

# COMPETENCE BASED EDUCATION

## SENIOR SCHOOL GRADE 10



# COMMUNITY SERVICE LEARNING

TOPICAL REVISION BOOK



**AUTHORS: COMPETENCE KENYA EDUCATION GROUP**

## 1.1 CONCEPT OF CSL

### SECTION A: (25 Marks)

Answer all questions. Each question carries 1 mark unless stated otherwise.

1. Define Community Service Learning (CSL)

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2. Name **two key differences** between Community Service and Community Service Learning.

	Community Service	Community Service Learning

3. Identify **three characteristics of a community**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

4. List **two purposes of CSL in promoting responsible citizenship**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

5. Mention three **principles of CSL**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

6. True or False:

A virtual community is a type of community that exists online. \_\_\_\_\_

7. Match the type of community to its example:

Type of Community	Example
School Community	A. Kenya Students Association online forum
Global Community	B. Your neighborhood
Local Community	C. Your school club

8. Briefly explain why reflection is important in CSL.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

9. Which digital devices can you use to research community service opportunities?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

10.(a) Identify three benefits of CSL for self .

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(b)Identify three benefits of CSL for the community.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**SECTION B: (50 Marks)**

Answer all questions. Show all workings where necessary.

11. (5 marks) Explain the term **civic identity** and discuss how a student can examine their own civic identity in their community.

**Definition**

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Ways

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

12. (5 marks) Outline **three rationales for integrating CSL in the learning process.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

13. (5 marks) A group of students is planning a community service project in their neighborhood.

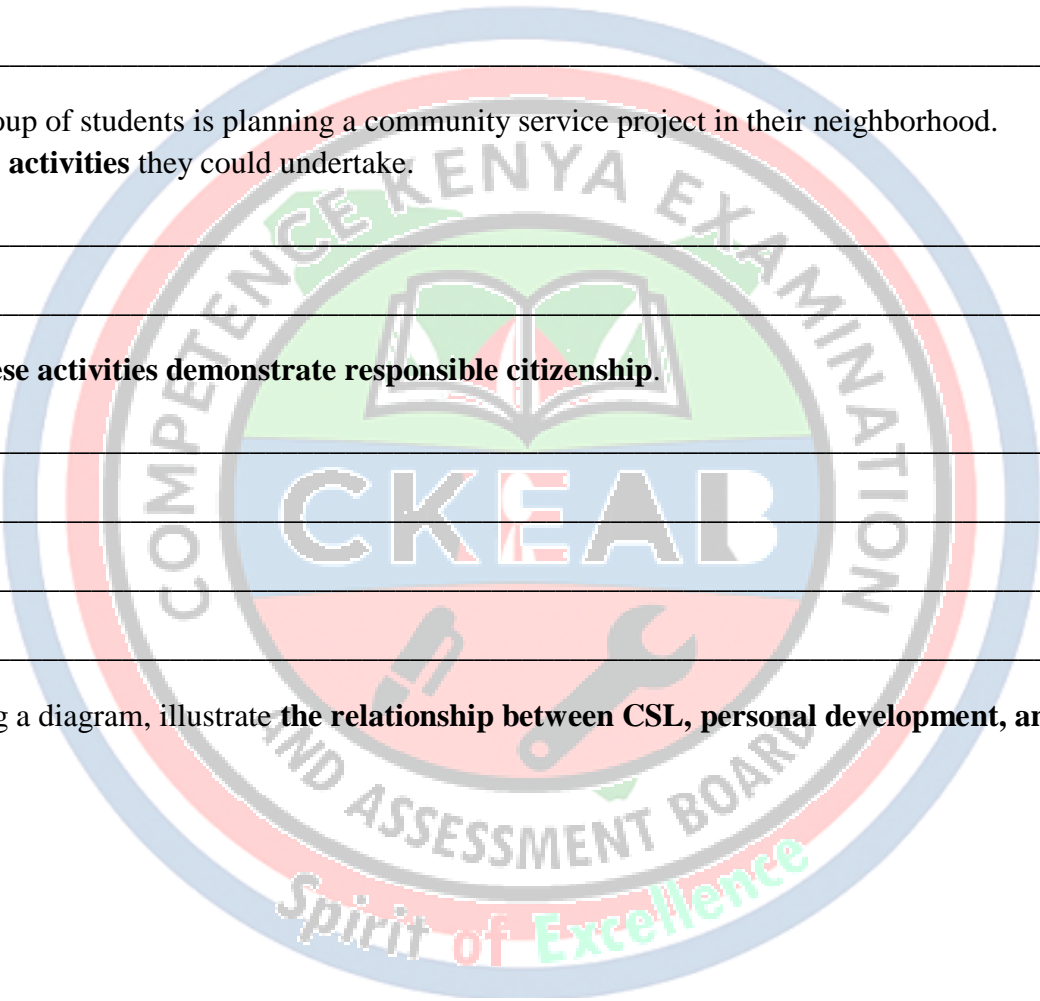
a) Identify **two key activities** they could undertake.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how these activities demonstrate responsible citizenship.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

14. (5 marks) Using a diagram, illustrate **the relationship between CSL, personal development, and community improvement.**



15. (5 marks) Discuss **how teamwork is applied in CSL projects** and why it is important.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

16. (5 marks) A school is organizing holiday community service.

a) Give **two examples of activities** suitable for this project.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how reflective practice can improve these activities**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

17. (5 marks) Identify **three types of communities** a student can engage with and explain **one benefit of engaging with each**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

18. (5 marks) Describe **how CSL promotes responsible citizenry** using a **real-life example** from your community.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

19. (5 marks) A student researched the meaning of "community" online. Summarize **two new insights** they might have gained and **how these insights can guide their CSL projects**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

20. (5 marks) Explain the difference between:

a) School community and neighborhood community

School community	Neighborhood community

b) Regional community and global community

Regional community	Global community

**SECTION C: (25 Marks)**

**Answer all questions. Some questions have sub-parts.**

**21. (5 marks) Evaluate the role of CSL in promoting social cohesion in a diverse community.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**22. (5 marks) A student team wants to implement a CSL project for environmental conservation.**

a) Identify **three steps** they should follow to ensure success.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Reflect on **one challenge** they may face and propose a solution.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**23. (5 marks) Analyze a past CSL project you have been involved in (real or hypothetical):**

a) What were the **objectives** of the project?

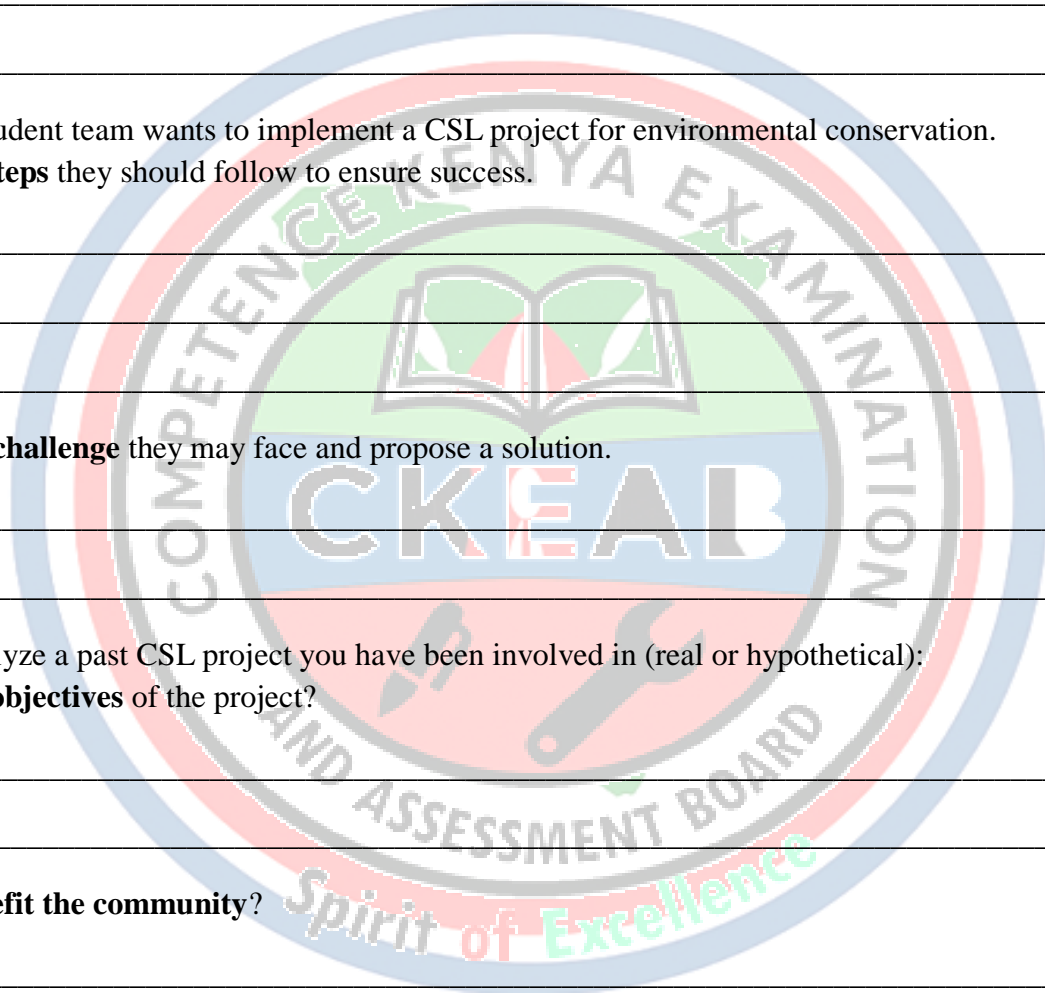
- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) How did it **benefit the community**?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

c) How did it **contribute to your personal growth**?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_



24. (5 marks) A new type of virtual community service platform has been launched in your country. Discuss:

a) **Advantages** of using digital platforms in CSL

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) **Potential risks or limitations**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

25. (5 marks) Reflective practice is central to CSL. Discuss **three strategies a student can use to ensure effective reflection** after completing a community service activity.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**SECTION D:– 15 Marks**

26. (5 marks) Study the picture below showing students cleaning a public park.



a) Identify **two CSL principles being applied**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how the activity promotes responsible citizenship**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

27. (5 marks) Imagine your class plans a holiday CSL project to help the elderly in your community.

a) Suggest **three practical activities**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Explain **how each activity benefits both the elderly and the students**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

28. (5 marks) illustrate **the steps of a successful CSL project** from planning to reflection.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

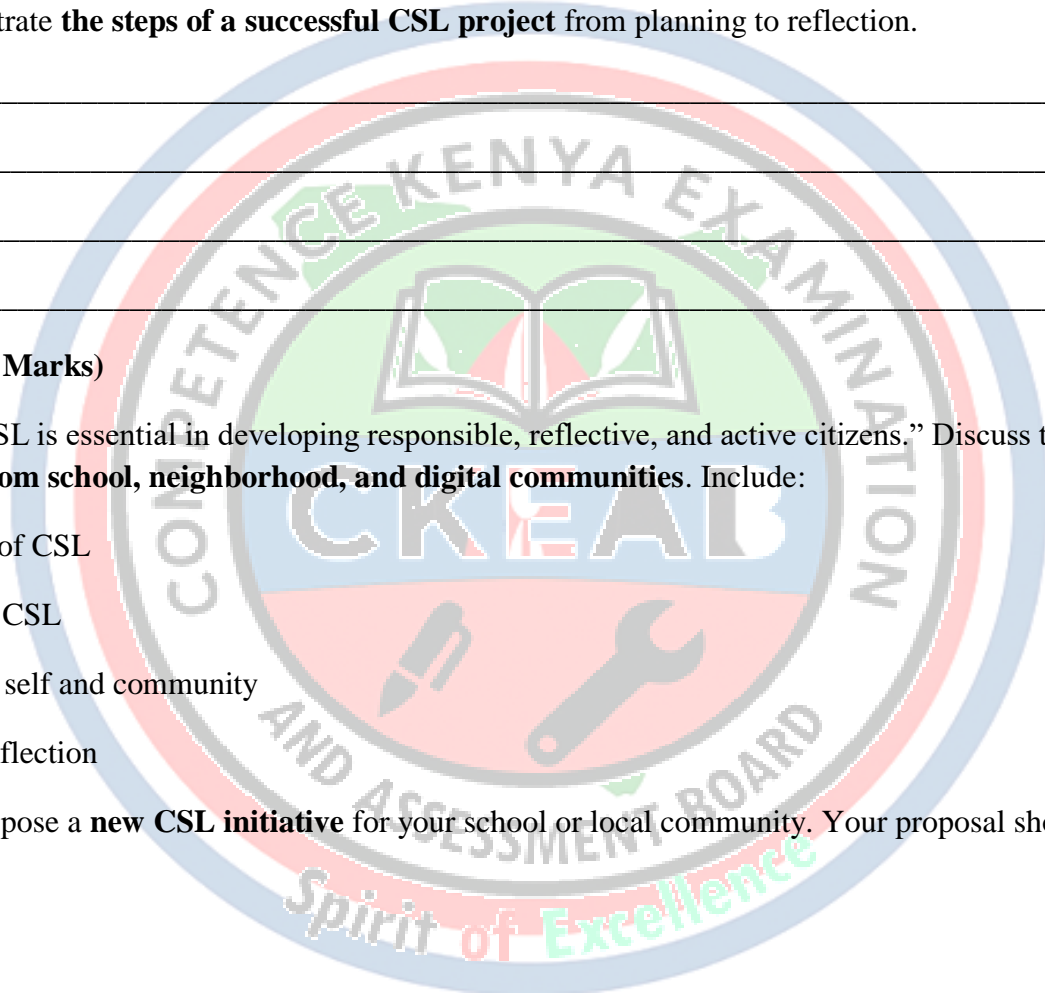
**SECTION E: (10 Marks)**

29. (10 marks) “CSL is essential in developing responsible, reflective, and active citizens.” Discuss this statement using **examples from school, neighborhood, and digital communities**. Include:

- i. Definition of CSL
- ii. Purpose of CSL
- iii. Benefits to self and community
- iv. Personal reflection

30. (10 marks) Propose a **new CSL initiative** for your school or local community. Your proposal should include:

- i. Objectives
- ii. Activities
- iii. Expected outcomes for the community and students
- iv. Reflection plan to assess the success of the project



# COMMUNITY NEEDS

## SECTION A: Multiple Choice & Short Answer (25 Marks)

Answer all questions. Each carries 1 mark unless stated otherwise.

