State **three remedies that may be available to the customer.** (3 marks)

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

d) Explain **three ways in which a business can improve customer satisfaction.** (3 marks)

- i. _____

- ii. _____

- iii. _____

11. A business received and made the following transactions during the month:

*2 August: Bought goods on credit from **Mali Wholesalers**, KSh 18,000.*

5 August: Sold goods for cash, KSh 12,000.

8 August: Purchased furniture for cash, KSh 10,000.

12 August: Returned goods worth KSh 3,000 to Mali Wholesalers.

15 August: A customer returned goods worth KSh 2,000 that had previously been sold on credit.

a) Name the **source document** that would be used when goods are purchased on credit. **(1 mark)**

b) Name the **source document** that would be issued when goods are sold on credit. **(1 mark)**

c) Identify the source document used to record goods returned by the business to Mali

Wholesalers.

(1 mark)

d) Identify the source document used when a customer returns goods previously bought on credit.

(1 mark)

e) Prepare a simple table showing the following for the transactions dated **2 August, 12 August and 15 August:**

Date	Transaction	Appropriate Source Document
2 August		
12 August		
15 August		

(3 marks)

f) State **three reasons why source documents are important in business.**

(3 marks)

i. _____

ii. _____

iii. _____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

CHRISTIAN RELIGIOUS EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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4. This paper consists of TWO sections: A and B.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) State **two reasons** why Christians study the Bible. (2 marks)
- b) Explain **two ways** through which the Bible guides Christians in making moral decisions. (2 marks)
- c) Give **one reason** why Christians should interpret biblical teachings carefully in their daily lives. (1 mark)
2. a) State **two responsibilities** that God gave human beings towards creation. (2 marks)
- b) Explain **two ways** in which Christians can demonstrate responsible stewardship of the environment. (2 marks)
- c) State **one consequence** of irresponsible use of natural resources. (1 mark)
3. a) Identify **two actions** that demonstrated disobedience by Adam and Eve. (2 marks)
- b) Explain **two lessons** Christians learn from the Fall of human beings. (2 marks)
- c) State **one way** Christians can overcome temptation in contemporary society. (1 mark)
4. a) State **two characteristics** of genuine Christian faith. (2 marks)
- b) Explain **two ways** in which faith influences a Christian's behaviour. (2 marks)
- c) Give **one example** of a situation in which a Christian may be required to demonstrate faith. (1 mark)
5. a) Name **two Christian values** that promote peaceful coexistence in society. (2 marks)
- b) Explain **two ways** in which forgiveness can promote reconciliation among people. (2 marks)
- c) State **one danger** of revenge in a community. (1 mark)
6. A group of learners discovers that one of their classmates is being bullied because of his or her background. Some learners want to retaliate against the bullies.
 - a) State **two Christian teachings** that can guide the learners in responding to the situation. (2 marks)
 - b) Explain **two appropriate actions** the learners should take to address the problem. (2 marks)
 - c) State **one reason** why Christians should avoid violence when resolving conflicts. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. Read the situation below and answer the questions that follow.

A Christian learner is offered an opportunity to obtain examination answers secretly before an important examination. The learner knows that accepting the answers would give an unfair advantage but is afraid of failing.

- a) Identify **two Christian principles** that should guide the learner's decision. (2 marks)
- b) Explain **three reasons** why the learner should refuse to use the examination answers. (6 marks)
- c) Describe **three possible consequences** of examination cheating to the learner and society. (3 marks)
- d) Suggest **three practical ways** through which the learner can prepare honestly for examinations. (3 marks)

8. Christian leadership involves serving others and demonstrating responsibility.

- a) State **four qualities** of a good Christian leader. (4 marks)
- b) Explain **four ways** through which Christian leaders can demonstrate servant leadership in their communities. (4 marks)
- c) A school leader notices that some learners are being excluded from school activities because of their social or economic background.

Explain **four actions** the leader can take to promote fairness and inclusion. (4 marks)

- d) State **two benefits** of responsible Christian leadership to a community. (2 marks)

9. The family is an important institution in Christian teaching. Healthy relationships within the family contribute to the development of responsible members of society.

- a) State **four roles** of the family in the Christian community. (4 marks)
- b) Explain **four ways** parents and children can promote harmonious relationships at home. (4 marks)
- c) Describe **three challenges** that may affect Christian family relationships among young people today. (3 marks)
- d) Suggest **three ways** Christians can address the challenges identified in part (c). (3 marks)

10. A community is experiencing increasing cases of corruption, environmental destruction, substance abuse, cyberbullying and violence among young people.

- a) Identify **four Christian values** that can help address these challenges. (4 marks)
- b) Explain **four ways** Christians can contribute to solving social problems in their communities.

(4 marks)

c) Discuss **four responsibilities** of young Christians in promoting responsible use of digital technology and social media. (4 marks)

d) State **two ways** the Church can contribute towards the development of a responsible society. (2 marks)

11. A group of young people is planning a community project. One member proposes that they should exaggerate the amount of money spent on the project so that they can keep the extra money for themselves.

a) Identify **two moral issues** raised by the proposal. (2 marks)

b) Explain **four Christian teachings or values** that should guide the group in dealing with the situation. (4 marks)

c) Describe **four steps** the group should follow when making a responsible moral decision. (4 marks)

d) Explain **two benefits** of honesty and accountability in community projects. (2 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

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	ASILIM IA (%)	KUZ 1	KUZ 2	KUF1	KUF2	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 MWANAF UNZI											

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)

.....

.....

.....

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

.....

.....

.....

(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)

.....

.....

(iii) Tashihisi. (Alama 1)

.....

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.....

(iv) **Takriri.****(Alama 1)**

.....

.....

.....

(b) Tambua mbinu ya kifasihi iliyotumika katika kila sentensi ifuatayo. (Alama 4)(i) *Asha ni simba katika uwanja wa mjadala. (Alama 1)*

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

(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)

.....

.....

.....

(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 kifuani, 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)

.....
.....

(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:

.....

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:

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(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)

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)

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HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

LITERATURE IN ENGLISH

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

1. Fill in your name in the space provided above.
2. Write your school name and stream clearly.
3. Indicate your admission number and date.
4. The paper consists of **two sections: A and B**.
5. Attempt **all questions** in every section.
6. Use **English** to answer all questions.
7. Write your responses in the spaces provided in the paper.
8. Do not detach or remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (20 MARKS)

Answer ALL questions in this section.

1. Read the narrative below and answer the questions that follow.

Long, long ago, when animals could speak like people and trees whispered secrets to the wind, the animals of the Serengeti lived under the rule of King Simba the Lion.

During a great drought, the rivers shrank to cracked mud and the grass turned into pale dust. The animals gathered at the foot of Mount Kilima to find a solution. King Simba stood tall on the highest rock and roared, **“We must dig a communal well at the riverbed! Every animal, big or small, must dig! Dig! Dig!”**

All the animals agreed and began working immediately. Elephant scooped heavy piles of dirt with his massive trunk. Zebra kicked away hard rocks with her hooves. Even the small Hare, named Sungura, pretended to dig while actually sleeping under the shade of an acacia tree.

When night fell, a deep, crystal-clear spring of water gushed from the ground. King Simba decreed, **“Only those who sweat to dig shall drink from this spring! Sungura did not dig, so Sungura shall not drink! He shall NOT drink!”**

But Sungura was clever, mischievous, and extremely, extremely stubborn. That very midnight, while Elephant was guarding the well, Sungura approached wearing a jar of sweet honey tied around his waist.

“Greetings, great uncle Elephant,” Sungura called out smoothly. **“Would you like a taste of the sweetest nectar from the hills?”**

Elephant, being fond of sweet things, swallowed the honey greedily. **“Give me more! Give me more!”** Elephant begged.

Sungura smiled. **“I will give you all of it if you let me tie your feet to that tree so you don’t fall over from pure delight.”**

FOOLISH ELEPHANT! FOOLISH ELEPHANT! Elephant agreed and let Hare tie his legs firmly to a trunk. Once Elephant was bound, Sungura laughed, drank his fill of the cool water, swam in the pool, and spilled mud into the rest of the clean spring.

The next morning, the animals found Elephant tied to the tree and the spring ruined. King Simba roared with rage, **“Sungura has tricked us again! Tricked us again!”**

They set a trap using a wooden statue coated in sticky tree resin. When Sungura returned the following night, he greeted the wooden figure. Receiving no reply, he grew angry and struck it—first with his right paw, then his left, then both feet. Sungura was stuck fast!

The next day, the animals caught Sungura red-handed. Though he managed to plead for mercy and was banished to the thorny bushes, he learned that trickery and laziness eventually trap the trickster.

And that is where my story ends.

a) Which genre of narrative is this?

(1 mark)

b) Give **two reasons** to support your answer in (a) above. (2 marks)

c) Identify the **opening formula** and the **closing formula** from the story. (1 mark)

d) Name **two main characters** from the narrative. (2 marks)

e) Why was Sungura forbidden from drinking water from the well? (1 mark)

f) Describe Sungura's character traits and actions. How do they differ from those of Elephant? (4 marks)

g) Are the events in the narrative **realistic or imaginary**? Give **two reasons** for your answer. (3 marks)

h) Identify **two examples of repetition** in the narrative and explain their effect. (4 marks)

i) What moral lesson do we learn from this narrative?

(2 marks)

SECTION B (35 MARKS)

Answer ALL questions in the spaces provided after each question.

2. Name any three main classifications/genres of oral literature.

(3 marks)

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3. List five types of oral poems/songs in oral literature.

(5 marks)

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4. Explain four key features/characteristics of oral literature.

(8 marks)

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5. State and explain five functions of oral literature in society.

(10 marks)

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6. Discuss the role of the digital space and modern media as a contemporary source and platform for oral literature. (8 marks)

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SECTION C (15 MARKS)

Answer ALL questions in the spaces provided after each question.

7. Read the poem below and answer the questions that follow.

VOICES IN THE WIND

By Amani Mwamba

The ancient tree upon the hill,
 Stands quiet in the morning chill.
 It saw our fathers plant the seed,
 And work the land to meet our need.
It heard the songs of harvest night,
 When fires burned so clear and bright.
 It kept the tales of long ago,
 Of river streams that used to flow.
Now iron machines come marching near,
 To strike the bark with cold, hard fear.
 They turn the green wood into grey,
 And sweep the history away.
Listen, youth, before it falls,
 Before the bird no longer calls!

Hold fast the words the elders spoke,
Before our heritage turns to smoke.
For trees can plant another root,
And branches bear a younger fruit,
But once the story leaves the tongue,
The song can never more be sung.

a) Who is the poet of the poem? (1 mark)

b) Who is the persona in the poem? (2 marks)

c) Identify **two pairs of rhyming words** in the poem. (2 marks)

d) What is the main message of the poem? (1 mark)

e) According to the poem, what threatens to destroy the forest and tradition? (1 mark)

f) What “tools” or elements from the past does the persona urge the youth to preserve? (1 mark)

g) How does the poet feel about the destruction of trees and cultural stories? Give a reason from the poem. (2 marks)

h) How can modern youth actively protect their cultural heritage and environment today? (2 mks)

i) If you could add one stanza to the poem, what would it say? (3 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

INFORMATION COMMUNICATION TECHNOLOGY

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

1. Write your details as required in the spaces provided above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers **MUST** be written in the spaces provided in the paper.
6. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (35 MARKS)

Answer ALL questions in this section.

1. a) Define the term **Information and Communication Technology (ICT)**. (1 mark)

- b) State **two technologies used for communication** in modern society. (2 marks)

- i. _____
ii. _____

- c) Explain **two ways in which ICT has improved communication in schools**. (2 marks)

- i. _____

ii. _____

2. Study the simplified ICT infrastructure arrangement below.



a) Identify the component labelled **A**. (1 mark)

b) Identify **any two end-user devices** represented by E–J. (2 marks)

E: _____

F: _____

G: _____

H: _____

I: _____

J: _____

c) State **one function of device C** used to connect computers in an organisation. (1 mark)

d) Give **one reason why an organisation requires ICT infrastructure**. (1 mark)

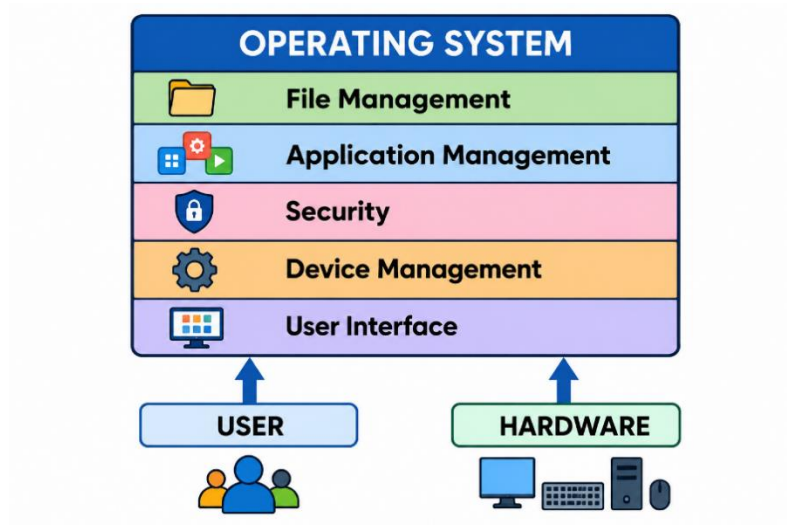
3. ICT is widely used in different sectors of society.

a) Name **three application areas of ICT**. (3 marks)

b) Explain **one benefit of ICT in the health sector**. (1 mark)

c) State **one way ICT can be used to support environmental conservation**. (1 mark)

4. Study the diagram below.



a) What is an **operating system**?

(1 mark)

b) Name **two operating systems** used in digital devices.

(2 marks)

- i. _____
- ii. _____
- _____

c) State **two functions of an operating system**.

(2 marks)

- i. _____
- ii. _____
- _____

5. A learner has created the following files on a computer:

ICT Notes.docx

ICT Presentation.pptx

ICT Poster.pub

ICT Assignment.docx

a) Suggest a suitable **folder name** in which the four files could be stored.

(1 mark)

b) State **two operations that can be performed on a file or folder** using an operating system.

(2 marks)

c) Give **two security measures** that can be used to protect files stored on a computer. (2 marks)

i.

ii.

6. a) Explain the meaning of **digital citizenship**. (1 mark)

b) State **two responsible behaviours** expected from a digital citizen. (2 marks)

i.

ii.

c) A learner receives a message from an unknown person requesting a password and personal information.

i) State **one danger associated with responding to the message**. (1 mark)

ii) Give **one appropriate action the learner should take**. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. A school has asked a learner to prepare a one-page notice using a word processor.

The notice should contain:

DIGITAL SKILLS CLUB

All Grade 10 learners are invited to join the Digital Skills Club. The club will help learners develop skills in word processing, presentations, desktop publishing, Internet research and digital communication.

a) Name **four word-processing features** that could be used to improve the appearance of the notice. **(4 marks)**

i. _____

ii. _____

iii. _____

—

iv. _____

b) Explain the difference between **editing** and **formatting** a document. **(2 marks)**

—

c) State **two advantages of using a word processor instead of preparing the notice manually.** **(2 marks)**

i. _____

ii. _____

d) Describe **two methods of correcting errors** in a word-processing document. **(2 marks)**

i. _____

ii. _____

8. A learner has been assigned to prepare a presentation entitled:

“Responsible Use of ICT in Schools”

The presentation is expected to contain **six slides**.

a) Suggest suitable content for **any four slides** of the presentation. **(4 marks)**

i. _____

ii. _____

iii. _____

iv. _____

b) State **three principles of designing an effective presentation**. **(3 marks)**

i. _____

ii. _____

iii. _____

c) Explain why excessive use of **animations and transition effects** may reduce the effectiveness of a presentation. **(1 mark)**

d) Give **two ways of making a presentation accessible and easy to understand**. **(2 marks)**

i. _____

ii. _____

q

9. The school wants to produce a poster advertising an **ICT Innovation Exhibition**.

The poster should contain:

- School name
- Exhibition title
- Date
- Venue
- Activities
- Contact information

a) Define **desktop publishing**. (1 mark)

b) Name **two types of publications** that can be produced using desktop publishing software. (2 marks)

i.

ii.

c) State **three design principles** that should be considered when creating the poster. (3 marks)

i.

ii.

iii.

d) Explain **two advantages of using desktop publishing software** when preparing school publications. (2 marks)

i.

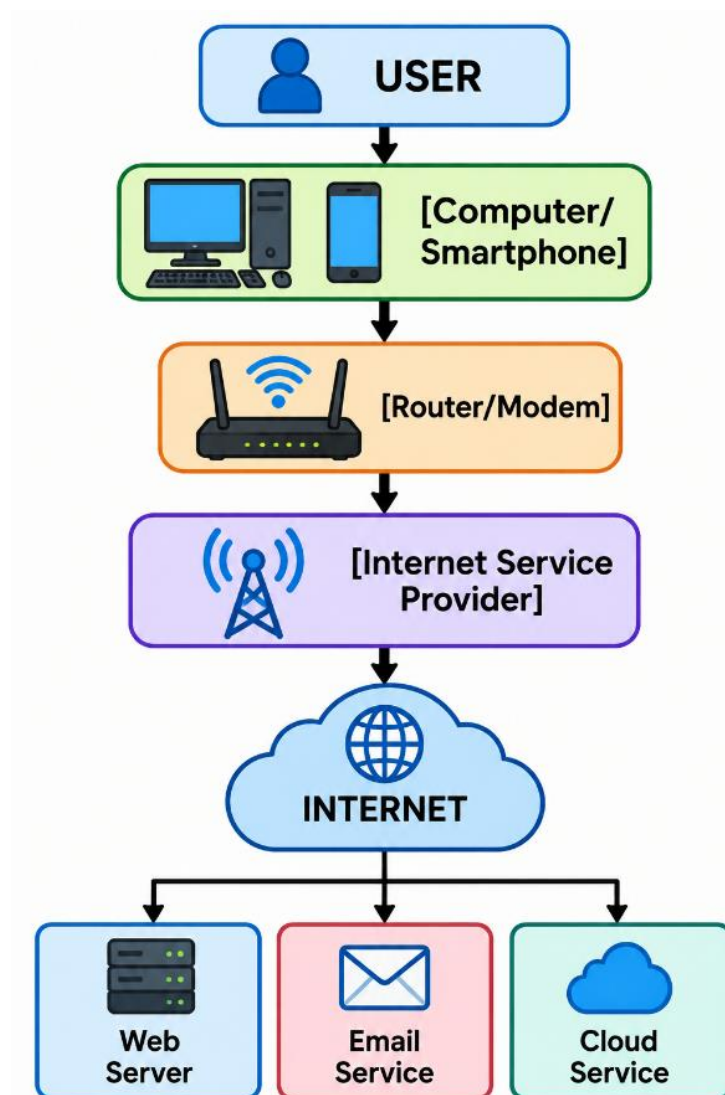
ii.

e) State **two pieces of information that should appear prominently on the poster**. (2 marks)

i.

ii.

10. Study the Internet communication process below.



- a) What is the **Internet**? (1 mark)

- b) Identify **two devices** that a user may use to access the Internet. (2 marks)

i.

ii.

- c) State **three services or uses of the Internet**. (3 marks)

i.

ii.

iii.

d) Explain **two factors that should be considered when selecting an Internet connection for a school. (2 marks)**

i. _____

ii. _____

e) State **two responsible practices when using Internet search engines. (2 marks)**

i. _____

ii. _____

11. A school plans to use digital communication technologies to connect teachers, learners and parents.

a) Name **four digital communication technologies or platforms** that can be used for communication and collaboration. **(4 marks)**

i. _____

ii. _____

iii. _____

iv. _____

b) Distinguish between **synchronous** and **asynchronous** digital communication. **(2 marks)**

c) Give **two advantages of digital communication in education. (2 marks)**

i. _____

ii. _____

d) State **two measures that can help ensure safe and responsible digital communication.**

(2 marks)

i. _____

ii. _____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

COMMUNITY SERVICE LEARNING

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (30 MARKS)**Answer ALL questions in this section.**

1. a) Define the term Community Service Learning (CSL). (2 marks)

b) State **two characteristics** of effective Community Service Learning. (2 marks)

i. _____

ii. _____

2.

A group of Grade 10 learners visits their community and discovers that the area around a public water point is dirty and poorly maintained.

a) Identify **one community need** presented in the situation. (1 mark)

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

i. _____

ii. _____

c) Suggest **one appropriate solution** that learners could undertake through Community Service Learning. (1 mark)

3. a) Name two values **that learners should demonstrate when participating in community service**. (2 marks)

i. _____

ii. _____

b) Explain how **one** of the values named above contributes to successful community service. (2 marks)

4. a) State two groups of people **who can participate in a community service project.** (2 marks)

i. _____

ii. _____

b) Give **two reasons** why involving community members is important in a service project. (2 mks)

i. _____

ii. _____

5.

During a community clean-up exercise, some learners disagree about how the work should be divided.

a) State **one appropriate way** of resolving the disagreement. (1 mark)

b) Give **two benefits of teamwork** in Community Service Learning. (2 marks)

i. _____

ii. _____

6. a) What is meant by reflection in Community Service Learning? (2 marks)

b) State **two things a learner can gain from reflecting on a community service activity.**

(2 marks)

i. _____

ii. _____

7.

a) State **two responsibilities of a learner** participating in a community service project. (2 marks)

i. _____

ii. _____

b) Why should learners observe safety precautions during community service activities? (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

8. **Your** school administration has asked Grade 10 learners to identify a problem affecting the surrounding community and develop a Community Service Learning project to address it.

a) State **two methods** learners could use to identify community needs. (2 marks)

i. _____

ii. _____

b) Give **three factors** learners should consider when selecting a community problem to address.

(3 marks)

i. _____

ii. _____

iii. _____

c) Outline **four steps** that learners should follow when planning the project. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

d) State **one reason** why setting clear objectives is important in a community project. (1 mark)

9. A Grade 10 class notices that plastic waste has accumulated around a nearby market. The waste blocks drainage channels and creates an unpleasant environment. The learners decide to work with traders and community leaders to address the problem.

a) Identify **two problems** resulting from the situation. (2 marks)

i. _____

ii. _____

b) Suggest **three activities** the learners could undertake to address the problem. (3 marks)

i. _____

ii. _____

iii. _____

c) Identify **two stakeholders** who should be involved in the project. (2 marks)

i. _____

ii. _____

d) Explain **two ways** in which the project could benefit the community. (2 marks)

i. _____

ii. _____

e) State **one indicator** that could be used to determine whether the project has been successful.

(1 mark)

10. During a school-community project, the project leader assigns most of the work to a few learners. Other learners complain that the distribution of responsibilities is unfair. An argument develops among members of the group.

a) Identify **two qualities of an effective CSL project leader**. (2 marks)

i. _____

ii. _____

b) Explain **two ways** the leader could ensure fair distribution of responsibilities. (2 marks)

i. _____

ii. _____

c) State **three appropriate steps** that could be used to resolve the conflict. (3 marks)

i. _____

ii. _____

iii. _____

d) Explain **two ways** teamwork can improve the success of a community project. (2 marks)

i. _____

ii. _____

e) State **one consequence** of failing to resolve conflicts in a community project. **(1 mark)**

11. A group of learners is conducting a Community Service Learning project in a nearby village. During the project, one learner takes photographs of community members and posts them on social media without seeking their permission.

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

b) Explain **two reasons** why learners should respect the privacy and dignity of community members. **(2 marks)**

i. _____

ii. _____

c) State **three values** that should guide learners when interacting with community members. **(3 marks)**

i. _____

ii. _____

iii. _____

d) Suggest **two appropriate actions** the learner should take after posting the photographs without permission. **(2 marks)**

i. _____

ii. _____

e) Explain **two ways** Community Service Learning promotes responsible citizenship. **(2 marks)**

i. _____

ii. _____

12.

Your class has completed a Community Service Learning project aimed at improving sanitation in the local community.

a) State **three ways** learners can evaluate the success of the project. **(3 marks)**

i. _____

ii. _____

iii. _____

b) Give **two examples of evidence** that could be collected to show that the project achieved its objectives. **(2 marks)**

i. _____

ii. _____

c) Explain **two lessons** learners may gain from participating in the project. **(2 marks)**

i. _____

ii. _____

d) State **one challenge** that learners may have experienced during the project. **(1 mark)**

e) Suggest **one way** of addressing the challenge identified in (d). **(1 mark)**

f) Why is it important for learners to share the results of a completed community project with relevant stakeholders? **(1 mark)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

ENGLISH

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

1. Answer **ALL** questions.
2. Write your answers clearly in the spaces provided.
3. Read each question carefully before answering.
4. Give complete and grammatically correct answers where required.
5. This examination consists of **TWO** sections:
 - **Section A: Reading and Comprehension – 30 marks**
 - **Section B: Grammar and Functional Writing – 50 marks**

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90- 100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS							8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE														

SECTION A: 30 MARKS

TASK 1: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

When learners at **Bomet Senior School** realised that the school kitchen spent a considerable amount of money buying vegetables, they began discussing ways of reducing the cost. The Agriculture Club proposed establishing a school farm where vegetables could be grown for use in the kitchen. The idea was introduced by **Janet**, the club's vice-chairperson, during one of their weekly meetings. She explained that the school had unused land behind the laboratory that could be converted into a productive garden. The agriculture teacher, **Mr. Rono**, encouraged the learners to study the soil and determine which crops would perform well.

After conducting a simple investigation, the learners selected vegetables such as kale, spinach and onions. They prepared the land, constructed a small compost pit and planted the crops. They also collected dry leaves and other biodegradable materials to make organic manure.

However, the project soon faced difficulties. There was insufficient water during a particularly dry period, and some seedlings withered. Rather than abandoning the project, the learners discussed possible solutions. They decided to collect water from the laboratory roof and use it carefully on the garden.

The school administration supported their efforts by providing a few watering cans. Parents also donated seeds, while the learners continued making compost from available organic materials. After several weeks, the garden began producing vegetables. The kitchen used some of the harvest, while the learners sold the surplus to teachers. The money earned was used to purchase additional seeds and gardening tools.

The project eventually became more than a source of vegetables. It taught the learners that careful planning, innovation and teamwork can transform an unused resource into something valuable.

Questions

1. Why did the learners decide to establish a school farm? (2 marks)

2. Name **TWO** vegetables grown by the learners. (2 marks)

(i) _____

(ii) _____

3. What problem affected the project during the dry period? (1 mark)

4. How did the learners respond to the shortage of water?

(1 mark)

5. State **TWO** ways in which the school community supported the project.

(2 marks)

(i) _____

(ii) _____

6. What important lesson did the learners gain from the project?

(2 marks)

TASK 2: CLOZE TEST – 10 MARKS

Read the passage below and fill in each blank with the most appropriate word.