1. Outline four examples of **social need** in a community?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

2. Define the term **community resources** in the context of CSL.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. List **two categories of community needs**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

4. Mention four examples of **technological needs**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

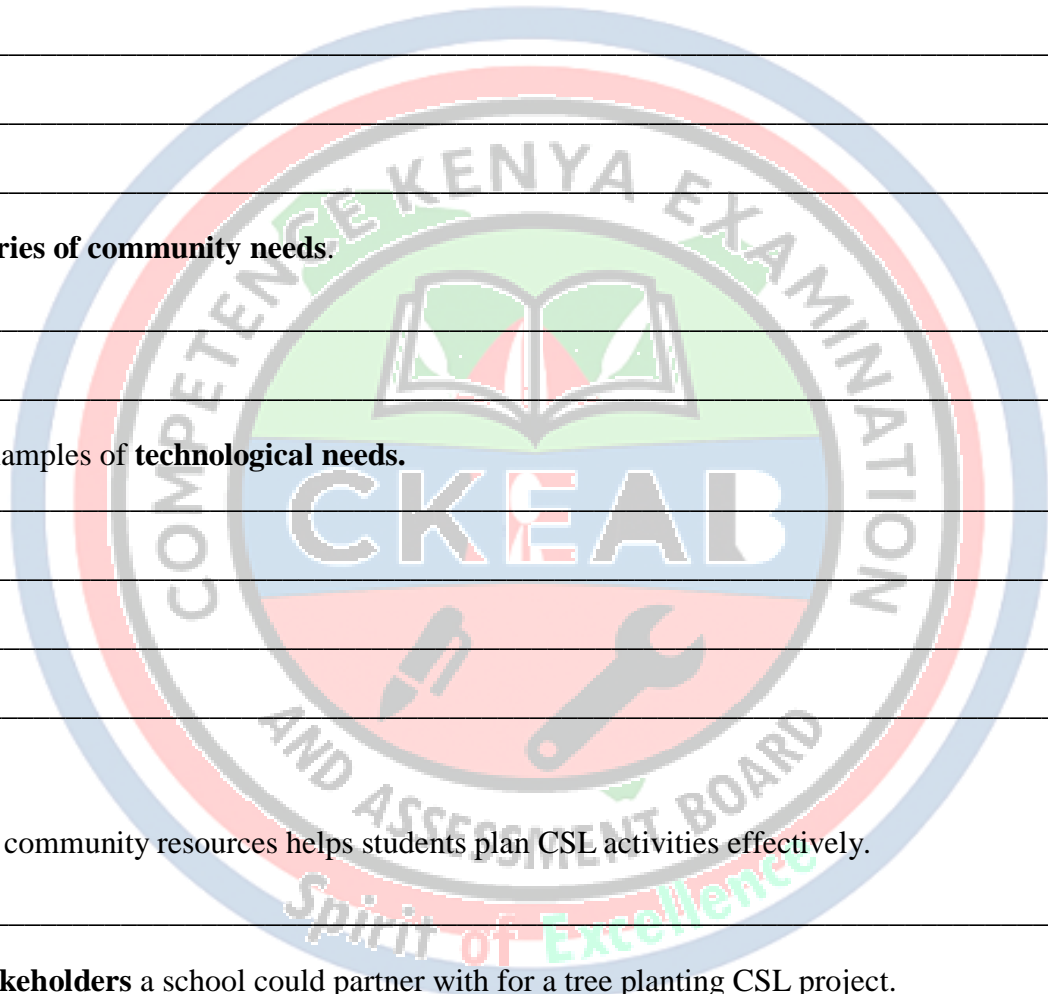
5. True or False:

Mapping potential community resources helps students plan CSL activities effectively.

- \_\_\_\_\_

6. Identify **two stakeholders** a school could partner with for a tree planting CSL project.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_



7. Match the type of need to its example:

Type of Need	Example
Environmental	A. Hospital waste disposal
Economic	B. Job creation programs
Social	C. Parks and playgrounds
Technological	D. Internet access in school

8. Explain why it is important to categorize community needs before planning CSL activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

9. Name one digital tool that can be used to document community needs.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

10. List two benefits of collaborating with community stakeholders in CSL.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**SECTION B: (50 Marks)**

Answer all questions. Show all workings where necessary.

11. (5 marks) A group of students conducted a survey to study needs in their neighborhood.

a) Identify three observations they might record.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how these observations can guide CSL activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

12. (5 marks) Categorize the following needs into environmental, social, economic, or technological:

- i. Clean water:
- ii. Job training programs
- iii. Public library
- iv. Internet connectivity
- v. Waste management

Environmental need	Social need	Economic need	Technological need

13. (5 marks) Explain how documenting community needs in a database (digital or print) can improve CSL planning.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

14. (5 marks) Using a diagram, illustrate the relationship between community needs, available resources, and CSL activities.



15. (5 marks) Discuss how team spirit contributes to identifying and addressing community needs during CSL activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

16. (5 marks) Your class wants to implement a CSL project in a nearby village.

a) List three community resources you might map.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Suggest **one way each resource can be used** in the CSL project.

.....

.....

**17. (5 marks) Identify four types of community stakeholders and explain how each can support CSL projects.**

i. ....

ii. ....

iii. ....

iv. ....

**18. (5 marks) A student group notes that their community faces the following needs: lack of clean water, poor waste disposal, limited internet access, and high unemployment.**

a) Categorize each need.

i. ....

ii. ....

iii. ....

iv. ....

b) Suggest a **CSL activity** to address one of the needs.

i. ....

ii. ....

**19. (5 marks) Discuss why it is important to realize the vastness of needs and resources in a community when planning CSL activities.**

i. ....

ii. ....

iii. ....

iv. ....

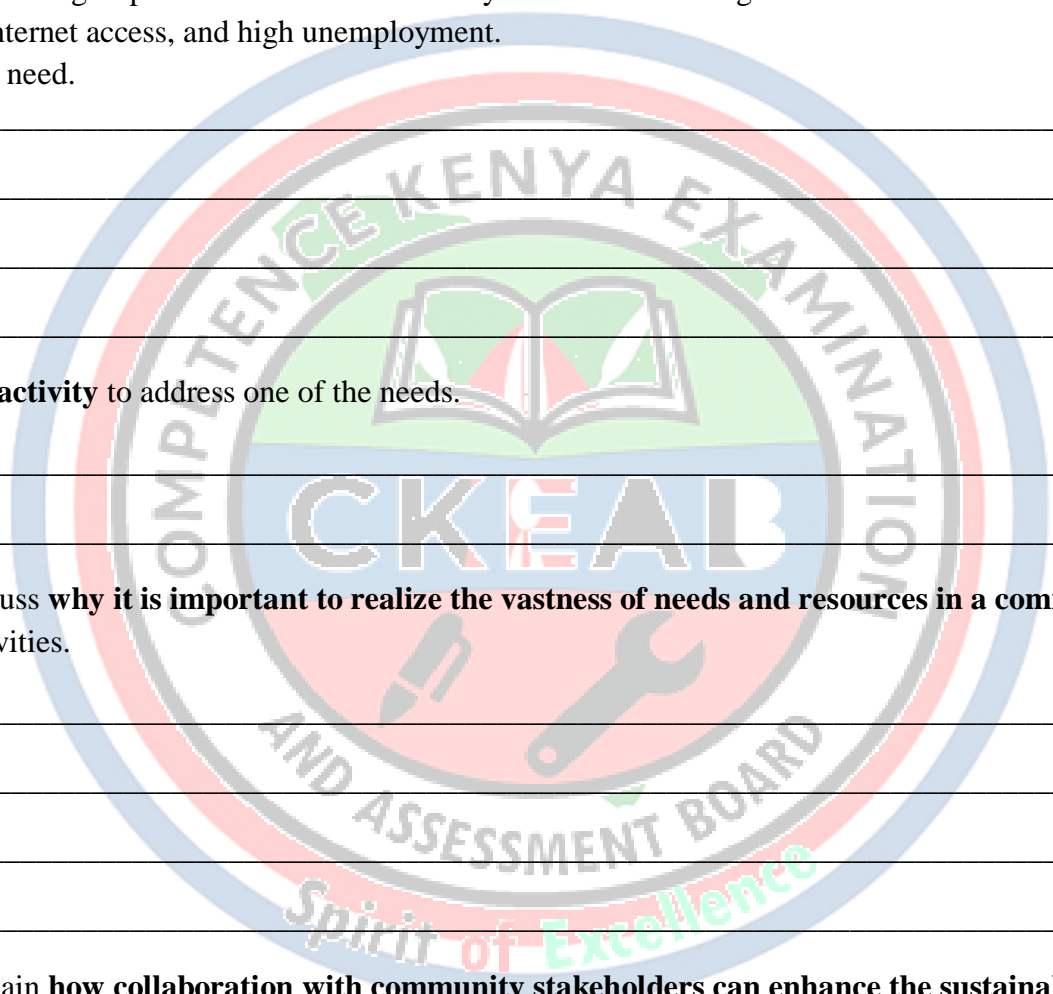
**20. (5 marks) Explain how collaboration with community stakeholders can enhance the sustainability of CSL projects.**

i. ....

ii. ....

iii. ....

iv. ....



**SECTION C: (25 Marks)**

**Answer all questions. Some have sub-parts.**

**21. (5 marks)** Evaluate the **role of technological resources** in addressing community needs through CSL projects.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**22. (5 marks)** Your school wants to implement a holiday CSL project to address local unemployment.

a) Identify **three activities** they could undertake.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain **how these activities help both the community and the students.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**23. (5 marks)** Analyze a past CSL project you have been involved in (real or hypothetical):

a) What **community needs** were identified?

i. \_\_\_\_\_

b) Which **resources and stakeholders** were involved?

Resource	Stakeholder

c) How did the project meet the community's needs?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**24. (5 marks)** Discuss **three challenges** students may face when mapping community resources and propose **solutions** for each.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

25. (5 marks) Reflect on the statement: “The success of CSL projects depends on understanding both community needs and resources.” Use examples from school or neighborhood activities to support your answer.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**SECTION D: 15 Marks**

26. (5 marks) Study the picture showing students conducting a community survey with clipboards and digital devices. (Exam image: students interviewing residents and taking notes)

a) Identify **two CSL principles being applied**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how the activity helps in planning a CSL project**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

27. (5 marks) Your team wants to organize a CSL project to improve local sanitation.

a) Suggest **three practical activities**.

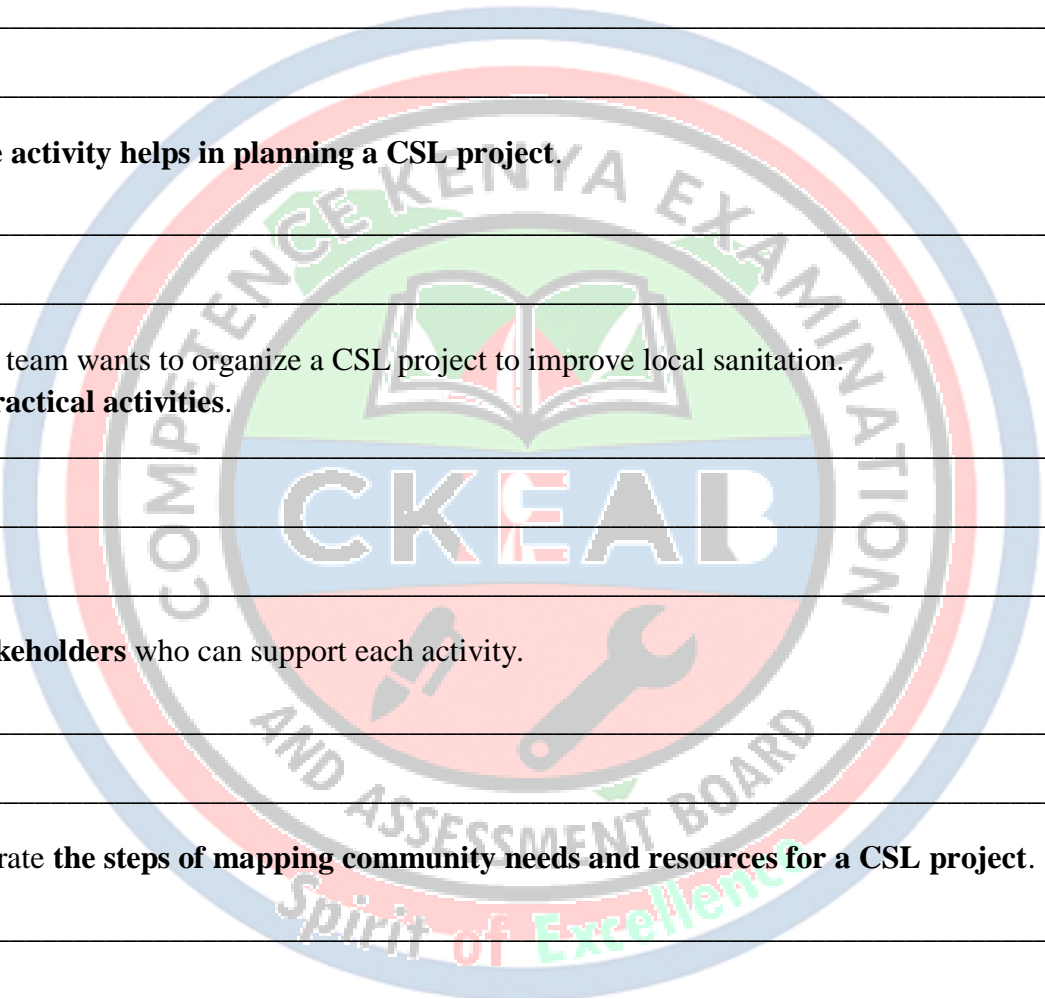
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Identify **two stakeholders** who can support each activity.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

28. (5 marks) illustrate **the steps of mapping community needs and resources for a CSL project**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_



## SECTION E: (10 Marks)

29. (10 marks) “Collaborating with community stakeholders is essential in addressing community needs.” Discuss this statement using examples from environmental, social, economic, and technological needs. Include:

- i. Identification of needs
- ii. Role of resources and stakeholders
- iii. CSL activities
- iv. Reflection

30. (10 marks) Propose a **new CSL initiative** for your community focused on a pressing need (e.g., sanitation, employment, or technology). Your proposal should include:

- i. Objectives
- ii. Activities
- iii. Expected outcomes for community and students
- iv. Reflection plan



# LEADERSHIP DEVELOPMENT

## SECTION A: (25 Marks)

Answer all questions.