THE PEER MENTORING PROGRAMME

At **Kisii Senior School**, a group of learners established a peer mentoring programme to help students who were experiencing difficulties in adapting to senior school life.

The programme was started (1) _____ a group of learners who believed that students could support one another. Before becoming mentors, the learners received guidance from the school counsellor (2) _____ effective communication and confidentiality.

During the first meeting, the mentors explained (3) _____ the programme would operate. They assured the younger learners that their concerns would be treated (4) _____ respect and sensitivity.

One learner admitted that she was struggling to manage her time. Her mentor helped her prepare a timetable (5) _____ included time for study, rest and recreation. Another learner needed help (6) _____ he was finding it difficult to balance schoolwork with responsibilities at home.

The mentors did not make decisions for their fellow learners. Instead, they encouraged them to think carefully (7) _____ possible solutions. When a problem required professional assistance, the mentors referred the learner (8) _____ the appropriate teacher or counsellor.

After several weeks, teachers noticed that many participants had become more confident. The mentors themselves also developed better listening and leadership skills. The programme therefore benefited both those who received support (9) _____ those who provided it.

The school administration encouraged the learners to continue with the programme because cooperation and empathy are qualities (10) _____ can strengthen a school community.

TASK 3: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

THE SCHOOL DEBATE

The auditorium at **Kakamega Senior School** was unusually quiet as members of the Debate Club prepared for an inter-school competition. Their topic was whether schools should completely ban the use of mobile phones by learners.

The debate chairperson, **Samuel**, reminded everyone that the purpose of the discussion was not simply to defeat the opposing side. Instead, learners were expected to present convincing arguments while respecting different opinions.

Faith, who supported the ban, argued that unrestricted phone use could distract learners from their studies. She gave examples of students who spent long periods on social media during study time.

Daniel, however, disagreed. He argued that mobile phones could be useful educational tools when used responsibly. According to him, learners could access electronic books, educational videos and online research materials.

As the discussion became more intense, some members began interrupting one another. Samuel raised his hand and waited until the room became quiet. He reminded the members to allow speakers to finish before responding.

The team eventually agreed that the issue was more complicated than simply banning or allowing phones. They proposed that schools should establish clear rules governing when and how mobile phones could be used for educational purposes.

Before the meeting ended, Samuel asked each member to write down one argument supporting the team's final position. He explained that a strong debate depended not only on speaking confidently but also on listening, evaluating evidence and modifying one's position when necessary.

Questions

1. What was the topic of the debate? (1 mark)

2. Give **TWO** arguments presented in the debate. (2 marks)

3. Why did Samuel raise his hand during the discussion? (1 mark)

4. What compromise did the team eventually reach? (2 marks)

5. Explain in your own words the meaning of the statement:

“A strong debate depended not only on speaking confidently but also on listening.” (2 marks)

6. Identify **TWO** skills demonstrated by Samuel as the chairperson. (2 marks)

SECTION B: 50 MARKS

TASK 4: GRAMMAR IN USE – 30 MARKS

Answer **ALL** questions in this task.

1. Identify the word class of each underlined word.

The **successful** learners **quickly** completed the task **before** sunset.

a) successful – _____ (1 mark)

b) quickly – _____ (1 mark)

c) before – _____ (1 mark)

2. Use the word “light” in two different sentences, using it as indicated.

a) As a noun: (1 mark)

b) As an adjective: (1 mark)

3. Fill in the blank with an appropriate pronoun.

Jane and Asha completed the project by _____. (1 mark)

4. Identify the type of phrase underlined.

The learners completed the assignment with remarkable accuracy. (1 mark)

5. Rewrite the sentence by replacing the underlined words with an appropriate adverb.

The speaker answered the question in a polite manner. (1 mark)

6. Construct one meaningful sentence containing an adjectival phrase. (1 mark)**7. Identify the grammatical function of the underlined phrase.**

The committee selected the most responsible learner as its representative. (1 mark)

8. Arrange the following words to form a meaningful noun phrase.

Kenyan / talented / three / young / musicians (1 mark)

9. Identify the type of clause in bold.

The learners continued working **although they were extremely tired**. (1 mark)

10. Complete the sentence using an appropriate subordinate clause.

The teacher postponed the practical lesson _____ (1 mark)

11. Join the two sentences using a suitable relative pronoun.

The girl won the essay competition. She represented our school. **(1 mark)**

12. Identify the independent clause in the sentence below.

If the weather improves, the agricultural club will resume its activities. **(1 mark)**

13. Rewrite the sentence by changing the dependent clause into a phrase without changing the meaning.

When the lesson ended, the learners left the classroom. **(1 mark)**

14. State whether the following sentence is simple, compound or complex.

The learners completed the experiment, but they forgot to record the results. **(1 mark)**

15. Join the two sentences using an appropriate conjunction.

The road was flooded. The students arrived at school on time. **(1 mark)**

16. Rewrite the sentence in the passive voice.

The science club members planted fifty trees. **(1 mark)**

17. Rewrite the sentence in the active voice.

The school garden was maintained by the agriculture club. **(1 mark)**

18. Rewrite the sentence in reported speech.

Amina said, "I have completed my assignment." **(1 mark)**

19. Rewrite the sentence beginning with the word given.

The learners would have won the competition if they had prepared adequately. **(1 mark)**

Begin:

Had _____

20. Rewrite the sentence using too...to without changing its meaning.

The box was so heavy that the learner could not lift it. **(1 mark)**

Begin:

The box was _____

21. Add a suitable question tag.

You attended the environmental seminar, _____? **(1 mark)**

22. Correct the grammatical errors in the following sentences.

a) The list of participants **were** submitted yesterday. **(1 mark)**

b) Neither the students nor the teacher **know** the answer. (1 mark)

23. Rewrite the following sentence using correct punctuation and capitalisation.

the principal asked jane where she had placed the laboratory keys (2 marks)

24. Correct the spelling errors in the sentence below.

The learners showed great **determination** and **responsibility** during the campaign. (2 marks)

TASK 5: FUNCTIONAL WRITING – 20 MARKS

Your school has announced that it will select **two Grade 10 learners to represent the school in a county-level Young Innovators Exhibition.**

The exhibition will provide learners with an opportunity to present practical solutions to community problems.

You are interested in participating because you have developed an idea for a simple project that can help your community.

You are **Kevin Kiptoo**, a Grade 10 learner at **Fiti Senior School**.

TASK

Write a **formal application letter to the Principal of Fiti Senior School** requesting to be selected as one of the school's representatives.

Your letter should include:

- your address;
- the date;
- the recipient's address;
- an appropriate salutation;
- a clear subject/reference;
- the purpose of the letter;
- the innovation/project you wish to present;

- (20 marks)**

[illegible]

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

KISWAHILI

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako katika nafasi ulizopewa hapo juu.
2. Andika jina la shule yako na darasa lako katika nafasi ulizopewa.
3. Andika nambari yako ya usajili na tarehe ya tathmini katika nafasi ulizopewa.
4. Karatasi hii ina sehemu mbili: A na B.
5. Jibu maswali yote katika sehemu A na sehemu B.
6. Jibu maswali kwa lugha ya Kiswahili.
7. Majibu yote LAZIMA yaandikwe katika nafasi ulizopewa kwenye karatasi hii.
8. USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali.

ALAMA ZA MWANAFUNZI

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI2
KIWANGO CHA ALAMA	ALAMA 30	ALAMA 50		90- 100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTI			8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI	
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU A: ALAMA 50**KAZI YA 1: UFAHAMU Alama 10****1. Soma kifungu hiki kisha ujibu maswali yanayofuata.**

Teknolojia imekuwa sehemu muhimu ya maisha ya binadamu katika karne ya ishirini na moja. Katika sekta ya elimu, matumizi ya vifaa vya kidijitali yamebadilisha namna wanafunzi wanavyopata na kutumia maarifa. Hapo awali, mwanafunzi alitegemea zaidi vitabu vya kiada na maelezo ya mwalimu darasani. Leo hii, mwanafunzi anaweza kupata taarifa kutoka kwenye maktaba za kidijitali, tovuti za kielimu, video na programu mbalimbali za kujifunzia.

Matumizi ya teknolojia shuleni yana manufaa mengi. Kwanza, humwezesha mwanafunzi kupata taarifa kwa haraka. Pili, huleta mazingira ya kujifunza yenye kuvutia kwa kutumia picha, sauti, video na michoro. Tatu, teknolojia huwawezesha wanafunzi kushirikiana katika miradi hata kama hawako sehemu moja. Kwa mfano, wanafunzi wanaweza kutumia majukwaa ya mtandao kufanya utafiti na kuandaa kazi za pamoja.

Hata hivyo, teknolojia inapaswa kutumiwa kwa uwajibikaji. Baadhi ya wanafunzi hutumia vifaa vya kidijitali kwa shughuli zisizohusiana na masomo. Wengine huamini kila taarifa wanayopata kwenye mtandao bila kuichunguza. Hali hii inaweza kusababisha upotoshaji wa taarifa. Kwa hiyo, mwanafunzi anapaswa kuwa na uwezo wa kutathmini chanzo cha taarifa kabla ya kuitumia.

Walimu na wazazi pia wana jukumu la kuwaongoza vijana katika matumizi salama ya teknolojia. Wanafunzi wanapaswa kufundishwa namna ya kulinda taarifa zao binafsi, kuheshimu haki za wengine na kutumia mitandao kwa mawasiliano yenye kujenga. Teknolojia ikitumiwa vizuri, inaweza kuwa chombo muhimu cha kukuza ubunifu, utafiti na maendeleo ya kielimu.

Maswali

a) Taja **manufaa mawili** ya teknolojia katika elimu yaliyotajwa katika kifungu. **(2 alama)**

b) Eleza kwa nini mwanafunzi hapaswi kuamini kila taarifa anayopata kwenye mtandao. **(2 alama)**

c) Taja njia **mbili** ambazo wanafunzi wanaweza kutumia teknolojia kushirikiana katika masomo.

(2 alama)

d) Eleza majukumu mawili ya walimu na wazazi katika matumizi ya teknolojia. (2 alama)

e) Pendekeza njia mbili ambazo mwanafunzi anaweza kutumia ili kuwa mtumiaji mwajibikaji wa teknolojia. (2 alama)

KAZI YA 2: Alama 10

2. Jaza nafasi zilizoachwa wazi kwa neno linalofaa ili kukamilisha kifungu hiki.

UHIFADHI WA MAZINGIRA

Mazingira ni sehemu muhimu ya maisha ya binadamu. Kila mtu ana wajibu wa _____ (a) mazingira yake ili yaendeleo kuwa safi na salama. Misitu hutupatia hewa safi na husaidia _____ (b) mmomonyoko wa udongo. Kwa sababu hiyo, ni muhimu kupanda _____ (c) na kuzuia ukataji wa miti kiholela.

Katika jamii nyingi, taka zimekuwa _____ (d) kubwa la kimazingira. Taka zisiposimamiwa vizuri zinaweza _____ (e) mazingira na kusababisha magonjwa. Wananchi wanapaswa kutenganisha taka zinazoweza _____ (f) kutoka kwa zile zisizoweza kutumika tena.

Shule pia zina nafasi muhimu katika uhifadhi wa mazingira. Wanafunzi wanaweza kuanzisha miradi ya _____ (g) miti, kusafisha mazingira na kuelimisha jamii kuhusu umuhimu wa mazingira. Aidha, maji yanapaswa kutumiwa kwa _____ (h) ili kuzuia upotevu wake.

Ni wajibu wa kila mwananchi kuwa _____ (i) wa mazingira. Tukishirikiana, tutaweza kujenga mazingira _____ (j) kwa kizazi cha sasa na kijacho.

KAZI YA 3: SARUFI NA MSAMIATI Alama 30

3. Taja aina ya neno lililopigiwa mstari katika kila sentensi.

a) **Wanafunzi** walifanya utafiti kuhusu teknolojia. (1 alama)

b) Mwalimu aliwaeleza wanafunzi jambo **hilo**. (1 alama)

c) Wakulima walipanda mazao **mengi** msimu huu. (1 alama)

d) Vijana **walishirikiana** katika mradi huo. (1 alama)

e) Mti **ule** ulikuwa mrefu sana. (1 alama)

f) Wanafunzi walifanya kazi **kwa bidii**. (1 alama)

4. Andika sentensi zifuatazo katika **wingi** bila kubadilisha maana.

a) Kitabu hiki kimepotea. (2 alama)

b) Mti huu umeanguka. (2 alama)

c) Jembe lile limevunjika. (2 alama)

5. Badilisha vitenzi vilivyopigiwa mstari kulingana na maagizo.

a) Wanafunzi **wanasoma** vitabu vya Kiswahili.

Badilisha kuwa **wakati uliopita**. (2 alama)

b) Mkulima **alipanda** miti mingi.

Badilisha kuwa **wakati ujao**. (2 alama)

c) Vijana **watashiriki** katika kampeni ya mazingira.

Badilisha kuwa **wakati uliopo**. (2 alama)

6. Andika sentensi zifuatazo katika hali ya **ukanushaji**.

a) Wanafunzi wamefanya usafi wa mazingira. (2 alama)

b) Mkulima atapanda miti kesho. (2 alama)

7. Andika kitenzi kilichomo kwenye mabano katika kauli uliyopewa.

a) Mama alim_____ mtoto chakula.

(–lish–)

Kauli ya kutendea (2 alama)

b) Wanafunzi wal_____ taarifa muhimu.

(–andik–)

Kauli ya kutendwa (2 alama)

8. Toa neno lenye maana sawa na lile lililopigiwa mstari.

a) Teknolojia imeleta **mabadiliko** makubwa katika elimu. (1 alama)

b) Wanafunzi wanapaswa kuwa **waangalifu** wanapotumia mtandao. (1 alama)

c) Jamii inapaswa **kuhifadhi** mazingira. (1 alama)

d) Taarifa hiyo ilikuwa **ya kweli**. (1 alama)

SEHEMU B: ALAMA 30

KAZI YA 4: UFAHAMU Alama 10

9. Soma kifungu hiki kisha ujibu maswali yanayofuata.

UMUHIMU WA MIMEA NA WANYAMA

Mimea na wanyama ni sehemu muhimu ya mfumo wa mazingira. Mimea hutupatia oksijeni, chakula, dawa na malighafi zinazotumiwa katika viwanda mbalimbali. Miti pia husaidia kuhifadhi udongo na maji. Misitu inapohifadhiwa vizuri, huwa makazi ya viumbe wengi na huchangia katika kudhibiti mabadiliko ya tabianchi.

Wanyama nao wana umuhimu mkubwa katika mazingira na maisha ya binadamu. Baadhi yao hutupatia chakula, ngozi na bidhaa nyingine. Wanyama wa porini huvutia watalii na hivyo kuchangia mapato ya taifa. Aidha, wanyama mbalimbali hushiriki katika usawazishaji wa mfumo wa ikolojia.

Hata hivyo, shughuli za binadamu kama ukataji wa miti, uwindaji haramu, uchafuzi wa mazingira na upanuzi wa makazi zimeathiri mimea na wanyama. Baadhi ya viumbe viko katika hatari ya kutoweka. Ili kukabiliana na hali hii, jamii inapaswa kushirikiana na serikali katika kuhifadhi misitu, kulinda wanyamapori na kutumia maliasili kwa njia endelevu.

Maswali

a) Taja manufaa mawili ya mimea kwa binadamu. **(2 alama)**

b) Eleza namna wanyama wa porini wanavyosaidia uchumi wa taifa. **(2 alama)**

c) Taja shughuli mbili za binadamu zinazohatarisha mimea na wanyama. **(2 alama)**

d) Eleza maana ya kutumia maliasili kwa njia **endelevu**. **(2 alama)**

e) Pendekeza hatua mbili ambazo jamii inaweza kuchukua ili kuhifadhi mimea na wanyama.

(2 alama)

KAZI YA 5: INSHA Alama 20**10. Jibu swali moja pekee.****A.**

Anza insha yako kwa sentensi ifuatayo na uendeleze hadithi kwa mtiririko mzuri:

“Nilipofika shuleni asubuhi hiyo, niligundua kuwa kulikuwa na jambo lisilo la kawaida...”

Andika insha ya **maneno 250–300**.

(20 alama)**AU****B.**

Endeleza insha kwa kutumia sentensi hizi kama mwanzo:

“Teknolojia inaweza kubadilisha maisha ya kijana kwa njia nyingi. Hata hivyo, matumizi yake yanahitaji uwajibikaji...”

Andika insha yenye mtiririko mzuri kuhusu **matumizi bora ya teknolojia na vijana**.

Insha yako iwe ya **maneno 250–300**.

(20 alama)

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

ESSENTIAL MATHEMATICS

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO** sections: **A and B**.
4. Attempt **ALL** questions in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (30 MARKS)**Answer ALL questions in this section.**

1. The population of a local town increases by an index factor represented by

$$2^3 \times 4^2 \times 8^{-1}.$$

(a) Express 4^2 and 8^{-1} as powers of 2. (1 mark)

(b) Using the laws of indices, simplify $2^3 \times 4^2 \times 8^{-1}$ to a single integer value. (2 marks)

2. Consider the quadratic expression $3x^2 - 11x - 4$.

(a) Factorise the expression completely. (2 marks)

(b) Hence, solve the equation $3x^2 - 11x - 4 = 0$. (1 mark)

3. A **sector** of a circular water tank has a radius of 14 cm and subtends an angle of 135° at the centre.

Calculate the area of the sector.

Take $\pi = \frac{22}{7}$. (3 marks)

4. A trader buys a watch in the United States for **USD 120**. On returning to Kenya, she sells the watch at a profit of 25%.

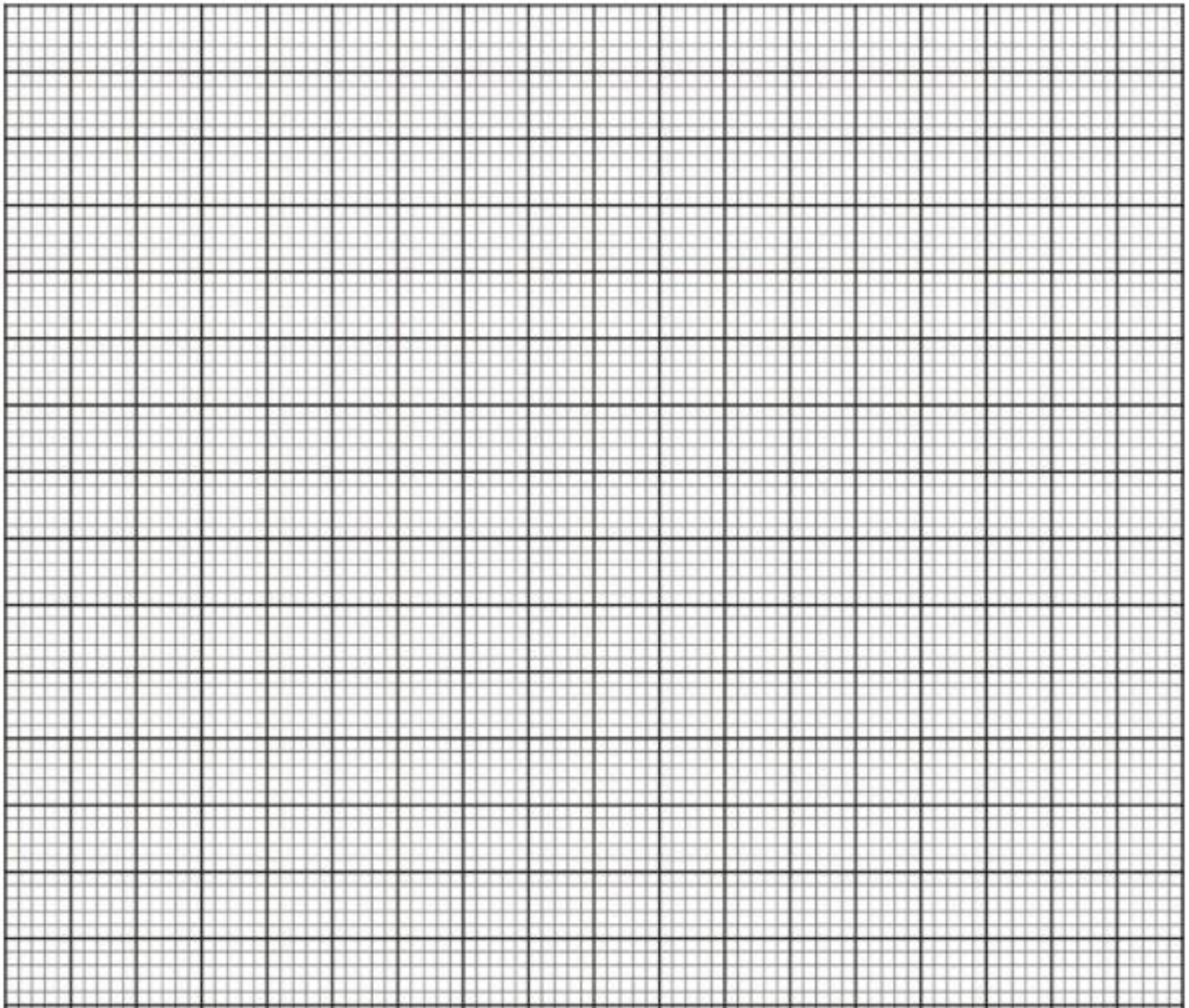
Given that the exchange rate is $1 \text{ USD} = 130 \text{ KES}$, calculate the selling price of the watch in **Kenya Shillings (KES)**. **(4 marks)**

5. A vertical pole stands on level ground. From a point 15 m from the base of the pole, the angle of elevation to the top of the pole is 38° .

Calculate the height of the pole, correct to **2 decimal places**. **(3 marks)**

6. Point $P(3, -2)$ is reflected in the line $y = x$ to obtain the image P' . The point P' is then enlarged about the origin $(0,0)$ using a linear scale factor of -2 , producing the final image P'' .

Determine the coordinates of:



(a) P' (2 marks)

(b) P'' (2 marks)

7. A solid right circular cone has a base radius of 6 cm and a slant height of 10 cm.

Calculate the **total surface area** of the cone in terms of π .

(3 marks)

8. A fair six-sided die and a standard fair coin are tossed simultaneously.

(a) Draw a sample-space diagram showing all possible outcomes.

(1 mark)

(b) Determine the probability of obtaining an **even number on the die and a Head on the coin**.

(2 marks)

9. Classify each of the following numbers as either **Rational** or **Irrational**. Give a reason for each answer.

(a) $\sqrt{18}$ (2 marks)

(b) 0.333 ... (2 marks)

SECTION B: 50 MARKS**Answer ALL questions in this section.**

- 10.** Two similar conical water tanks have heights in the ratio
2: 5.

- (a) State the linear scale factor from the smaller tank to the larger tank. **(1 mark)**
- (b) The surface area of the base of the smaller tank is 48 cm^2 . Calculate the surface area of the base of the larger tank. **(3 marks)**
- (c) The larger tank has a maximum capacity of 625 litres.
- (i) Calculate the maximum capacity of the smaller tank in litres. **(3 marks)**
- (ii) Water is pumped into the smaller tank at a constant rate of 0.5 litres per second. Calculate the time, in minutes, required to fill the smaller tank completely from empty. **(3 marks)**

11. A landowner plans to construct a rectangular garden. The length of the garden is $(2x + 3)$ m and its width is $(x - 1)$ m.

(a) Write an expression for the area A of the garden in terms of x . (2 marks)

(b) The total area of the garden is 45 m^2 .

(i) Form a quadratic equation in x and show that it simplifies to $2x^2 + x - 48 = 0$. (2 marks)

(ii) Solve the quadratic equation to obtain the possible value of x . (4 marks)

(iii) Hence, state the actual length and width of the garden. (2 marks)

12. A surveyor maps a triangular piece of land ABC . The measurements obtained are $AB = 8$ km, $AC = 11$ km and $\angle BAC = 62^\circ$.

(a) Calculate the area of the triangular piece of land ABC , correct to 2 decimal places. (3 marks)

(b) Calculate the length of BC , correct to 2 decimal places.

(4 marks)

(c) A drone is positioned 2 km vertically above point A . Calculate the angle of elevation of the drone as viewed from point B , correct to an appropriate degree of accuracy. (3 marks)

13. A bag contains **5 red balls and 3 blue balls**. Two balls are drawn from the bag, one after another, **without replacement**.

(a) Draw a fully labelled tree diagram showing all possible outcomes and the corresponding probabilities. **(4 marks)**

(b) Calculate the probability that:

(i) Both balls drawn are red. **(2 marks)**

(ii) The two balls drawn are of different colours. **(2 marks)**

(iii) At least one blue ball is drawn. **(2 marks)**

14. A mathematics investigation recorded the scores of **40 Grade 10 students** in a mental arithmetic test marked out of 10.

The scores were:

4	7	5	6	8	5	4	9	6	5
7	6	5	8	4	6	7	5	10	6
5	9	6	4	7	6	5	8	6	5
6	5	7	6	4	8	7	6	5	9

- (a) Construct a frequency distribution table for the ungrouped data using the headings:

Score (x), Tally, Frequency (f), fx .(4 marks)

- (b) State the modal score. (1 mark)

- (c) Calculate the mean score of the students.

(3 marks)

- (d) Determine the probability that a student selected at random scored **at least 7 marks**. (2 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

CORE MATHEMATICS

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Use logarithm tables to evaluate, correct to 4 significant figures:

$$\frac{1.24 \times 10^{-1.0456}}{3.82}$$

2. Solve for x in the index equation: $8^{x-1} \times 4^{2x+1} = 32^x$

3. Triangle ABC has side lengths $AB = 7$ cm, $BC = 9$ cm and $\angle ABC = 120^\circ$. Calculate the **exact area** of the triangle, leaving your answer in the form $a\sqrt{b}$ where a and b are rational numbers.

4. An annular metal washer has an outer radius of 8.4 cm and an inner radius of 5.6 cm.

Taking $\pi = \frac{22}{7}$, calculate the **surface area of one face** of the washer.

5. The position vectors of points P and Q , relative to the origin, are $p = \begin{pmatrix} 3 \\ -2 \end{pmatrix}$ and $q = \begin{pmatrix} -5 \\ 4 \end{pmatrix}$ respectively.

Find the magnitude of the vector $\overrightarrow{PQ}$, leaving your answer in **simplified surd form**.

6. A particle accelerates uniformly from rest and covers a displacement of 180 m in 12 seconds along a straight line.

Determine its velocity at the end of the **12 seconds**.