1. Define leadership in the context of CSL activities.

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2. Name two leadership styles suitable for managing a community service project.

i. \_\_\_\_\_

ii. \_\_\_\_\_

3. Which leadership style encourages team participation in decision-making?

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4. Identify two skills a leader should apply when executing CSL group activities.

i. \_\_\_\_\_

ii. \_\_\_\_\_

5. Match the leadership style to its description:

Leadership Style	Description
Transformative	Inspires and motivates team to achieve vision
Democratic	Encourages team participation in decision-making
Situational	Adapts to the situation to achieve goals

6. List three roles of a leader in a CSL group activity.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

7. Name THREE digital devices or tools that can help a student research leadership qualities safely online.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

8. Explain why integrity is important while carrying out a CSL leaders election.

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## SECTION B: Structured Questions (50 Marks)

Answer all questions. Show all workings where necessary.

9. (5 marks) List three qualities of an effective leader and give one example of each in a CSL context.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

10. (5 marks) Explain how transformational leadership can influence CSL group outcomes.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

11. (5 marks) A student wants to run for a leadership role in a CSL project:

a) Suggest three strategies to persuade team members to vote for them.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain why public speaking skills are important.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

12. (5 marks) State and explain three qualities of an ineffective project leader

13. (5 marks) Outline three challenges a CSL leader might face and propose solutions.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

14. (5 marks) Describe the procedure for electing leaders in a CSL group and explain its importance.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

15. (5 marks) Identify four leadership responsibilities in managing daily CSL group activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

16. (5 marks) Explain how rotating leadership roles can benefit CSL group activities.

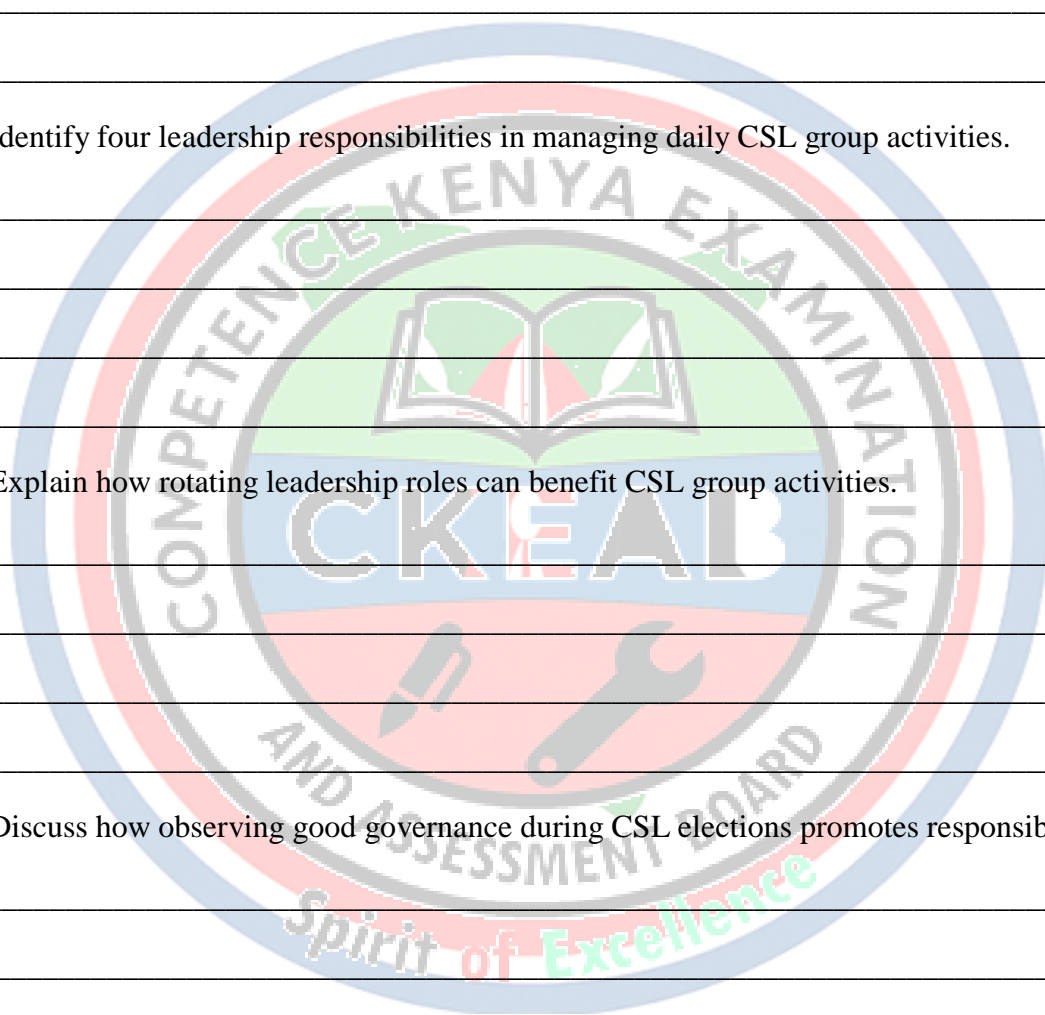
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

17. (5 marks) Discuss how observing good governance during CSL elections promotes responsible citizenship.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

18. (5 marks) Using a case study of a successful leader, explain how their leadership style influenced team or community outcomes.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



SECTION C: (25 Marks)

Answer all questions. Use short or structured answers; do not write essays.

19. (5 marks) Evaluate the effectiveness of different leadership styles in managing CSL group activities:

a) List two leadership styles.

i. \_\_\_\_\_

ii. \_\_\_\_\_

b) State one advantage and one limitation for each.

Style 1	Style ii

20. (5 marks) Your CSL group is planning an environmental cleanup project:

a) Identify three leadership skills needed.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

b) Explain how each skill helps achieve project objectives.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

21. (5 marks) Reflect on a CSL project you were involved in:

a) Name two leadership strategies that were applied.

i. \_\_\_\_\_

ii. \_\_\_\_\_

b) Describe how effective each strategy was.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

c) Suggest one improvement for future leadership activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

22. (5 marks) Discuss three ways to overcome challenges in leadership roles.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

23. (5 marks) “Effective leadership is crucial for the success of CSL projects.”

a) List two reasons why this statement is true.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Give one example from school or community projects.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

SECTION D: (15 Marks)

24. (5 marks) Study the picture showing a CSL group election process (students voting at a polling station):

a) Identify two leadership principles being demonstrated.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

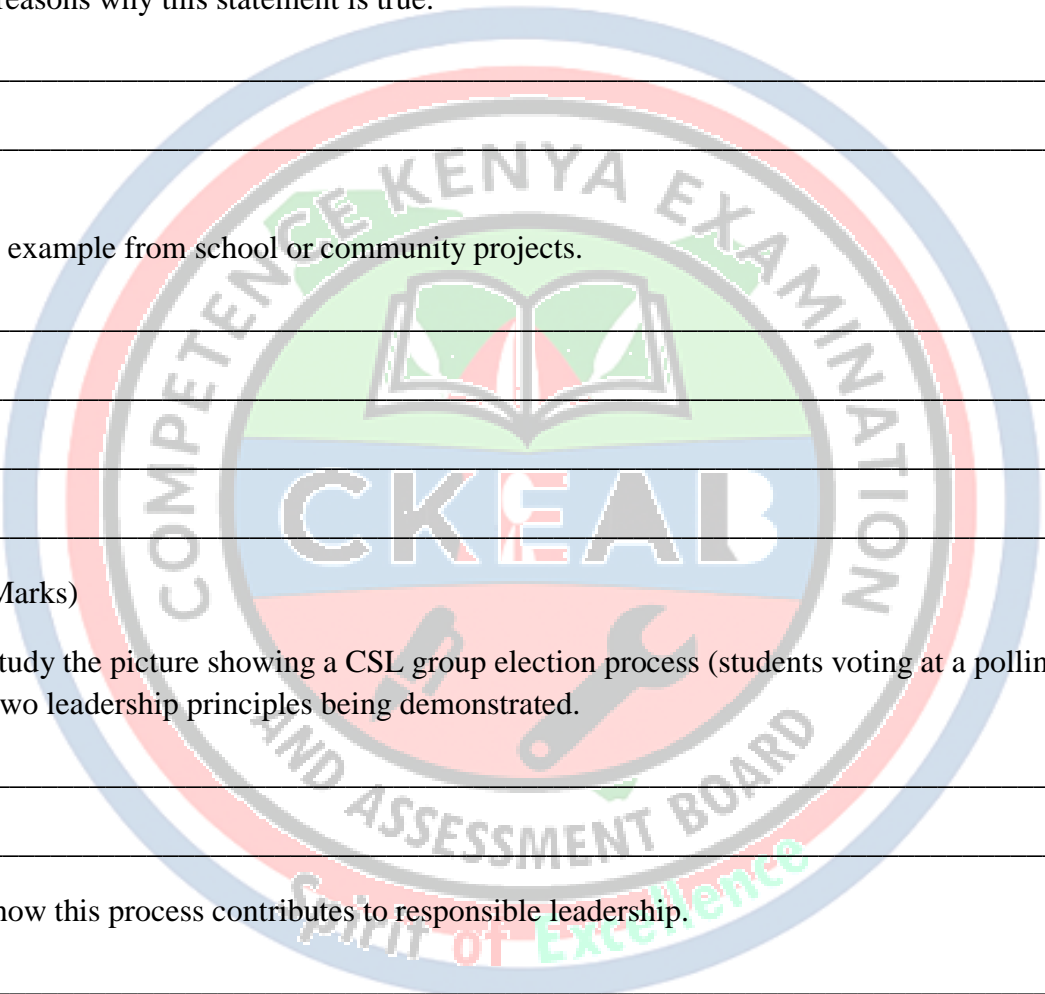
b) Explain how this process contributes to responsible leadership.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

25. (5 marks) Imagine your class is organizing a CSL project to help the elderly:

a) Mention three leadership roles you can assign group members .

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



b) Describe one responsibility for each role.

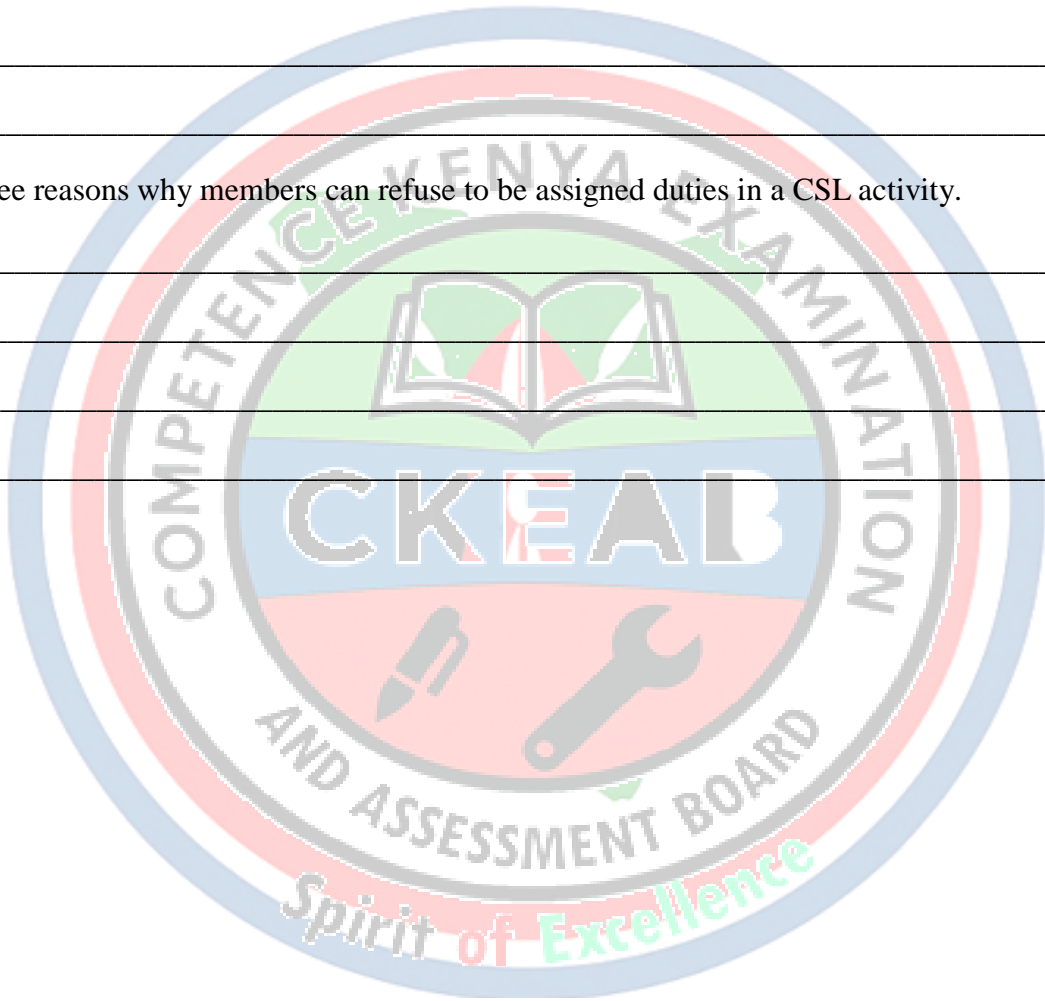
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

26. (5 marks) State five roles of an elected leader for a CSL activity

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

27. Explain three reasons why members can refuse to be assigned duties in a CSL activity.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_



# INTERCULTURAL COMPETENCE

## SECTION A: Multiple Choice & Short Answer (25 Marks)

Answer all questions. Each carries 1 mark unless stated otherwise.