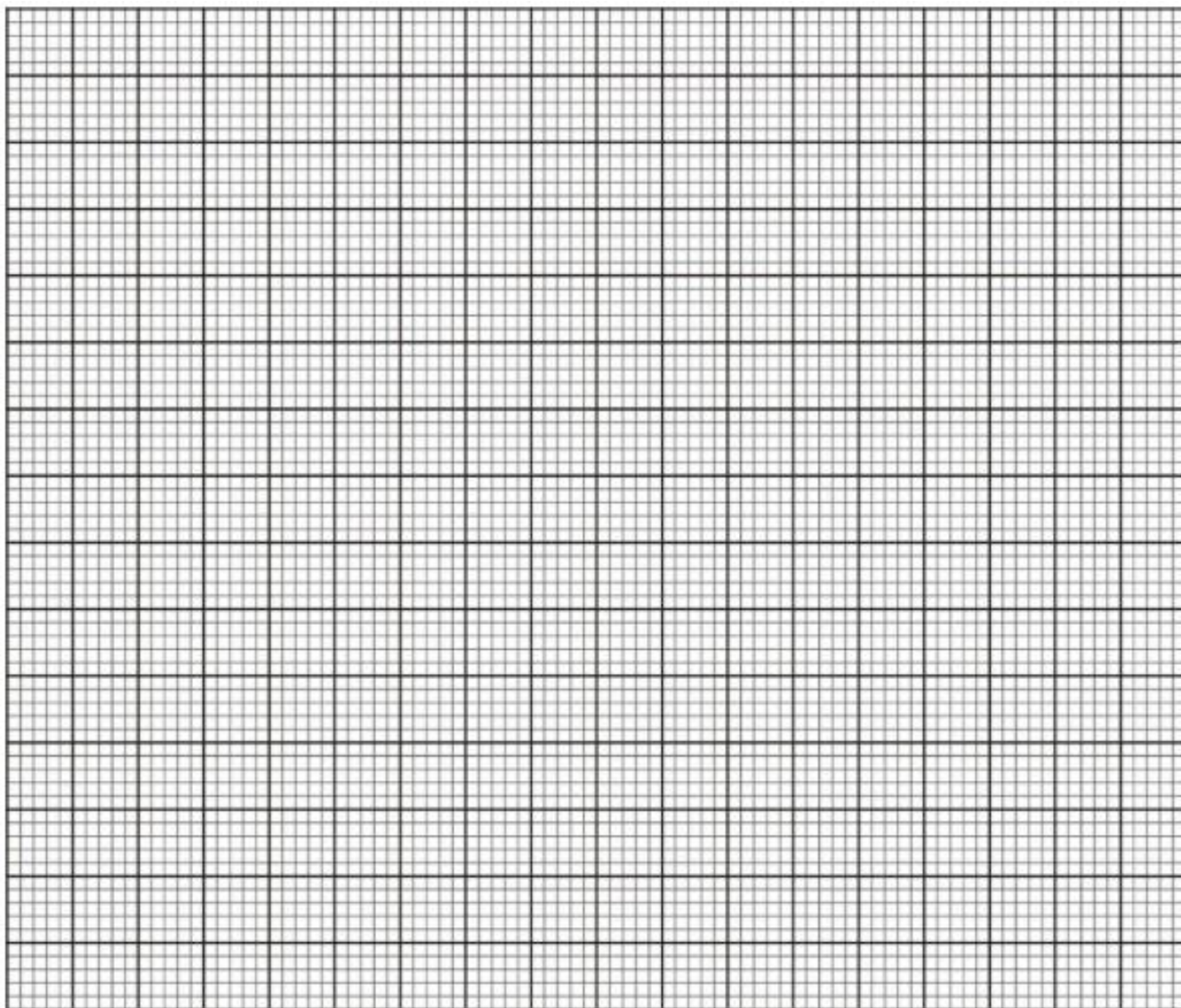
7. A quadrilateral $ABCD$ has side lengths

$AB = 6$ cm, $BC = 8$ cm, $CD = 10$ cm, $DA = 12$ cm, and diagonal $AC = 10$ cm.

Calculate the area of quadrilateral $ABCD$, correct to **2 decimal places**, using **Heron's formula** for each triangular component.

8. Point $A'(2, -5)$ is the image of $A(-4, 3)$ under a reflection across line L .

(a) Find the coordinates of the midpoint of AA' .



- (b) Determine the equation of the mirror line L in the form
 $y = mx + c$.

9. A bag contains 4 red balls and 6 blue balls.

Two balls are picked at random, one after another, **without replacement**.

- (a) Draw a tree diagram to represent this experiment.

- (b) Calculate the probability that **at least one red ball** is selected.

SECTION B (50 MARKS)

Answer ALL questions in this section.

10. A sector of a circle with radius $r = 12$ cm subtends an angle of $\theta = 105^\circ$ at the centre O .

Points A and B lie on the arc such that $OA = OB = 12$ cm.

(a) Calculate the area of the sector OAB .

Take $\pi = 3.142$. [2 Marks]

(b) Calculate the area of triangle OAB .

[3 Marks]

(c) Determine the area of the minor segment bounded by the chord AB and the arc AB . [2 Marks]

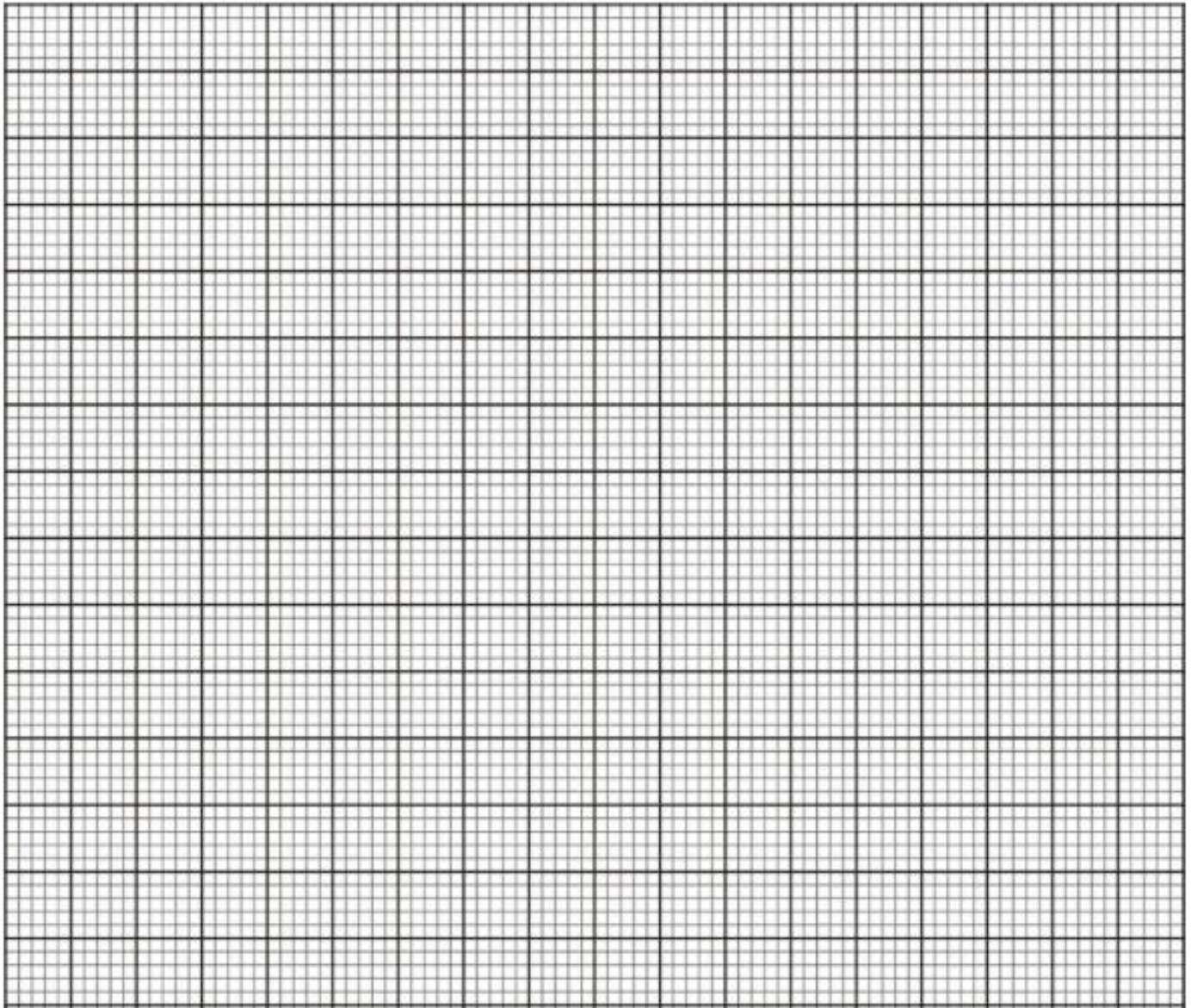
(d) A concentric inner circle creates an annulus of width **3 cm** within the main circle.

Calculate the area of the annular sector formed between the same radial lines OA and OB . [3 Mks]

11. Triangle PQR has vertices $P(1, 2)$, $Q(4, 2)$, $R(3, 5)$.

(a) Triangle PQR undergoes an enlargement with centre $C(0,0)$ and linear scale factor $k = -2$ to form image $P'Q'R'$.

State the coordinates of P' , Q' , and R' . [3 Marks]



(b) Triangle $P'Q'R'$ is then rotated through $+90^\circ$ about the origin $(0,0)$ to map onto triangle $P''Q''R''$.

Determine the coordinates of P'' , Q'' , and R'' . [3 Marks]

(c) Describe fully a **single transformation** that maps triangle PQR directly onto triangle $P''Q''R''$. [4 Marks]

12. Two cars, X and Y , start moving along a straight highway from town A towards town B , which is 240 km away. Car X leaves at 08:00 AM, travelling at a constant speed of 60 km/h. Car Y leaves town A at 08:30 AM, travelling at a constant speed of 80 km/h.
- (a) Express the distance covered by each car as a function of time t , in hours, after 08:00 AM. [2 Marks]
- (b) Calculate the time of day when Car Y overtakes Car X . [3 Marks]
- (c) How far from town A does the overtaking take place? [2 Marks]
- (d) If Car X experiences a breakdown immediately upon being overtaken and delays for 30 minutes before continuing at 90 km/h, determine which car arrives at town B first and by how many minutes. [3 Marks]

13. The vector positions of three towns A , B , and C are given relative to an airfield O .

The vectors $\overrightarrow{OA} = \mathbf{a}$ and $\overrightarrow{OB} = \mathbf{b}$.

Point C lies on AB such that $AC:CB = 2:3$.

Point M is the midpoint of OA .

(a) Express the vectors $\overrightarrow{AB}$ and $\overrightarrow{OC}$ in terms of $\mathbf{a}$ and $\mathbf{b}$.

[3 Marks]

(b) Express the vector $\overrightarrow{MC}$ in terms of $\mathbf{a}$ and $\mathbf{b}$.

[2 Marks]

(c) Line MC is produced to point N such that $\overrightarrow{MN} = k\overrightarrow{MC}$, and $\overrightarrow{BN} = h\mathbf{a}$,

where k and h are scalars. Show that $\overrightarrow{ON}$ can be expressed in **two different ways** and find the values of k and h .

[4 Marks]

(d) Deduce the ratio in which point C divides MN .

[1 Mark]

14. The frequency distribution table below shows the distribution of marks scored by Grade 10 students in an end-of-term mathematics test.

Marks Class	Frequency f
30–39	4
40–49	8
50–59	14
60–69	12
70–79	8
80–89	4

(a) State the **modal class** and calculate the **estimated mean mark** for the distribution. [4 Marks]

(b) Calculate the **median mark** using the interpolation method.

[3 Marks]

(c) If two students are selected at random from the class, calculate the probability that **both scored 60 marks or above**.

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

PHYSICAL EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

1. a) State **two** important facilities required for playing a standard football match. (2 marks)

i. _____

ii. _____

b) Name the skill in football in which a player sends the ball through the air over a distance to a teammate. (1 mark)

2. Study the sequence below representing the execution of a football skill.



a) Identify the football skill represented. _____ (1 mark)

b) State **two** important factors a learner should observe when performing this skill. (2 marks)

i. _____

ii. _____

3. a) Name **two** passing skills learnt in Grade 10 netball. (2 marks)

i. _____

ii. _____

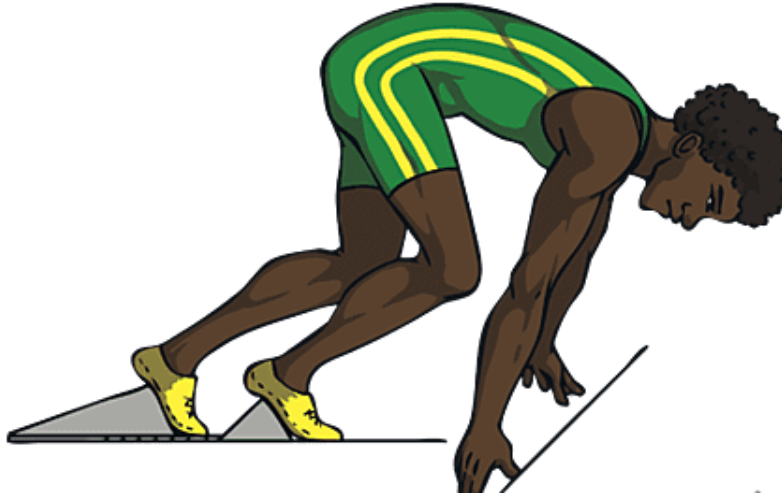
b) State **one** reason why accuracy is important when executing a pass in netball. (1 mark)

4. Study the diagram below.



- a) Identify the volleyball skill illustrated. _____ (1 mark)
- b) State **two** points to observe when performing this skill correctly. (2 marks)
- i. _____
- ii. _____
- _____
5. a) What is meant by **sidestep** in handball? (1 mark)
- _____
- _____
- b) State **two** situations in which sidestep movement can be useful during a handball game. (2 marks)
- i. _____
- ii. _____
- _____
6. a) Name the basketball shooting technique in which the player shoots the ball while remaining stationary, usually using both hands in a controlled motion. (1 mark)
- _____
- b) State **two** factors that can improve accuracy when performing this shot. (2 marks)
- i. _____
- ii. _____

7. The following diagram represents the starting position of an athlete.



a) Identify the type of start represented. _____ (1 mark)

b) State **two** reasons why a proper starting technique is important in sprinting. (2 marks)

i. _____

ii. _____

8. Name the **four main phases** of the long jump. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

9. a) State **one** safety precaution that should be observed before a javelin is thrown. (1 mark)

b) Give **two** characteristics of an effective javelin throwing technique. (2 marks)

i. _____

ii. _____

10. a) Where should the shot be placed before it is put? (1 mark)

b) State **two** safety measures that should be followed during a shot-put activity. (2 marks)

i. _____

ii. _____

SECTION B: 50 MARKS

Answer ALL questions in this section.