1. Who among the following have best described **intercultural competence**?

*Angela:* Ignoring cultural differences to avoid conflict

*Benard:* Understanding, respecting, and interacting positively with people from different cultures

*Caroline:* Focusing only on your own culture

*Dominic:* Following your culture strictly without learning about others

2. Name **two elements of intercultural competence**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

3. List **three positive attitudes** one should exhibit towards different cultures.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

4. Outline three factors that help promote intercultural competence.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

5. Identify **three components of culture**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

6. Match the following terms to their definitions:

Term	Definition
Cultural awareness	A. Being mindful of cultural differences and similarities
Cultural sensitivity	B. Having knowledge about different cultures
Cultural knowledge	C. Responding respectfully and appropriately to other cultures

7. Give **three examples of an intercultural activity** you can do in your community.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

8. List two benefits of promoting social cohesion among people of varied cultures.

i. \_\_\_\_\_

ii. \_\_\_\_\_

9. Who among the following gave a behaviour that demonstrates open-mindedness?

*Amos:* Refusing to participate in intercultural activities

*Brenda:* Listening to and respecting others' perspectives

*Christopher:* Criticizing unfamiliar traditions

*Dorcas:* Ignoring cultural differences

10. Give three factors that affect culture.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**SECTION B: (50 Marks)**

**Answer all questions. Show all workings where necessary.**

11. (5 marks) Analyse the concept of intercultural competence and explain why it is important in community service projects.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

12. (5 marks) Your class wants to organize an intercultural dialogue.

a) Identify **three steps** you would take to prepare.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Explain how these steps promote understanding and respect.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

13. (5 marks) Categorize the following as promoting or limiting intercultural competence:

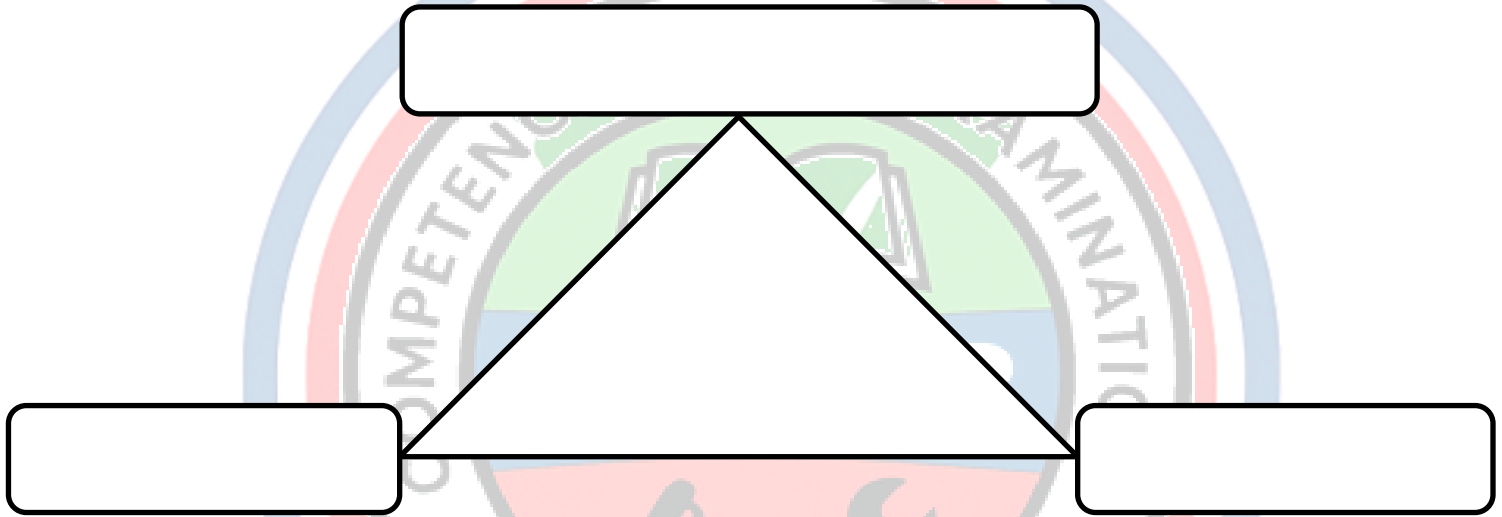
i. Empathy

ii. Prejudice

- iii. Curiosity
- iv. Hostility
- v. Respect

Promotes intercultural competence	Limiting intercultural competence

14. (5 marks) Using a diagram, illustrate **the relationship between cultural awareness, knowledge, and sensitivity in promoting intercultural competence.**



15. (5 marks) Discuss **two challenges learners might face** when engaging with people from different cultures and propose **solutions**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

16. (5 marks) Describe **three ways learners can exhibit positive attitudes** towards different cultures in the community.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

17. (5 marks) Explain how **role plays can be used to teach intercultural competence** to students and community members.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

18. (5 marks) Identify **four cultural elements/features** that learners should consider when engaging in intercultural activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

19. (5 marks) Discuss **how misconceptions and biases can affect social cohesion** and suggest **ways to address them**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

20. (5 marks) Using a case study of a positive intercultural interaction, explain **how respect and acceptance were achieved**.

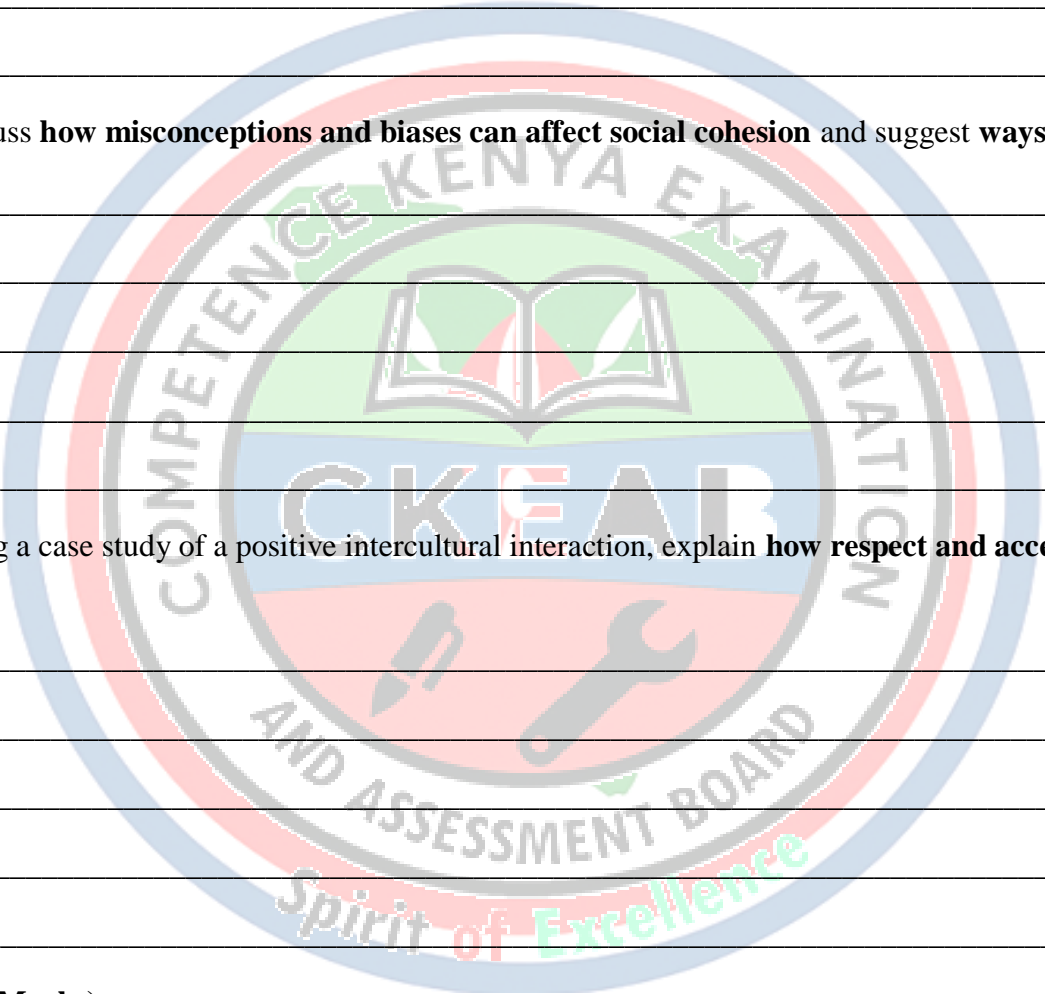
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**SECTION C: (25 Marks)**

**Answer all questions. Some have sub-parts.**

21. (5 marks) Evaluate the importance of **intercultural competence in preventing conflicts** in diverse communities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



iv. \_\_\_\_\_

v. \_\_\_\_\_

22. (5 marks) Your CSL group wants to implement a community activity promoting intercultural harmony.

a) Suggest **three possible activities**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Explain **how each activity fosters social cohesion**.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

23. (5 marks) Reflect on a past intercultural activity you participated in:

a) What strategies were used to promote intercultural competence?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

b) How effective were they?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

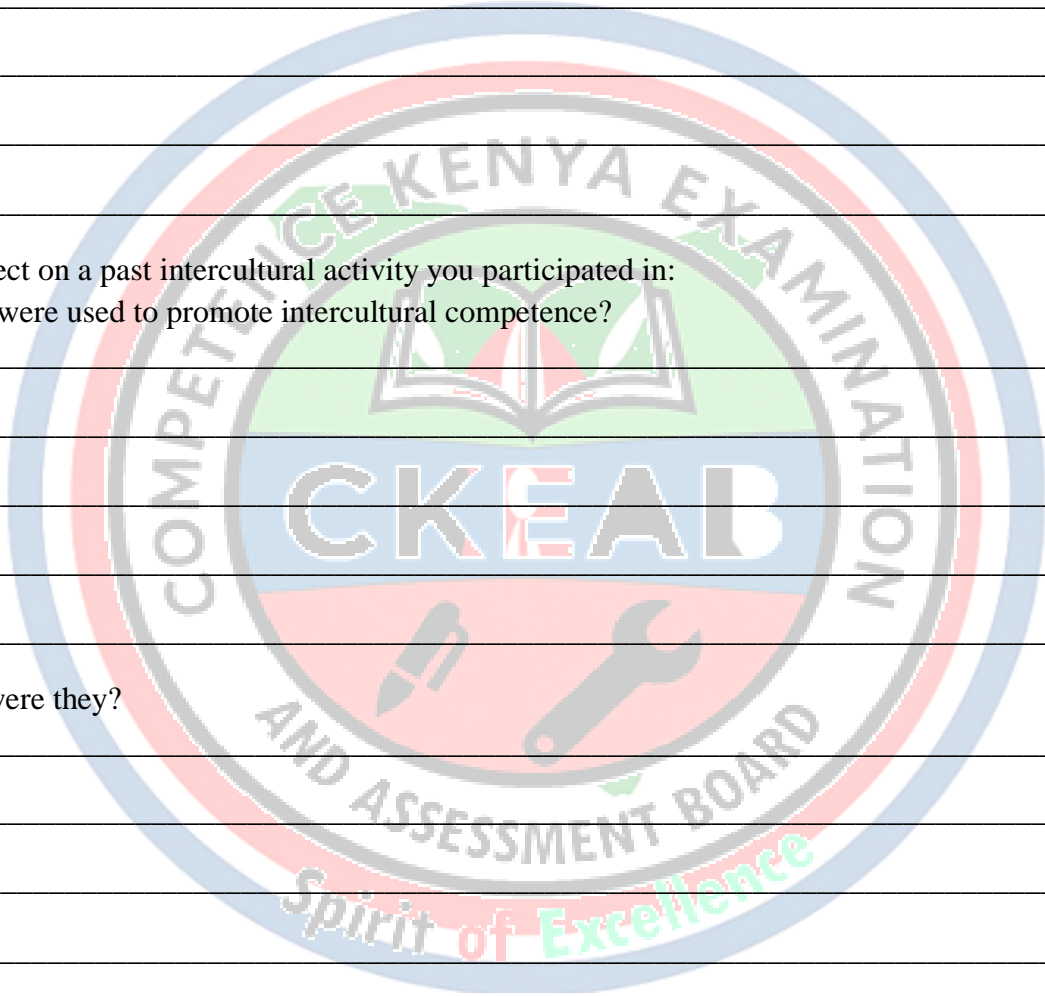
c) Suggest improvement for future activities.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_



24. (5 marks) Discuss how digital research on cultural practices can support intercultural competence, including both benefits and risks.

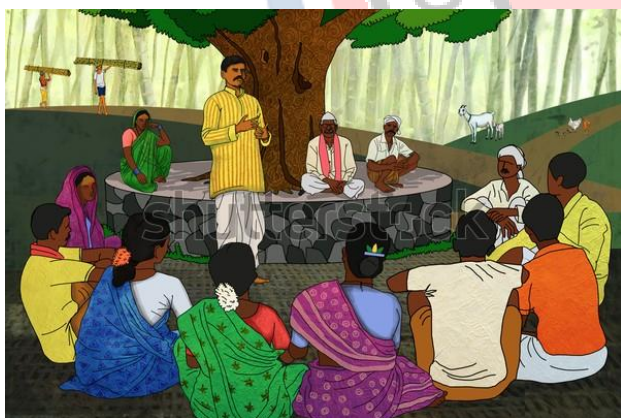
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

25. (5 marks) “Intercultural competence is essential for community harmony.” Critically analyse this statement using examples from your school or community projects.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**SECTION D: 15 Marks**

26. (5 marks) Study the picture of students conducting an intercultural dialogue with community members from different cultures.



a) Identify two intercultural competence principles being applied.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain how the activity promotes respect and cohesion.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

27. (5 marks) Your group plans to organize a cultural fair at school.

a) List **three activities you would include**.

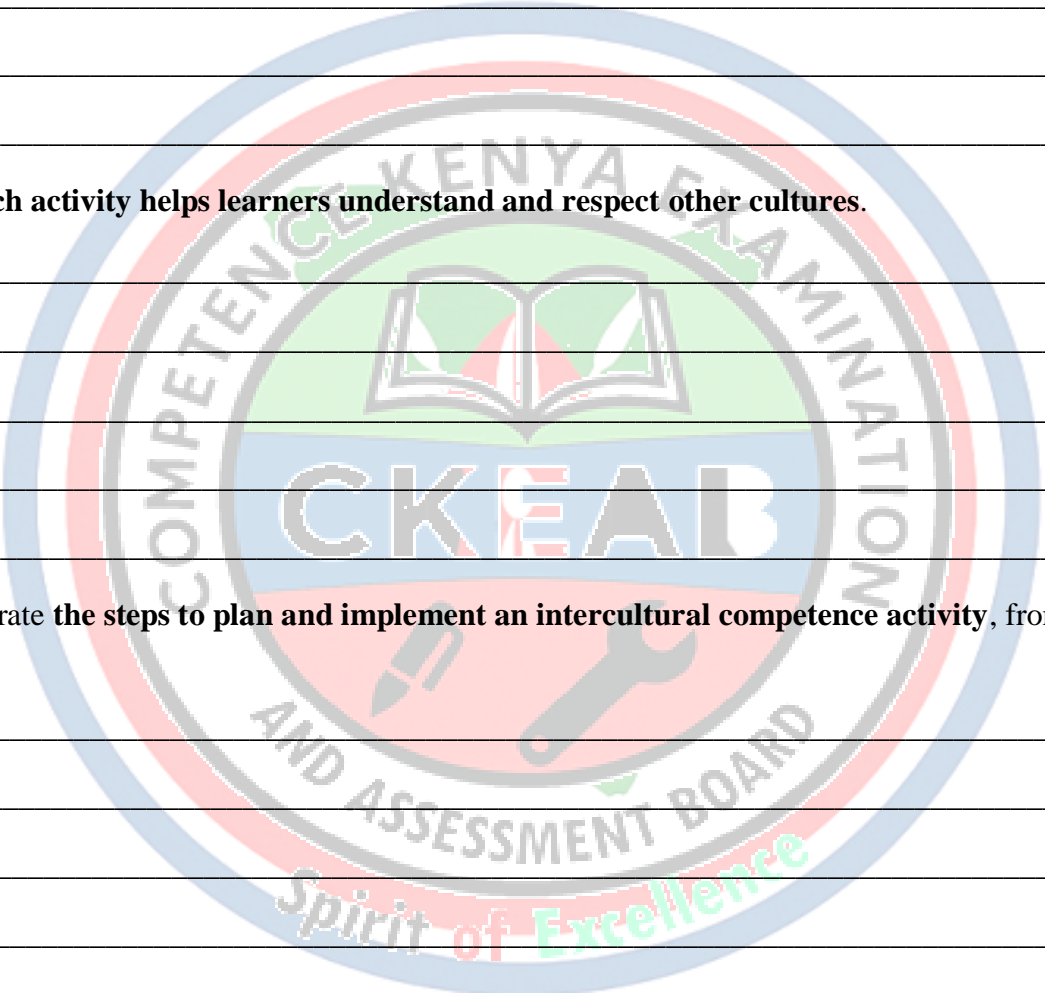
- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

b) Explain **how each activity helps learners understand and respect other cultures**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

28. (5 marks) illustrate **the steps to plan and implement an intercultural competence activity**, from preparation to reflection.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

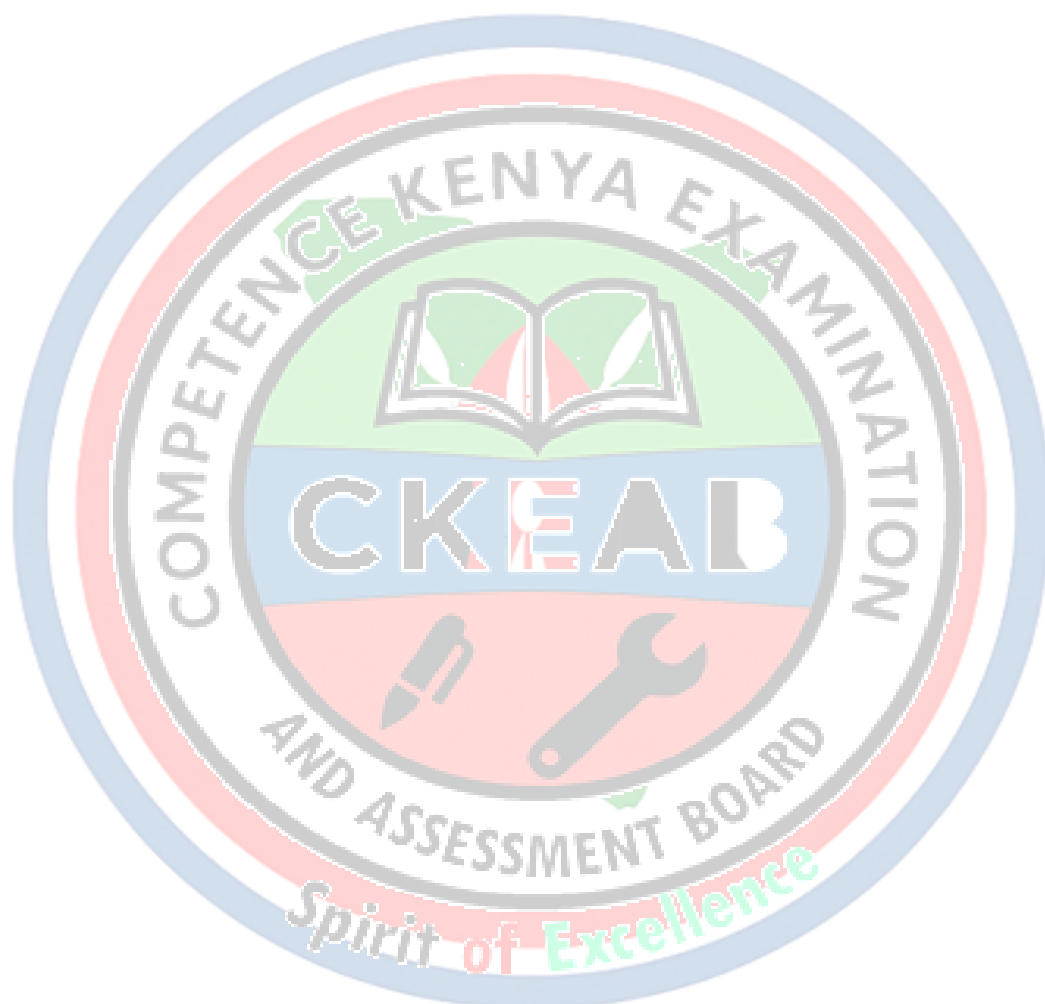


**SECTION E: (10 Marks)**

**29.** (10 marks) “Respect and acceptance of diversity are crucial for social cohesion.” Discuss this statement using examples of **intercultural competence activities**, including role plays, dialogue sessions, and community interventions.

**30.** (10 marks) Propose a **new intercultural competence initiative** for your school or local community. Include:

- Objectives
- Activities
- Expected outcomes for learners and the community
- Reflection plan to assess the initiative’s effectiveness



# TOPIC: SELF-AWARENESS IN THE COMMUNITY

## SECTION A: Short Answer Questions (25 Marks)

Answer all questions. Each question carries 2–3 marks as indicated.

1. (2 marks) Define public self-awareness in your own words.

---

---

2. (2 marks) Identify and explain two factors that influence public self-awareness.

i. \_\_\_\_\_

ii. \_\_\_\_\_

3. (2 marks) Describe two behaviours that demonstrate a positive public image in the community.

i. \_\_\_\_\_

ii. \_\_\_\_\_

4. (2 marks) Explain whether public self-awareness applies only to celebrities and public figures. Give a reason for your answer.

i. \_\_\_\_\_

ii. \_\_\_\_\_

5. (2 marks) Identify one digital or print resource that can be used to research ways of enhancing public image and explain how it can help.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

6. (3 marks) Define the following terms:

a) Mannerisms

---

---

b) Expressive qualities

---

---

c) Decisions

.....

.....

7. (2 marks) Give one example of applying public consciousness in a day-to-day community activity and explain its importance.

i. ....

ii. ....

8. (2 marks) State two benefits of maintaining a positive public image in the community.

i. ....

ii. ....

9. (2 marks) Identify one factor that does not influence public self-awareness and explain why.

i. ....

ii. ....

10. (4 marks) Explain why feedback from others is important in improving one's public image. Provide two reasons.

i. ....

ii. ....

iii. ....

iv. ....

v. ....



SECTION B: Structured Questions (50 Marks)

Answer all questions. Provide clear explanations and examples where required.

11. (5 marks) Explain three factors that influence public self-awareness and provide one example for each.

i. ....

ii. ....

iii. ....

12. (5 marks) Your class is preparing for a community project:

a) Identify three behaviours that reflect positive public consciousness. (3 marks)

i. ....

ii. ....

iii. \_\_\_\_\_

b) Explain how these behaviours impact the community positively. (2 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

13. (5 marks) Analyse a local personality (real or hypothetical) and critique their public image. Comment on how effective their image is in their role.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

14. (5 marks) Explain how mannerisms, expressive qualities, and decisions work together to contribute to a positive public image. Provide examples for each.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

15. (5 marks) Discuss how mindfulness of others can help prevent conflicts in the community. Provide two examples.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

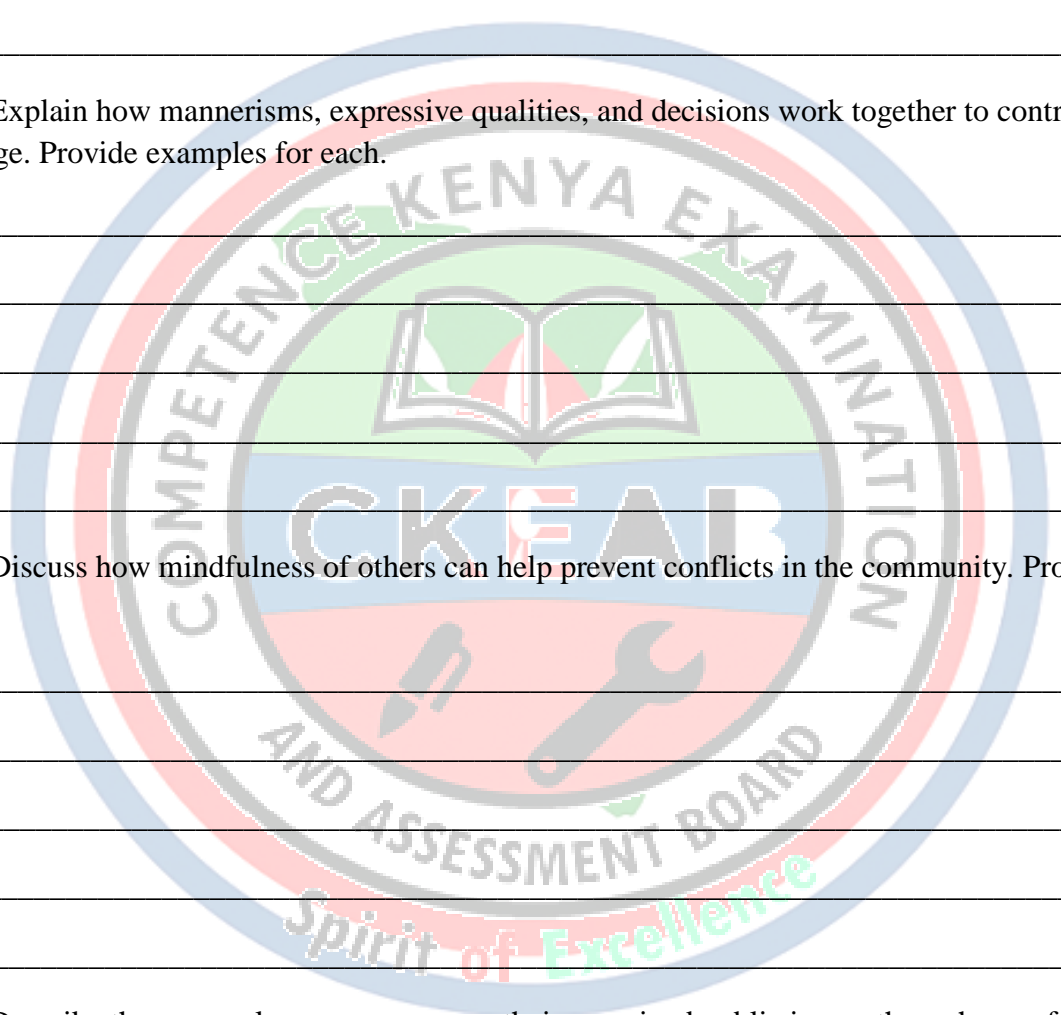
16. (5 marks) Describe three ways learners can assess their perceived public image through peer feedback and personal reflection.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_



17. (5 marks) Explain the importance of presenting oneself effectively during school or community activities.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

18. (5 marks) Your group is preparing a presentation for the community:

a) Identify two factors to consider in order to enhance public self-awareness during the presentation. (2 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain why these factors are important. (3 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

19. (5 marks) Discuss how maintaining a positive public image influences trust and cooperation in community service projects.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

20. (5 marks) Using an example from media or social platforms, explain how public image can affect a person's perceived effectiveness in a leadership or service role.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**SECTION C: (25 Marks)**

Answer all questions.