11. During a school football tournament, a Grade 10 learner is required to demonstrate effective attacking and defensive skills.

a) Explain **three stages** involved in performing an effective lofted pass in football. **(3 marks)**

i. _____

ii. _____

iii. _____

b) Describe **three techniques** that a player can use when attempting to dodge an opponent.

(3 marks)

i. _____

ii. _____

iii. _____

c) Explain **two important responsibilities of a goalkeeper** during a football match. **(2 marks)**

i. _____

ii. _____

d) State **two safety precautions** that players should observe during football training or competition. **(2 marks)**

i. _____

ii. _____

12. A school coach is training learners to improve their passing and attacking skills in netball and volleyball.

(a) Explain the following components of a correct **flip pass in netball**: (4 marks)

i. Stance _____

ii. Grip _____

iii. Release _____

—

iv. Follow-through

(b)

i. Identify the skill commonly used to set up an attacking play in volleyball. (1 mark)

—

ii. Explain **three technical points** to observe when performing the skill identified in (b)(i).

(3 marks)

i. _____

ii. _____

iii. _____

iii. State **two ways** in which good sportsmanship can be demonstrated during a volleyball match.

(2 marks)

i. _____

ii. _____

13. (a) Handball

A handball player is attempting to move past a defender.

i. Describe the correct execution of a **sidestep** in handball. **(3 marks)**

i. _____

ii. _____

iii. _____

ii. Explain how a goalkeeper can effectively defend the goal using correct positioning and movement. **(2 marks)**

i. _____

ii. _____

(b)

A learner is practising the set shot.

i. Describe **three** technical points that should be observed when performing a basketball set shot. **(3 marks)**

i. _____

ii. _____

iii. _____

ii. Give **two reasons** why regular basketball practice can contribute to physical fitness and healthy living. **(2 marks)**

i. _____

ii. _____

14. A Grade 10 athlete is preparing for a 100-metre sprint.

i. Describe the **three commands** commonly used to organise a sprint start. (3 marks)

i. _____

ii. _____

iii. _____

ii. Explain **two** technical aspects of effective sprinting during the acceleration phase. (2 marks)

i. _____

ii. _____

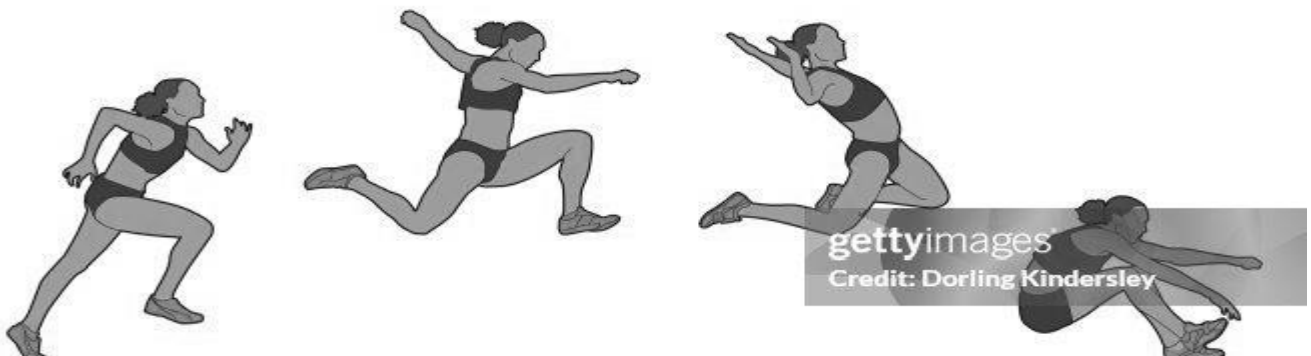
(b) Study the sequence below.

A

B

C

D



i. Identify the four phases labelled A, B, C and D.

(2 marks)

A: _____

B: _____

C: _____

D: _____

ii. Explain **one important technique** that should be observed during the take-off phase. (1 mark)

iii. State **two safety measures** that should be observed when conducting long-jump activities.

(2 marks)

i. _____

ii. _____

15. (a) i. Explain two differences between javelin and shot put in terms of the implement and method of propulsion. (2 marks)

<i>javelin</i>	<i>shot put</i>

ii. State **two safety precautions** that must be observed when conducting throwing events. (2 mks)

i. _____

ii. _____

(b) i. Name two optional sports from the list above.

(2 marks)

i. _____

ii. _____

ii. For **one** of the sports named in (b)(i), describe **two basic skills** used in the sport. (2 marks)

i. _____

ii. _____

(c) State two ways in which regular participation in Physical Education can contribute to a healthy lifestyle.

(2 marks)

i. _____

ii. _____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

ISLAMIC RELIGIOUS EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

7. Write your details as required above

8. This paper consists of two sections: A and B.

9. Answer all questions in section A and section B.

10. Answer the questions in English.

11. All answers **MUST** be written in the spaces provided in the paper.

12. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) State **one circumstance** that led to the compilation of the Qur'an during the caliphate of Abu Bakr (R.A.).
(1 mark)
- b) Name the companion who was entrusted with the task of collecting the Qur'anic manuscripts during the caliphate of Abu Bakr (R.A.). (1 mark)
- c) Give **one reason** why Caliph Uthman (R.A.) standardised the Qur'anic manuscripts. (1 mark)
2. a) What is meant by **diacriticalisation of the Qur'an**? (1 mark)
- b) Distinguish between **tashkil** and **i'jam**. (2 marks)
3. a) Define **muhkamat verses**. (1 mark)
- b) Define **mutashabihat verses**. (1 mark)
- c) State **one importance** of understanding the different types of Qur'anic verses. (1 mark)
4. a) What is meant by **Asbabu al-Nuzul**? (1 mark)
- b) State **one benefit** of studying the circumstances surrounding the revelation of Qur'anic verses.
(1 mark)
- c) Identify **one teaching** contained in Surah Al-Furqan 25:63–77 that can guide a Muslim's behaviour. (1 mark)
5. a) What is an **Isnad**? (1 mark)
- b) What is a **Matn**? (1 mark)
- c) Give **one reason** why Muslims examine the Isnad and Matn of a Hadith. (1 mark)
6. a) Name **two special prayers** performed by Muslims on particular occasions. (2 marks)
- b) State **one importance** of performing special prayers in the Muslim community. (1 mark)
7. A Muslim has passed away in your community.
 - a) State the **first major preparation** that should be undertaken for the deceased before burial. (1 mark)
 - b) Name the cloth used for wrapping the deceased Muslim before burial. (1 mark)
 - c) State **one purpose** of Salat al-Janazah. (1 mark)
8. a) Define **Zakat**. (1 mark)
- b) State **one category of people** who may receive Zakat. (1 mark)
- c) Give **one social benefit** of administering Zakat properly. (1 mark)
9. a) State **one Islamic teaching concerning honesty**. (1 mark)

- b) Give **one reason why Islam encourages modest Islamic clothing and proper adornment.** (1 mark)
- c) State **one virtue demonstrated by a Muslim who avoids arrogance while walking and interacting with others.** (1 mark)
10. a) Name **one food or drink prohibited in Islam.** (1 mark)
- b) State **one reason why Muslims are prohibited from consuming carrion, blood or pork.** (1 mark)
- c) Give **one way in which avoiding prohibited things contributes to responsible living.** (1 mark)

SECTION B: 50 MARKS

Answer ALL questions.

11. Read the situation below and answer the questions that follow.

After the death of many companions who had memorised portions of the Qur'an during the Battle of Yamamah, concern arose about the possibility of losing portions of the Qur'an. Abu Bakr (R.A.) was advised to have the Qur'an collected into a unified written compilation. Later, during the caliphate of Uthman (R.A.), differences in recitation among Muslims from different regions created concern, leading to the preparation and distribution of standard copies.

- a) Explain **three circumstances** that led to the compilation of the Qur'an during the caliphate of Abu Bakr (R.A.). (3 marks)
- b) Describe **three reasons** why Caliph Uthman (R.A.) standardised the Qur'anic manuscripts. (3 marks)
- c) Explain **two lessons** that Muslims today can learn from the qualities demonstrated by the companions in preserving the Qur'an. (2 marks)
- d) Distinguish between **Isnad** and **Matn** in Hadith studies. (2 marks)

12. a) Explain **four differences** between **muhkamat** and **mutashabihat** verses. (4 marks)
- b) Explain **three benefits** of understanding Asbabu al-Nuzul when interpreting the Qur'an. (3 marks)
- c) From the teachings of **Surah Al-Furqan 25:61–77**, explain **three characteristics of the righteous servants of Allah ('Ibad al-Rahman).** (3 marks)

13. A Muslim community has lost one of its respected members. At the same time, the community is experiencing poverty, family disputes and disagreements concerning the management of community resources.
- a) Describe the **main stages involved in preparing a deceased Muslim for burial**, beginning with washing the body and ending with burial. **(4 marks)**
 - b) Explain **three ways** in which proper administration of Zakat can help address poverty in the community. **(3 marks)**
 - c) State **three principles of Islamic governance** that can help leaders manage community resources fairly. **(3 marks)**
14. a) Explain **three types of divorce recognised in Islamic jurisprudence**. **(3 marks)**
- b) Explain **three ways in which the rights and welfare of widows can be protected in accordance with Islamic teachings**. **(3 marks)**
 - c) Discuss **two Islamic principles that should guide labour relations between employers and employees**. **(2 marks)**
 - d) State **two ethical principles that should guide a Muslim when engaging in Da‘wah**. **(2 marks)**
15. a) Explain **three Islamic principles governing lawful food and drinks**. **(3 marks)**
- b) Explain **two ways in which honesty contributes to peaceful relationships in society**. **(2 marks)**
 - c) Identify **two major Umayyad caliphs** studied in Grade 10 IRE. **(2 marks)**
 - d) Explain **one achievement** associated with **Umar ibn Abdulaziz (R.A.)**. **(1 mark)**
 - e) State **two contributions of Muslim scholars to civilisation**. **(2 marks)**

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

HINDU RELIGIOUS EDUCATION

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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

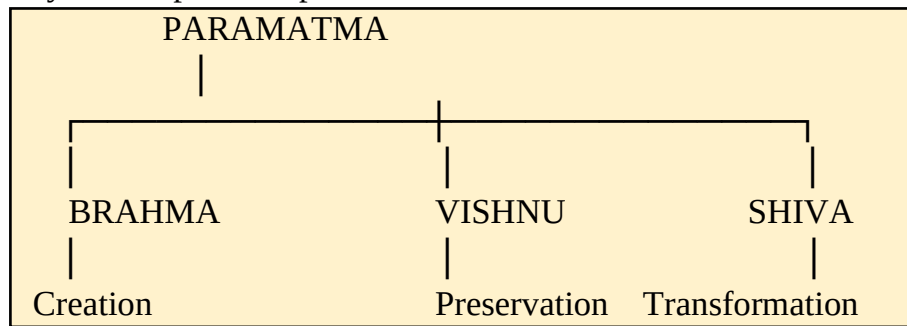
FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

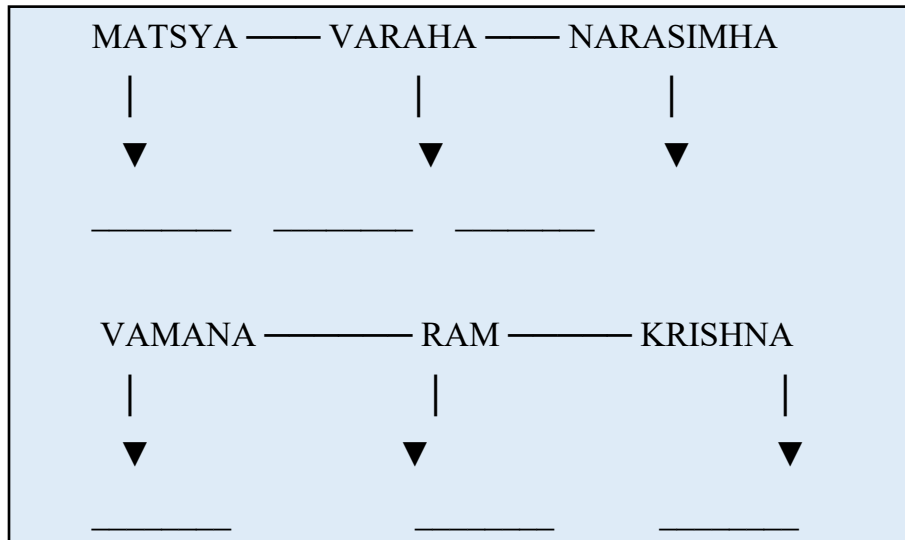
SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Study the simplified representation below.