21. (5 marks) Evaluate the role of feedback in improving public self-awareness and maintaining a positive public image. Include advantages and possible challenges.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

22. (5 marks) Your class plans to conduct an awareness campaign in the community:

a) Suggest three actions that demonstrate public consciousness. (3 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Explain how each action can encourage a positive community response. (2 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

23. (5 marks) Reflect on a personal experience where you were aware of your public image:

a) Describe the situation. (1 mark)

\_\_\_\_\_

\_\_\_\_\_

b) Explain two strategies you used to project a positive image. (2 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) Suggest one improvement for future situations. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

24. (5 marks) Discuss three ways digital tools can help learners enhance public self-awareness. Include one benefit and one risk.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

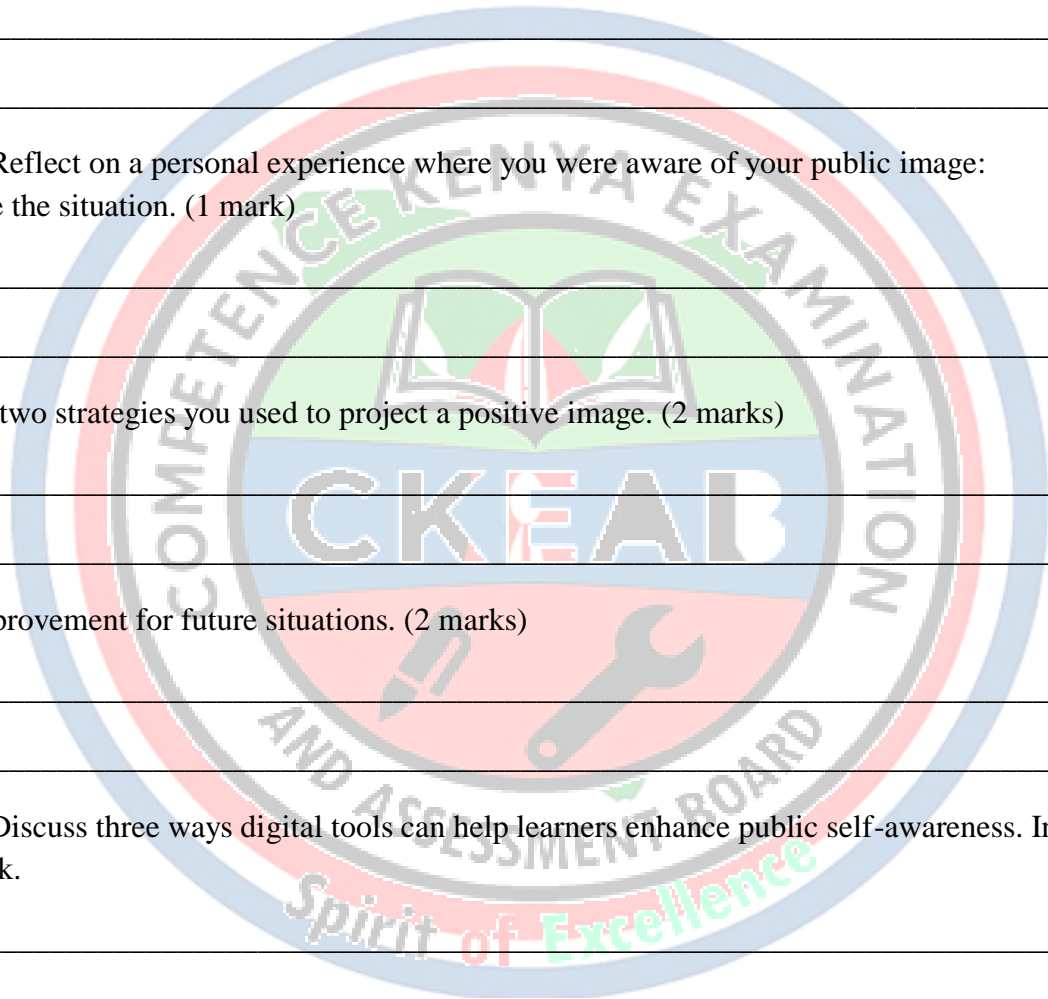
25. (5 marks) Critically analyse the statement:

“A positive public image builds trust and respect in the community.”

Use examples from your school or community.

i. \_\_\_\_\_

ii. \_\_\_\_\_



- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

SECTION D: Practical & Scenario-Based Questions (15 Marks)

26. (5 marks) A student is delivering a speech to community members:

a) Identify two behaviours that demonstrate public self-awareness during a speech. (2 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain how these behaviours contribute to a positive public image. (3 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

27. (5 marks) Your group is sharing personal achievements in class:

a) Explain two ways feedback from classmates can improve public self-awareness. (2 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Suggest one action you can take to improve your public image based on feedback. (3 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

28. (5 marks) Outline four clear steps learners can follow to develop and maintain a positive public image in the community. Explain each step briefly.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

SECTION E: (10 Marks)

Answer all parts.

29. (10 marks)

a) Explain why being mindful of others is important for personal growth. (3 marks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Discuss how mannerisms, expressive qualities, and decisions influence public image. (4 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

c) Explain how feedback supports improvement in public self-awareness. (3 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

30. (10 marks) Develop a personal plan to improve your public self-awareness in the community by answering the following:

a) State two objectives you want to achieve. (2 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

b) Identify three actions you will take to demonstrate public consciousness. (3 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

c) Explain how you will use feedback to measure improvement. (3 marks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

d) Describe one reflection strategy you will use to assess your progress. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CONFLICT RESOLUTION IN THE COMMUNITY**  
**SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)**

**Answer ALL questions.**

1. Give one example of a conflict that can occur in a community. (1 mk)

---

---

2. Define conflict resolution in the community. (1 mk)

---

---

3. State one cause of conflict in school life. (1 mk)

---

---

4. Name one peaceful way of resolving conflict. (1 mk)

---

---

5. Give one reason why conflicts should not be solved by force. (1 mk)

---

---

6. State one role of a mediator in conflict resolution. (1 mk)

---

---

7. Mention one advantage of negotiation. (1 mk)

---

---

8. Name one benefit of resolving conflicts peacefully. (1 mk)

---

---

9. State one personal quality that supports peaceful conflict resolution. (1 mk)

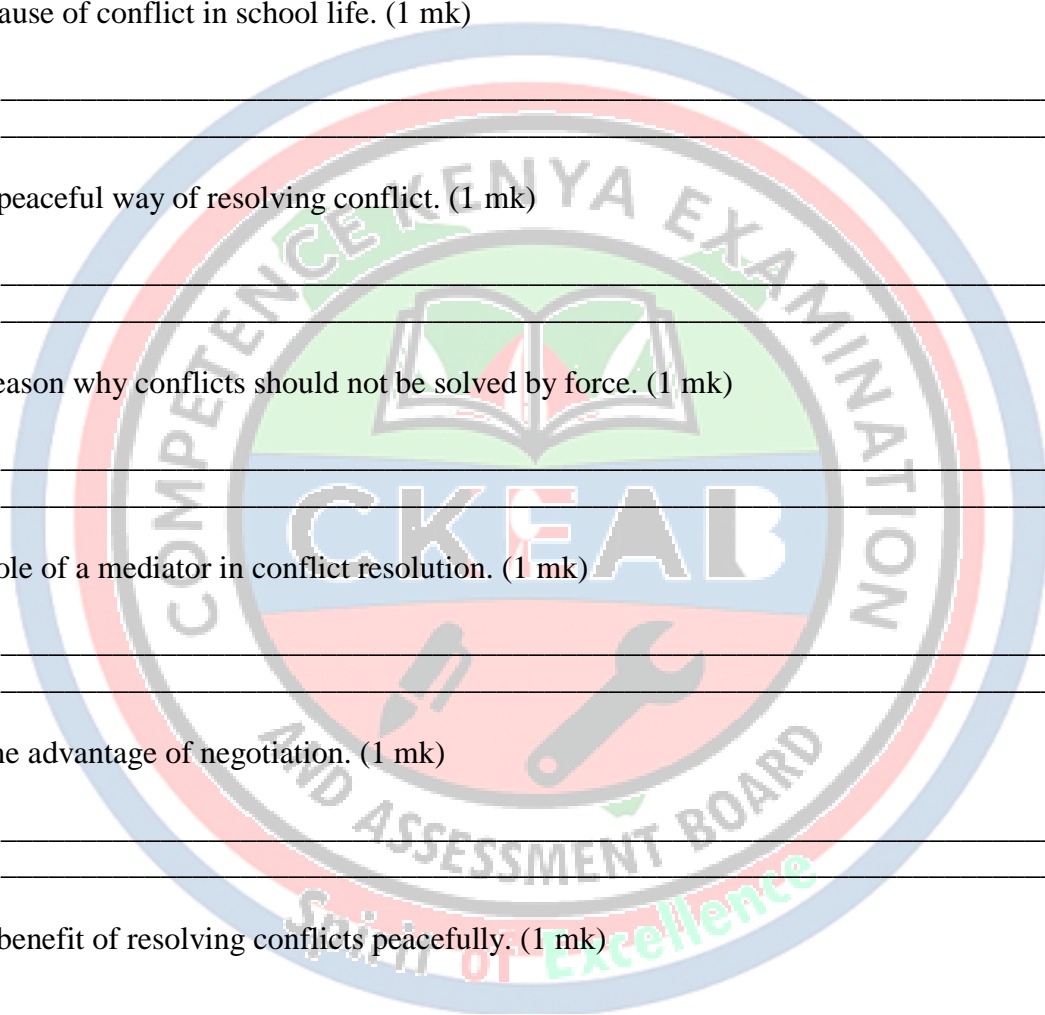
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10. Give one reason why listening is important during conflict resolution. (1 mk)

---

---



11. Identify one digital resource used to learn about conflict resolution. (1 mk)

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---

12. Identify one print resource used to learn about conflict resolution. (1 mk)

---

---

13. State one effect of unresolved conflict in a community. (1 mk)

---

---

14. Mention one sign that a conflict is getting worse. (1 mk)

---

---

15. State one thing that should be avoided when resolving conflict. (1 mk)

---

---

16. Define compromise in conflict resolution. (1 mk)

---

---

17. Define collaboration in conflict resolution. (1 mk)

---

---

18. State one difference between negotiation and mediation. (1 mk)

---

---

19. Mention one reason why fairness is important in resolving conflict. (1 mk)

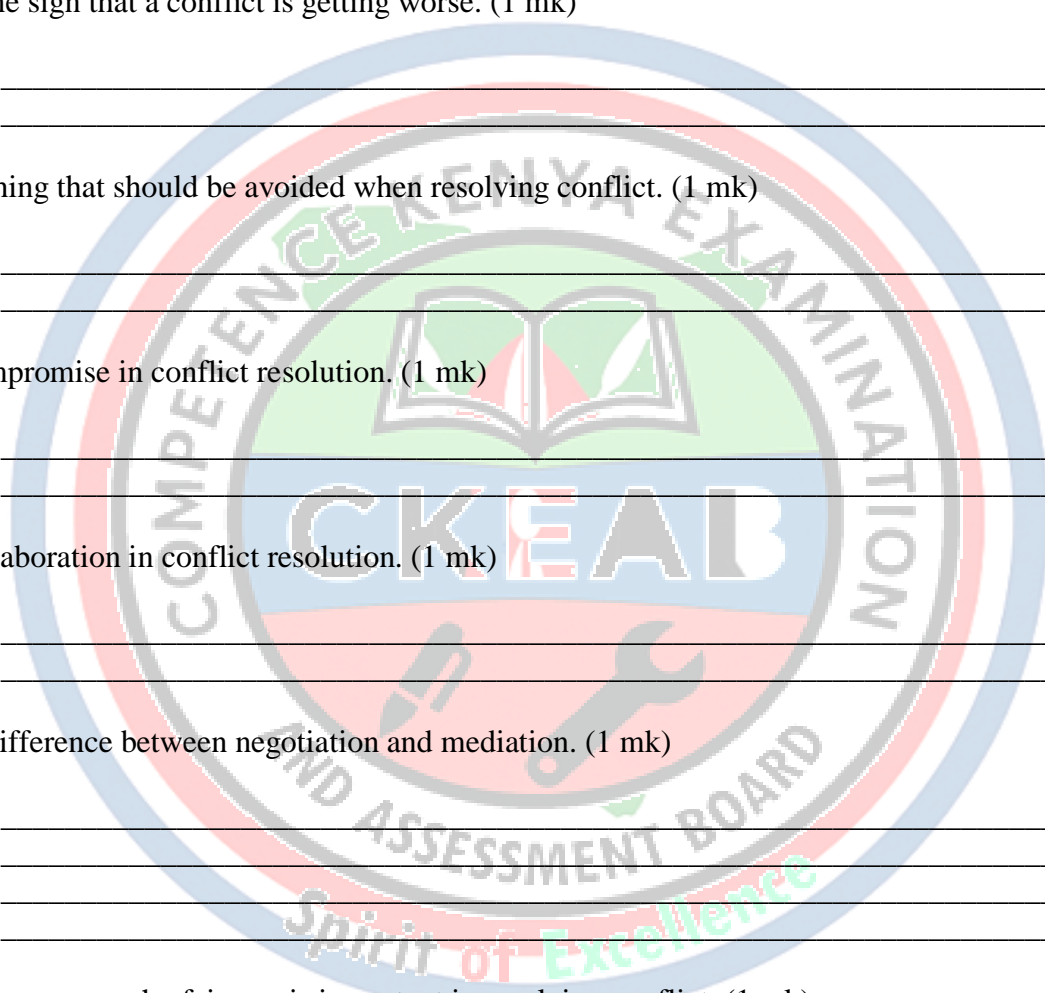
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---

20. State one reason why reflection is important after solving a conflict. (1 mk)

---

---



**SECTION B: (50 MARKS)**

**Answer ALL questions.**

21. (5 marks) Conflicts happen in many community settings.

a) State **two places** where conflicts may occur in the community. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Give **one example conflict** for each place named. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

c) State **one common cause** of conflict. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

22. (5 marks) Approaches to conflict resolution include mediation, negotiation, compromise, and collaboration.

a) Define **mediation**. (1 mk)

\_\_\_\_\_

b) Define **negotiation**. (1 mk)

\_\_\_\_\_

c) State **one situation** where mediation is best. (1 mk)

\_\_\_\_\_

d) State **one situation** where negotiation is best. (1 mk)

\_\_\_\_\_

e) State **one benefit** of collaboration. (1 mk)

\_\_\_\_\_

23. (5 marks) Your CSL group disagrees over task distribution.

a) Suggest **three peaceful strategies** the group can use. (3 mks)

- i. \_\_\_\_\_

- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Give **one reason** why peaceful strategies are better than force. (1 mk)

- i. \_\_\_\_\_

c) State **one role** of the group leader in solving the conflict. (1 mk)

- i. \_\_\_\_\_

24. (5 marks) Conflict resolution follows steps.

a) State the **first step** in solving a conflict. (1 mk)

- i. \_\_\_\_\_

b) State **two actions** taken during discussion. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one action** taken after reaching agreement. (1 mk)

- i. \_\_\_\_\_

d) State **one reason** why follow-up is important. (1 mk)

- i. \_\_\_\_\_

25. (5 marks) Role play is used in learning conflict resolution.

a) State **two ways** role play helps learners understand conflict resolution. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Mention **two skills** learners practise during role play. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one limitation** of role play. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

26. (5 marks) Preventing conflict is better than solving it later.

a) Identify **three behaviours** that help prevent conflict. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State **one way** communication reduces conflict. (1 mk)

---

---

c) State **one way** respect reduces conflict. (1 mk)

---

---

27. (5 marks) Digital resources can support learning conflict resolution.

a) Name **two digital resources** that can teach conflict resolution. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

b) State **two benefits** of video case studies. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) State **one risk** of using online resources. (1 mk)

---

---

28. (5 marks) Empathy and fairness are important in conflict resolution.

a) Define empathy. (1 mk)

---

---

b) State **two ways** empathy helps solve conflict. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) State **two ways** fairness improves cooperation. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

29. (5 marks) Conflicts affect community development.

a) State **two negative effects** of conflict on community projects. (2 mks)

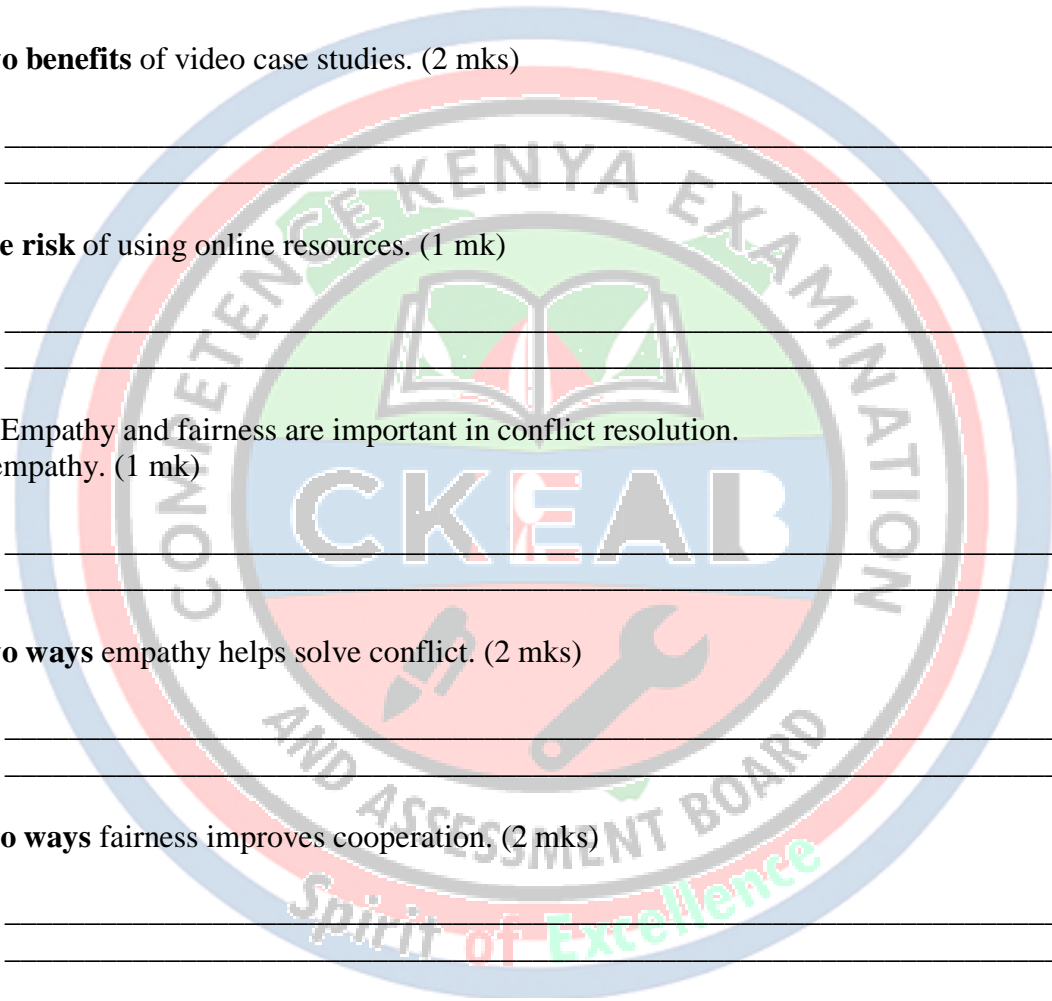
i. \_\_\_\_\_

ii. \_\_\_\_\_

b) State **two positive outcomes** of peaceful conflict resolution. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_



c) State **one way** conflict resolution builds unity. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

30. (5 marks) A learner observes a conflict in school.

a) State **one example** of the conflict. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

b) Identify the **main cause** of the conflict. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

c) Suggest **two strategies** to resolve it. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

d) State **one expected outcome** if the strategies work. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**SECTION C: (30 MARKS)**

**Answer ALL questions.**

31. (6 marks) Compare conflict resolution strategies.

a) Give **one strength** of mediation. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

b) Give **one weakness** of mediation. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

c) Give **one strength** of negotiation. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

d) Give **one weakness** of negotiation. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

e) Give **one strength** of compromise. (1 mk)

\_\_\_\_\_

f) Give **one strength** of collaboration. (1 mk)

---

---

32. (6 marks) Two CSL groups disagree on leadership roles.

a) Suggest **three strategies** to resolve the conflict peacefully. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how each strategy promotes fairness and cooperation. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

33. (6 marks) A community youth group conflicts over money contributions.

a) State **two possible causes** of the conflict. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Suggest **two solutions** that promote transparency. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **two expected results** if the conflict is resolved well. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

34. (6 marks) Reflection after conflict resolution improves future behaviour.

a) State **two questions** a learner should ask during reflection. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Identify **two mistakes** people make during conflicts. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Suggest **two improvements** for handling future conflicts. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

35. (6 marks) Peaceful conflict resolution supports community development.

a) Give **two ways** it improves community relationships. (2 mks)

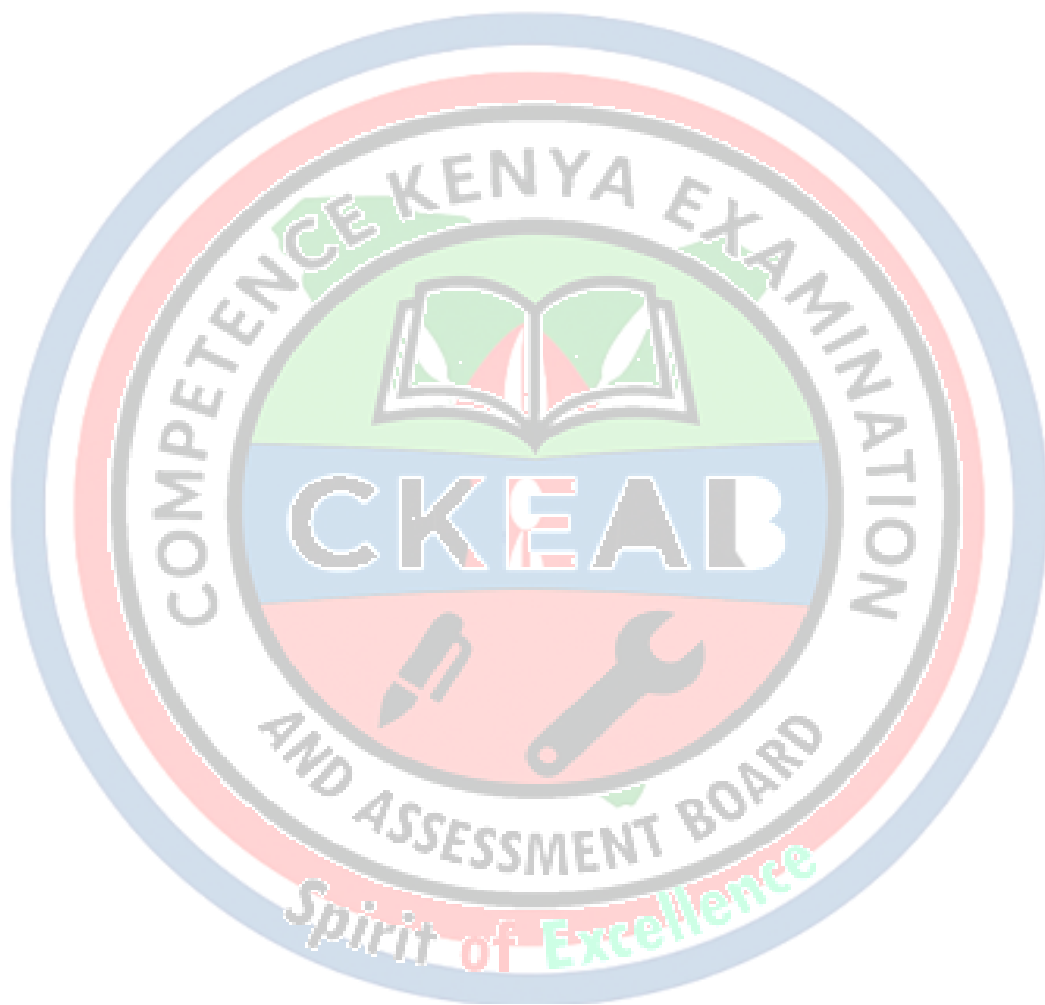
- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Give **two ways** it improves project success. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Give **two examples** from school or local community. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_



# RESPONSIBLE DECISION-MAKING

## SECTION A: (20 MARKS)

Answer ALL questions.

1. Define responsible decision-making. (1 mk)

---

---

2. State one reason why responsible decision-making is important in daily life. (1 mk)

---

---

3. List one step in the decision-making process. (1 mk)

---

---

4. List another step in the decision-making process. (1 mk)

---

---

5. Give one example of a responsible decision a student can make in school. (1 mk)

---

---

6. State one consequence of an irresponsible decision. (1 mk)

---

---

7. State one benefit of making responsible decisions to other people. (1 mk)

---

---

8. Name one digital resource that can help a learner make responsible decisions. (1 mk)

---

---

9. Name one print resource that can help a learner make responsible decisions. (1 mk)

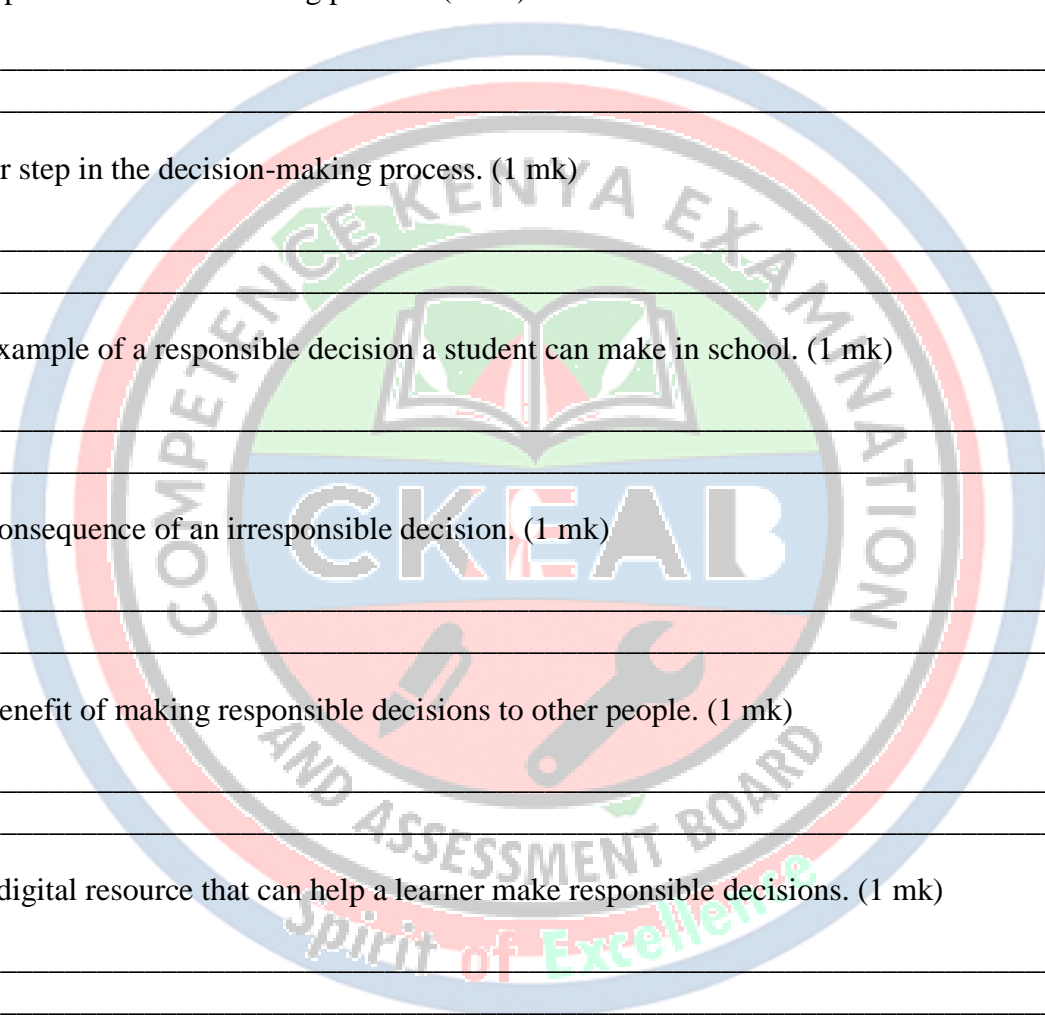
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10. Define accountability. (1 mk)