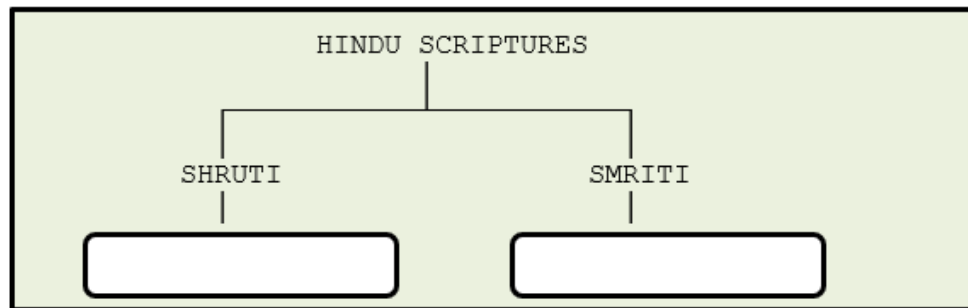
- What is meant by the term **Paramatma**? (1 mark)
 - Identify the three manifestations represented in the diagram. (3 marks)
 - State **two roles** of Vishnu in Hindu understanding. (2 marks)
2. The following diagram represents selected manifestations of Vishnu.



- Identify **any three** of the avatars represented above. (3 marks)
 - State **one moral lesson** learnt from the life or teachings of Lord Rama. (1 mark)
 - State **one moral lesson** associated with Lord Krishna. (1 mark)
 - Explain **one way** teachings from the Dashavatara can help address a contemporary social problem in Kenya. (1 mark)
3. (a) Complete the table below. (4 marks)

Panth/Tradition	One important teaching or principle
Sanatan/Vedic	
Jain	
Buddhist	
Sikh	

- b) State **two values shared by the four traditions** that can promote peaceful coexistence in Kenya. (2 marks)
4. Study the following classification.



- a) What is meant by **Shruti**? (1 mark)
- b) What is meant by **Smriti**? (1 mark)
- c) Name **two examples of Hindu scriptures/textual traditions associated with Shruti**. (2 marks)
- d) Name **two examples of texts associated with Smriti**. (2 marks)
5. A learner finds a wallet containing money and an identification card outside the school laboratory. Instead of keeping the money, the learner hands the wallet to the school administration so that the owner can be identified.
- a) Identify **one principle of Dharma** demonstrated by the learner. (1 mark)
- b) Explain how the learner's action demonstrates righteous living. (2 marks)
- c) State **three basic principles of Dharma** studied in Grade 10 HRE. (3 marks)

SECTION B: 50 MARKS

6. a) Explain the concept of **manifestation of Paramatma** in Hindu religious thought. (2 marks)
- b) Explain the roles of the following members of the Trimurti:
- Brahma** (2 marks)
 - Vishnu** (2 marks)
 - Shiva** (2 marks)
- c) Give **two reasons why the study of manifestations of Paramatma is important to a Grade 10 learner**. (2 marks)
7. a) Who is a **Tirthankara** in Jain tradition? (2 marks)
- b) Name **two important Jain Tirthankaras** studied in Grade 10. (2 marks)
- c) Explain **two teachings associated with Jainism** that can promote peaceful coexistence. (2 marks)

d) State **two important teachings associated with Buddhism** that can guide a learner's conduct.

(2 marks)

e) Explain **two ways the Sikh concept of Guru's grace can influence a person's conduct and spiritual life.**(2 marks)

8. a) Explain **three reasons why scriptures are important in religious life.** (3 marks)

b) Name the following important scriptures/textual traditions:

i. Jainism – (1 mark)

ii. Buddhism – (1 mark)

iii. Sikhism –(1 mark)

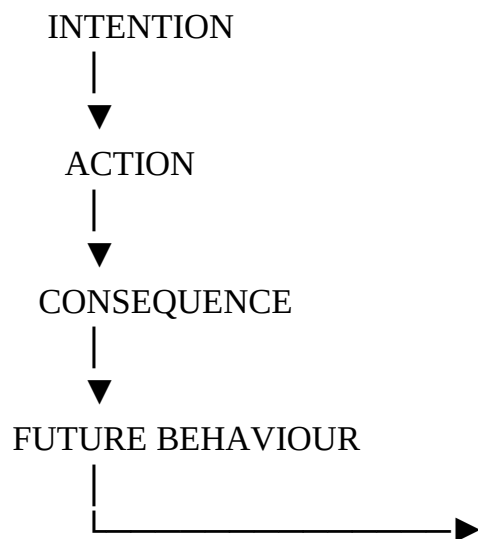
c) Explain **two ethical teachings** that learners can derive from Hindu religious scriptures.

(2 marks)

d) A student regularly shares religious quotations on social media but sometimes changes their meaning to attract attention.

Explain **two ethical principles** that should guide the student when sharing religious teachings online. **(2 marks)**

9. Study the cycle below.



a) Identify the religious principle illustrated by the cycle. **(1 mark)**

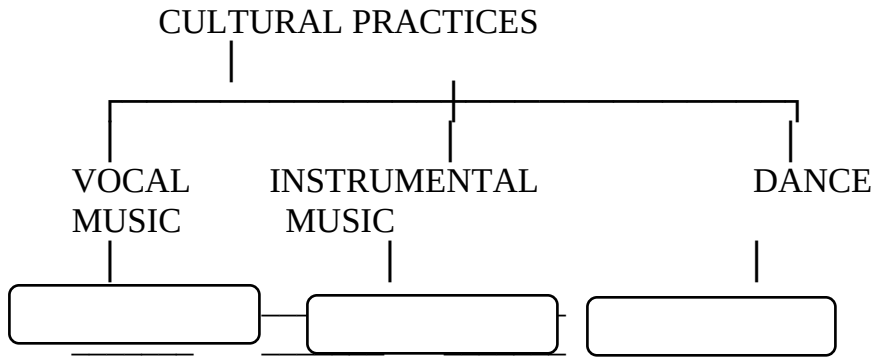
b) Define the **Law of Karma.** (2 marks)

c) Explain **three ways the Law of Karma can influence the behaviour of a learner.** (3 marks)

d) Explain how the principle of Karma can help address **corruption, dishonesty or violence** in society. **(2 marks)**

e) Give **two responsible actions** a learner can practise at school based on the principles of Dharma and Karma.(2 marks)

10. Study the following representation.



- a) Distinguish between **vocal music** and **instrumental music**. (2 marks)
- b) Give **two examples of Indian/Hindu vocal music practices or forms** studied under cultural practices. (2 marks)
- c) State **two functions of religious music in Hindu cultural life**. (2 marks)
- d) Explain **two ways in which dance can preserve and transmit cultural values**. (2 marks)
- e) Suggest **two ways Kenyan learners can respectfully participate in or promote Hindu cultural practices while appreciating religious diversity**. (2 marks)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

FRANCAIS

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS AUX CANDIDATS

1. Écrivez votre nom dans les espaces prévus ci-dessus.
2. Écrivez le nom de votre école et votre classe dans les espaces prévus.
3. Écrivez votre numéro d'admission et la date de l'évaluation dans les espaces prévus.
4. Cette épreuve comprend deux sections : A et B.
5. Répondez à toutes les questions des sections A et B.
6. Répondez aux questions en Francais lorsque cela est demandé.
7. Toutes les réponses DOIVENT être écrites dans les espaces prévus dans ce document.
8. Ne retirez aucune page de ce sujet d'examen.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A: 30 MARKS

1: Complete the dialogue below using appropriate French expressions. **(5 marks)**

Paul: Bonjour ! Comment vas-tu ?

Marie:

_____.

Paul: Comment t'appelles-tu ?

Marie:

_____.

Paul: Quel âge as-tu ?

Marie:

_____.

Paul: Où habites-tu ?

Marie:

_____.

Paul: Au revoir, Marie !

Marie:

_____.

2: Rewrite each sentence by supplying the correct article: **un, une, des, le, la, les.** **(5 marks)**

- a) J'ai _____ frère et _____ sœur.
- b) _____ professeur entre dans _____ classe.
- c) Nous achetons _____ livres et _____ cahier.
- d) _____ école est près de _____ maison.
- e) Elle mange _____ orange et _____ bananes.

3: Put the verbs in brackets into the correct form. **(5 marks)**

- a) Je _____ français à l'école. (*étudier*)
- b) Nous _____ au marché le samedi. (*aller*)
- c) Elle _____ une lettre à son amie. (*écrire*)

- d) Vous _____ un bon repas. (*manger*)
e) Ils _____ très contents aujourd'hui. (*être*)

4: Translate the following words into French. (5 marks)

- a) School – _____
b) Teacher – _____
c) Family – _____
d) Friend – _____
e) Food – _____

5: Read the passage carefully and answer the questions that follow. (10 marks)

Ma vie scolaire

Je m'appelle Amina. J'ai quinze ans et je suis élève en classe de troisième. J'habite à Nakuru avec mes parents et mes deux frères. Chaque matin, je me réveille à six heures. Je prends mon petit déjeuner et je vais à l'école à sept heures.

J'aime beaucoup mon école parce qu'elle est grande et propre. Il y a une bibliothèque, un laboratoire, une salle informatique et un grand terrain de sport. Ma matière préférée est le français. J'aime apprendre de nouvelles langues et communiquer avec mes amis.

Après les cours, je rentre à la maison. Je fais mes devoirs avant de jouer au volleyball avec mes frères. Le soir, je dîne avec ma famille et je me couche à dix heures.

a) Quel âge a Amina ? **(1 mark)**

b) Avec qui habite-t-elle ? **(2 marks)**

c) À quelle heure se réveille-t-elle ? **(1 mark)**

d) Donnez **deux installations** de son école. **(2 marks)**

e) Quelle est sa matière préférée ? **(1 mark)**

f) Que fait-elle après les cours ? (2 marks)

g) À quelle heure se couche-t-elle ? (1 mark)

SECTION B: 50 MARKS

6: Complete the following conversations appropriately in French. (5 marks)

A. At the shop

Client: Bonjour, monsieur.

Vendeur:

_____.

Client: Je voudrais acheter un kilo de riz.

Vendeur:

_____.

Client: Combien coûte-t-il ?

Vendeur:

_____.

Client: Voici l'argent.

Vendeur:

_____.

Client: Merci beaucoup.

Vendeur:

_____.

B. Asking for directions

Your friend wants to know where the school library is. Write **five appropriate French expressions** that could be used in asking for and giving directions. **(5 marks)**

7: A. Make the sentences negative. (5 marks)

Rewrite the following sentences using **ne...pas**.

a) Je mange du pain.

b) Elle aime le chocolat.

c) Nous allons au marché.

d) Ils jouent au football.

e) Paul est malade.

B. Change the sentences into the plural. (5 marks)

a) Le garçon est intelligent.

b) La fille est heureuse.

c) Un livre est sur la table.

d) Cette maison est grande.

e) Mon ami est Kenyan.

8: Read the timetable below. (10 marks)

Heure	Activité
6h00	Se réveiller
6h30	Prendre le petit déjeuner
7h00	Aller à l'école
8h00–13h00	Étudier
13h00	Déjeuner
14h00–16h00	Étudier
17h00	Rentrer à la maison
19h00	Dîner
20h00	Faire les devoirs
22h00	Se coucher

Answer the questions in French.

a) À quelle heure l'élève se réveille-t-il ? (1 mark)

b) Que fait-il à six heures et demie ? (2 marks)

c) À quelle heure va-t-il à l'école ? **(1 mark)**

d) Combien d'heures étudie-t-il entre 8h00 et 13h00 ? **(1 mark)**

e) Que fait-il à 17h00 ? **(1 mark)**

f) Que fait-il à 20h00 ? **(2 marks)**

g) À quelle heure se couche-t-il ? **(1 mark)**

h) Écrivez une phrase sur son activité à 19h00. **(1 mark)**

9: Write a paragraph of 80–100 words in French on the topic: (10 marks)

Ma famille

In your composition, include:

- your name and age;
- where you live;
- the members of your family;
- what your parents/guardians do;
- your brothers and sisters;
- what you enjoy doing with your family.

[illegible]

10: Your French-speaking friend **Jean** has invited you to his birthday celebration. **(10 marks)**

Write a short letter/message of **80–100 words in French** in which you:

1. greet Jean;
2. thank him for the invitation;
3. say whether you will attend;
4. mention what you will bring;
5. ask about the time and place;
6. end the message appropriately.

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

GERMAN

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

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

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

1. Complete the following dialogue in appropriate German. (5 marks)

Anna: Guten Morgen! Wie heißt du?

Paul: _____

Anna: Wie alt bist du?

Paul: _____

Anna: Wo wohnst du?

Paul: _____

Anna: Was machst du gern in deiner Freizeit?

Paul: _____

Anna: Welche Sprachen sprichst du?

Paul: _____

2. Put the verbs in brackets into the correct form. (5 marks)

a) Ich _____ jeden Morgen um sechs Uhr auf. (*aufstehen*) (1 mark)b) Meine Schwester _____ gern Musik. (*hören*) (1 mark)c) Wir _____ am Samstag Fußball. (*spielen*) (1 mark)d) Peter _____ in Nairobi. (*wohnen*) (1 mark)e) Ihr _____ sehr gut Deutsch. (*sprechen*) (1 mark)3. Complete the sentences with the correct definite article: **der, die or das**.

a) _____ Schule ist groß. (1 mark)

b) _____ Lehrer kommt aus Deutschland. (1 mark)

c) _____ Buch liegt auf dem Tisch. (1 mark)

d) _____ Freundin heißt Maria. (1 mark)

e) _____ Computer ist neu. (1 mark)

4. Answer the questions in complete German sentences. (5 marks)

a) Wann stehst du normalerweise auf? (1 mark)

b) Wann beginnt die Schule? (1 mark)

c) Was machst du am Nachmittag? (1 mark)

d) Wann machst du deine Hausaufgaben? (1 mark)

e) Was machst du am Abend? (1 mark)

5. Translate the following words into German.

a) Father: _____ (1 mark)

b) Mother: _____ (1 mark)

c) Brother _____ (1 mark)

d) Classroom _____ (1 mark)

e) Teacher _____ (1 mark)

6. Arrange the words in each group to form a correct German sentence.

a) **Deutsch / ich / lerne / gern** (1 mark)

b) **wohnt / in Kisumu / meine Freundin** (1 mark)

c) **am Wochenende / Fußball / wir / spielen** (1 mark)

d) **um sieben Uhr / beginnt / die Schule** (1 mark)

e) **einen Bruder / ich / habe** (1 mark)

SECTION B 50 MARKS

Answer ALL questions.

7. Read the passage carefully and answer the questions in German.

MEIN SCHULTAG

Ich heiße Daniel und bin sechzehn Jahre alt. Ich wohne mit meiner Familie in Nakuru. Meine Schule beginnt um sieben Uhr dreißig. Jeden Morgen stehe ich um sechs Uhr auf. Ich dusche mich, ziehe mich an und frühstücke mit meiner Familie. Danach gehe ich zu Fuß zur Schule. In der Schule lerne ich verschiedene Fächer. Mein Lieblingsfach ist Deutsch, weil ich gern Fremdsprachen lerne. In der Pause spreche ich mit meinen Freunden und esse ein Sandwich. Die Schule endet um drei Uhr.

Nach der Schule gehe ich nach Hause. Am Nachmittag mache ich meine Hausaufgaben und helfe meiner Mutter in der Küche. Abends lese ich ein Buch oder höre Musik. Um zehn Uhr gehe ich ins Bett.

Fragen

a) Wie alt ist Daniel? (1 mark)

b) Wo wohnt Daniel? (1 mark)

c) Um wie viel Uhr beginnt seine Schule? (1 mark)

d) Wie geht Daniel zur Schule? (1 mark)

e) Was ist Daniels Lieblingsfach? (1 mark)

f) Warum mag Daniel Deutsch? (1 mark)

g) Was macht Daniel in der Pause? (1 mark)

h) Wann endet die Schule? (1 mark)

i) Was macht Daniel am Nachmittag? (1 mark)

j) Um wie viel Uhr geht Daniel ins Bett? (1 mark)

8. A. Setze die Verben richtig ein. (5 marks)

- a) Ich _____ gern Fußball. (*spielen*)
b) Meine Eltern _____ in Eldoret. (*wohnen*)
c) Wir _____ Deutsch in der Schule. (*lernen*)
d) Du _____ jeden Morgen Tee. (*trinken*)
e) Meine Schwester _____ gern Bücher. (*lesen*)

B. Bilde korrekte Sätze. (5 marks)

a) heute / ich / Deutsch / lerne

b) am Sonntag / meine Familie / besucht / uns

c) gern / Musik / hört / Peter

d) in der Schule / wir / Deutsch / sprechen

e) jeden Morgen / sie / früh / aufsteht

9. A. Complete with the correct personal pronoun. (4 marks)

- a) Maria ist meine Freundin. _____ ist sehr nett. (1 mark)
- b) Peter ist mein Bruder. _____ ist sechzehn Jahre alt. (1 mark)
- c) Meine Eltern wohnen in Nakuru. _____ sind Lehrer. (1 mark)
- d) Anna und ich lernen Deutsch. _____ sprechen Deutsch in der Klasse. (1 mark)

B. Complete with the appropriate preposition. (3 marks)

Choose from:

in – aus – mit

- a) Ich wohne _____ Kenya. (1 mark)
- b) Meine Mutter kommt _____ Deutschland. (1 mark)
- c) Ich fahre _____ meinem Vater zur Schule. (1 mark)

C. Complete the sentences with the correct form of the article. (3 marks)

- a) Ich habe _____ Bruder. (1 mark)
- b) Sie kauft _____ Tasche. (1 mark)
- c) Wir sehen _____ Lehrer. (1 mark)

10. Your German-speaking friend **Lukas** is visiting Kenya. You are celebrating your birthday and would like to invite him.

Write a short invitation in German of approximately **60–80 words**. (10 marks)

11. Complete the following situations with appropriate German expressions.

A. At school(2 marks)

Your German teacher asks:

Lehrer: Warum bist du heute spät?

You reply:

B. Asking for help(2 marks)

You do not understand a German word. Ask your teacher politely for help.

C. At the shop

You want to ask how much a book costs.

D. Making an appointment(2 marks)

You want to meet your friend tomorrow at 4:00 p.m. Write an appropriate sentence.

E. Expressing an opinion (2 marks)

Write one German sentence expressing what you like or dislike and give a reason.

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 END-TERM 3 EXAMS

SERIES 1 TEST – (SOCIAL SCIENCES PATHWAY)

MANDARIN

TIME: 2 HOURS

NAME.....

ASSESSMENT NO; SCHOOL;

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

INSTRUCTIONS TO CANDIDATES

1. This paper consists of **TWO SECTIONS: A and B**.
2. The paper has **FOUR TASKS**.
3. Answer **ALL** questions.
4. The examination carries **80 marks**.
5. Write Chinese characters carefully and observe correct **stroke order, character formation and spacing**.
6. Where required, write answers in **Chinese characters, Pinyin or English**.
7. Use correct **Pinyin tone marks** where required.
8. Observe correct Chinese **word order and punctuation**.
9. There are **NO multiple-choice questions** in this paper.
10. Task 4 is an **oral assessment** and shall be administered individually by the teacher/examiner.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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

SECTION A – 30 MARKS**TASK 1: COMPREHENSION – 20 MARKS****A. 阅读理解 – Reading Comprehension**

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

我的学校和我的一天

我叫李明，今年十六岁。我是肯尼亚学生，现在在九年级学习。我每天早上六点起床。起床以后，我洗脸、刷牙，然后吃早餐。六点半，我和姐姐一起去学校。

我的学校很大，也很漂亮。学校里有很多老师和学生。我学习数学、英语、科学、历史和中文。我最喜欢中文，因为中文很有意思。我喜欢学习汉字，也喜欢练习说中文。

我们的中文课在星期一、星期三和星期五。老师教我们读汉字、写汉字、说中文和使用拼音。上中文课的时候，我们常常两个人一起练习。

下午四点学校放学。回家以后，我先做作业，然后吃晚饭。晚上我喜欢听音乐和看书。星期六和星期日，我有时候打篮球，也喜欢和朋友聊天。

我希望将来能说一口流利的中文。如果有机会，我想去中国旅游，看看中国的城市，了解中国文化。

1.1 Answer the following questions in English. (5 marks)

a) How old is Li Ming?

b) What class is Li Ming in?

c) Give **two activities** Li Ming does before going to school.

d) Why does Li Ming like Chinese?

e) What does Li Ming want to do if he gets an opportunity?

1.2 Answer the following questions in Chinese characters. (5 marks)

a) 李明几点起床？

b) 他和谁一起去学校？

c) 他最喜欢什么科目？

d) 中文课在哪几天？

e) 下午几点学校放学？

1.3 Write the Pinyin with correct tone marks for the following words taken from the passage. (5 marks)

a) 学校

b) 学生

c) 中文

d) 朋友

e) 中国

1.4

(a) Give the English meaning of the following Chinese words. (3 marks)

i) 老师 – _____

ii) 作业 – _____

iii) 星期六 – _____

(b) Write the Chinese characters for the following Pinyin. (2 marks)

i) péngyou – _____

ii) xuéxiào – _____

SECTION B – 50 MARKS

TASK 2: GRAMMAR, PINYIN AND WRITING MECHANICS – 30 MARKS

2.1 Rearrange the words to form **grammatically correct Chinese sentences**. (5 marks)

a) 我 / 学生 / 是 / 一名

b) 中文 / 我 / 喜欢 / 很

c) 学校 / 每天 / 去 / 我

d) 中国 / 想 / 我 / 去

e) 三个 / 我 / 有 / 朋友

2.2 Complete each sentence using an appropriate word or expression. (5 marks)

- a) 我有一_____书。
b) 她有三_____朋友。
c) 老师有一_____车。
d) 我每天喝两_____水。
e) 学校里有五_____学生。

2.3 “是”，“有”，“在” and “很”

Complete the sentences correctly using an appropriate expression from the following:

是、有、在、很 (5 marks)

- a) 我_____肯尼亚人。
b) 我的学校_____大。
c) 我家_____四个人。
d) 我_____学校学习中文。
e) 王老师_____我的中文老师。

2.4 Follow the instructions given. (5 marks)

a) Change into a question using 吗:

你是学生。

b) Change into a negative sentence using 不:

我喜欢咖啡。

c) Change into a negative sentence using 没/没有:

我有一个哥哥。

d) Change into a question:

她学习中文。

e) Change into a negative sentence:

他在学校。

2.5 (a) Add the correct tone marks to the following Pinyin. (3 marks)

i) xuexiao

ii) xuesheng

iii) zhongguo

(b) Write the Pinyin for the following characters with tone marks. (2 marks)

i) 老师

ii) 朋友

2.6 (a) Write the following characters neatly. (2 marks)

i) 人

ii) 大

(b) State the number of strokes in each character. (2 marks)

i) 学 _____ strokes

ii) 校 _____ strokes

2.7 Insert the appropriate Chinese punctuation marks into the sentences below. (1 mark)

我叫王明我是肯尼亚人你叫什么名字

2.8 Study the following groups and identify the character that means “**person**” and the character that means “**big**”.

人 大 小 口 (2 marks)

a) Person: _____

b) Big: _____

TASK 3: WRITING – 20 MARKS

3.1 Character copying and controlled writing – 5 marks

Copy the following Chinese characters carefully, observing correct formation, spacing and stroke order.

学校 学生 老师 中国 朋友

3.2 Write the correct **Chinese characters** for the following Pinyin.

a) nǐ hǎo

b) xuéshēng

c) lǎoshī

d) péngyou

e) Zhōngguó

3.3 Guided composition – 10 marks

Write **80–100 Chinese characters** about “我自己 – Myself.”

Your composition should include:

- your name;
- your age;
- your nationality;
- where you live;
- your school/class;
- subjects you study;
- your favourite subject;
- one hobby;
- your weekend activity;
- something you would like to do in the future.

Use **Chinese characters as much as possible** and include appropriate Pinyin where necessary.

TASK 4: ORAL ASSESSMENT – 10 MARKS

This task is administered individually by the teacher/examiner.

4.1 Self-introduction – 4 marks

The learner should introduce himself/herself in Mandarin.

The learner should give information about:

1. Name.
2. Age.
3. School/class.
4. Nationality/place.

Examiner prompt:

请介绍一下你自己。

Pinyin: Qǐng jièshào yíxià nǐ zìjǐ.

4.2 Oral question-and-answer – 3 marks

The examiner asks the learner the following questions.

Question 1

你叫什么名字？

Question 2

你喜欢什么科目？为什么？

Question 3

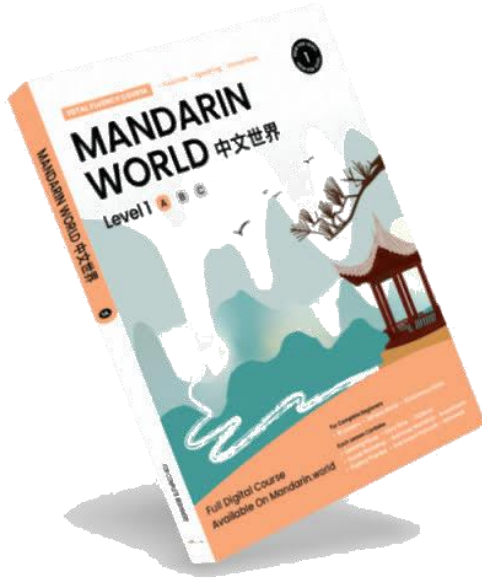
周末你喜欢做什么？

The learner should respond appropriately in Mandarin.

4.3 Picture-based speaking – 3 marks

Study the picture





The learner should make **at least three meaningful Mandarin sentences** describing the picture.

The learner may describe:

- the people;
- the place;
- what the people are doing;
- the objects;
- the learning activity.

FOR MARKING SCHEMES/ANSWERS
Call/Text/WhatsApp

0746-222-000

0753-222-000

mwalimuconsultancy@gmail.com

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