---

---



11. Define the term integrity. (1 mk)

---

---

12. Define ethical behaviour. (1 mk)

---

---

13. Differentiate between equality and equity. (1 mk)

---

---

---

14. State one way peer pressure can influence decisions. (1 mk)

---

---

15. Mention one way a learner can resist negative peer pressure. (1 mk)

---

---

16. State one reason why ignoring consequences leads to poor decisions. (1 mk)

---

---

17. Give one example of a decision that benefits both the decision-maker and the community. (1 mk)

---

---

18. State one reason why group decisions should involve participation. (1 mk)

---

---

19. Mention one reason why reflection is important after making a decision. (1 mk)

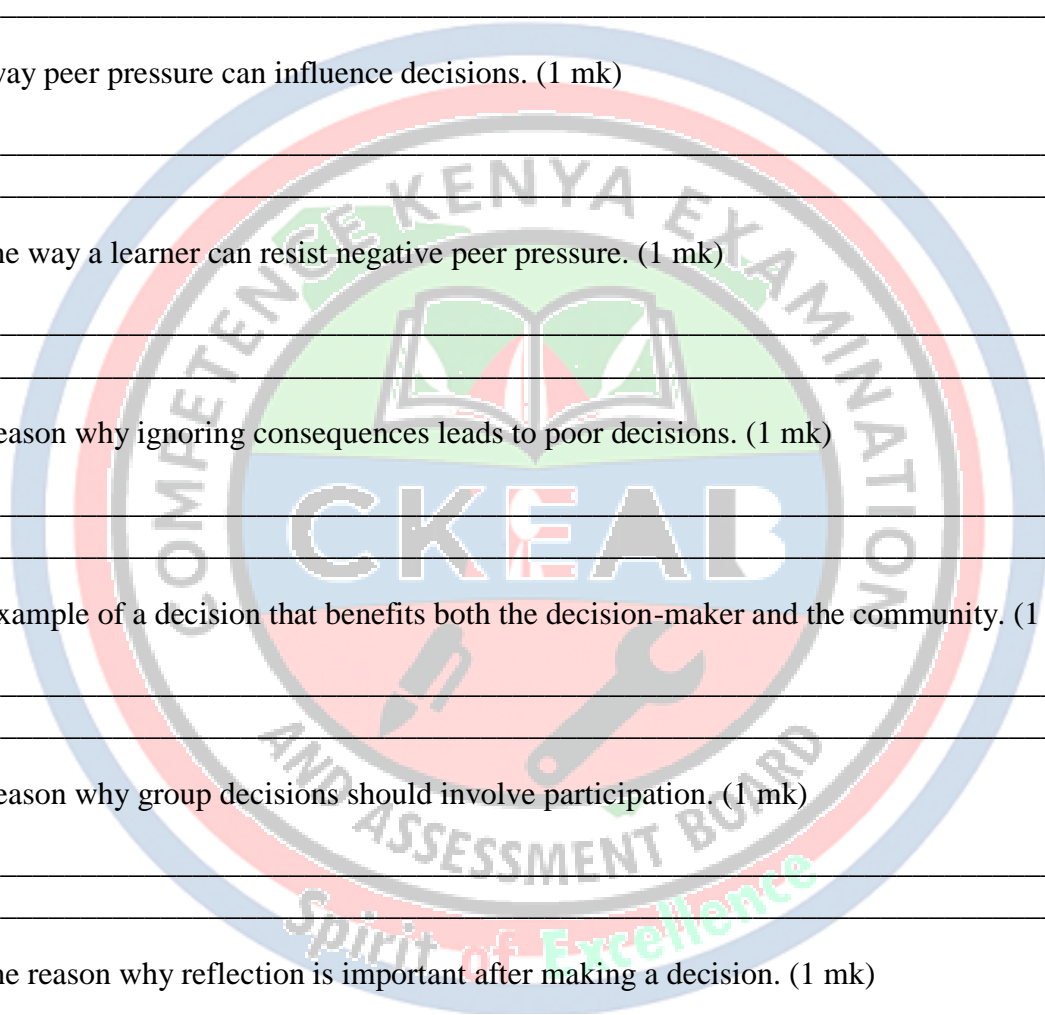
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---

20. State one skill a learner develops through responsible decision-making. (1 mk)

---

---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

21. (5 marks) A learner is deciding whether to join a community service project.

a) State the **first thing** the learner should do before deciding. (1 mk)

---

---

b) List **two options** the learner may consider. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) State **one positive consequence** of joining. (1 mk)

i. \_\_\_\_\_

ii. \_\_\_\_\_

d) State **one possible challenge** the learner should consider. (1 mk)

i. \_\_\_\_\_

ii. \_\_\_\_\_

22. (5 marks) Responsible decision-making involves clear steps.

a) State **any three steps** in the decision-making process. (3 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) State **one reason** why evaluating consequences is important. (1 mk)

---

---

c) State **one reason** why implementing a decision matters. (1 mk)

---

---

23. (5 marks) Analyse a responsible decision you have made in school or at home.

a) State the decision you made. (1 mk)

---

---

b) Give **two reasons** why the decision was responsible. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) State **one consequence** for you. (1 mk)

---

---

d) State **one consequence** for others. (1 mk)

---

---

24. (5 marks) Qualities of responsible decisions include fairness, accountability, ethical behaviour, and thoughtfulness.

a) Choose **any three qualities** and explain each. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Give **one example** of a decision that shows fairness. (1 mk)

---

---

c) Give **one example** of a decision that shows accountability. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

25. (5 marks) Skits and role plays can help learners understand decision-making.

a) State **two ways** skits help learners learn responsible decision-making. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Mention **two skills** learners practise during skits. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one limitation** of skits in learning. (1 mk)

---

---

26. (5 marks) Reflection improves future decision-making.

a) State **two questions** a learner should ask during reflection. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **two ways** reflection improves future decisions. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one reason** feedback from others is useful. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

27. (5 marks) Your CSL group is choosing the theme for a community project.

a) Suggest **three responsible ways** to make the decision as a group. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain **one way** group decision-making promotes fairness. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

c) State **one benefit** of participation in group decisions. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

28. (5 marks) Peer pressure affects decision-making among learners.

a) State **two ways** peer pressure can lead to irresponsible decisions. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Suggest **two ways** learners can overcome negative peer pressure. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one role** of parents/teachers in helping learners resist peer pressure. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

29. (5 marks) A community member makes a poor decision that affects others.

a) State **one example** of a poor decision in a community. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

b) State **two reasons** why the decision is irresponsible. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Suggest **two responsible alternatives** to that decision. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

30. (5 marks) Digital tools can support responsible decision-making.

a) State **two ways** online research supports decision-making. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **two benefits** of using apps/tools for planning decisions. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one danger** of relying on online information. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

### SECTION C: (30 MARKS)

Answer **ALL** questions.

31. (6 marks) Reflection and feedback help improve responsible decision-making.

a) State **two reasons** reflection is effective. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **two reasons** feedback is effective. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **two ways** reflection and feedback prevent repeated mistakes. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

32. (6 marks) Your group is planning a community activity but members disagree on the method.

a) Suggest **three strategies** to reach a responsible collective decision. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how each strategy ensures fairness and good outcomes. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

33. (6 marks) A learner observes a responsible decision in school or community.

a) Describe the decision observed. (1 mk)

---

---

b) State **two positive impacts** of the decision on others. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **two lessons** learners can learn from the decision. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

d) Suggest **one improvement** for future similar situations. (1 mk)

---

---

34. (6 marks) Responsible decision-making promotes trust and cooperation.

a) Explain how responsibility builds trust in a group. (2 mks)

---

---

b) Explain how fairness improves cooperation. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Give **two examples** where trust is needed in CSL projects. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

35. (6 marks) Responsible decisions are learned through practice and reflection.

a) State **two reasons** why practice improves decision-making. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **two reasons** why reflection improves decision-making. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Give **two examples** of daily situations where learners practise decision-making. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_



# ACTION RESEARCH (INTRODUCTION)

Answer ALL questions.

1. Define action research. (1 mk)

---

---

2. State one reason why action research is called “practical research.” (1 mk)

---

---

3. Mention one feature that makes action research different from academic research. (1 mk)

---

---

4. List one stage of the action research cycle. (1 mk)

---

---

5. List another stage of the action research cycle. (1 mk)

---

---

6. State one example of a community issue that can be solved using action research. (1 mk)

---

---

7. State one benefit of action research to the community. (1 mk)

---

---

8. State one benefit of action research to learners. (1 mk)

---

---

9. Name one digital resource that can help learners understand action research. (1 mk)

---

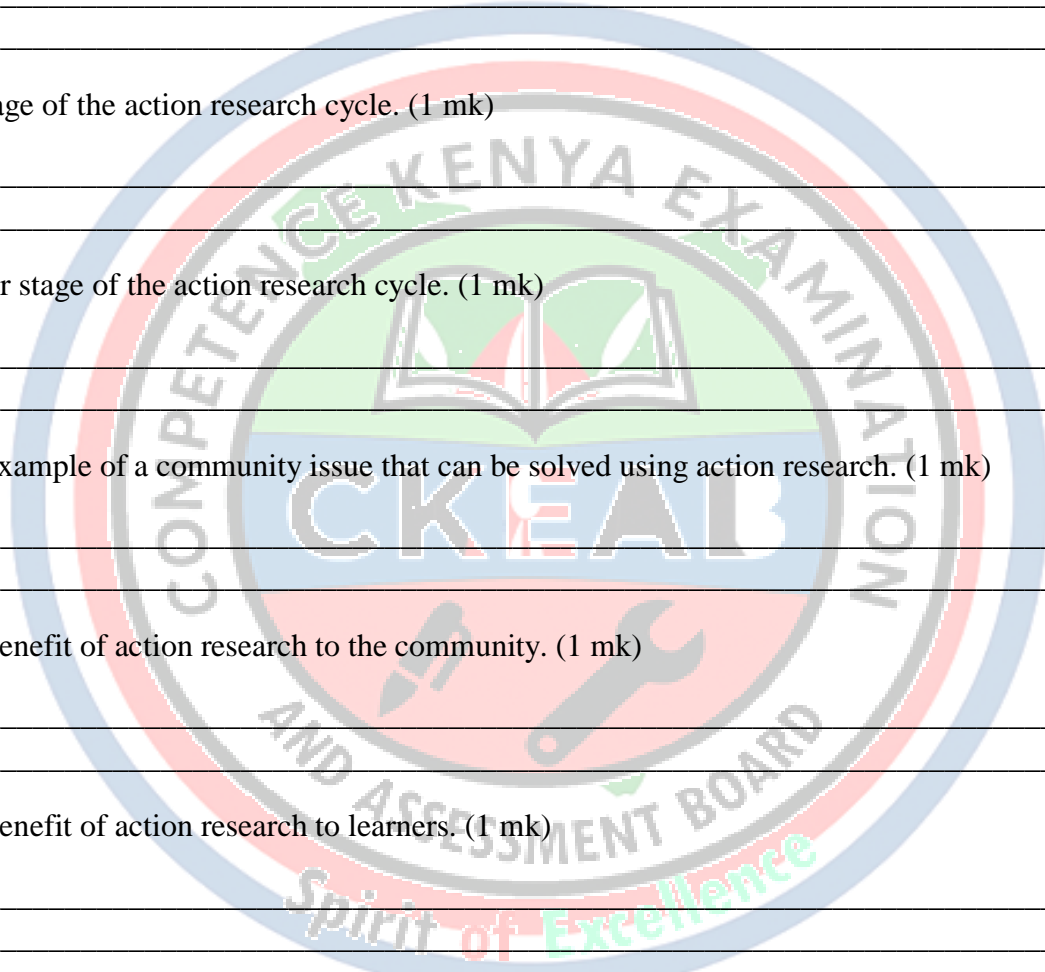
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10. Name one print resource that can help learners understand action research. (1 mk)

---

---

11. Define the term “plan” as used in action research. (1 mk)



---

---

12. Define the term “act” as used in action research. (1 mk)

---

---

13. Define the term “observe” as used in action research. (1 mk)

---

---

14. Define the term “reflect” as used in action research. (1 mk)

---

---

15. State one reason why action research must be continuous. (1 mk)

---

---

16. State one reason why action research must be factual. (1 mk)

---

---

17. State one reason why action research should be visible. (1 mk)

---

---

18. Mention one risk of doing action research without planning. (1 mk)

---

---

19. State one reason why collaboration is important in action research. (1 mk)

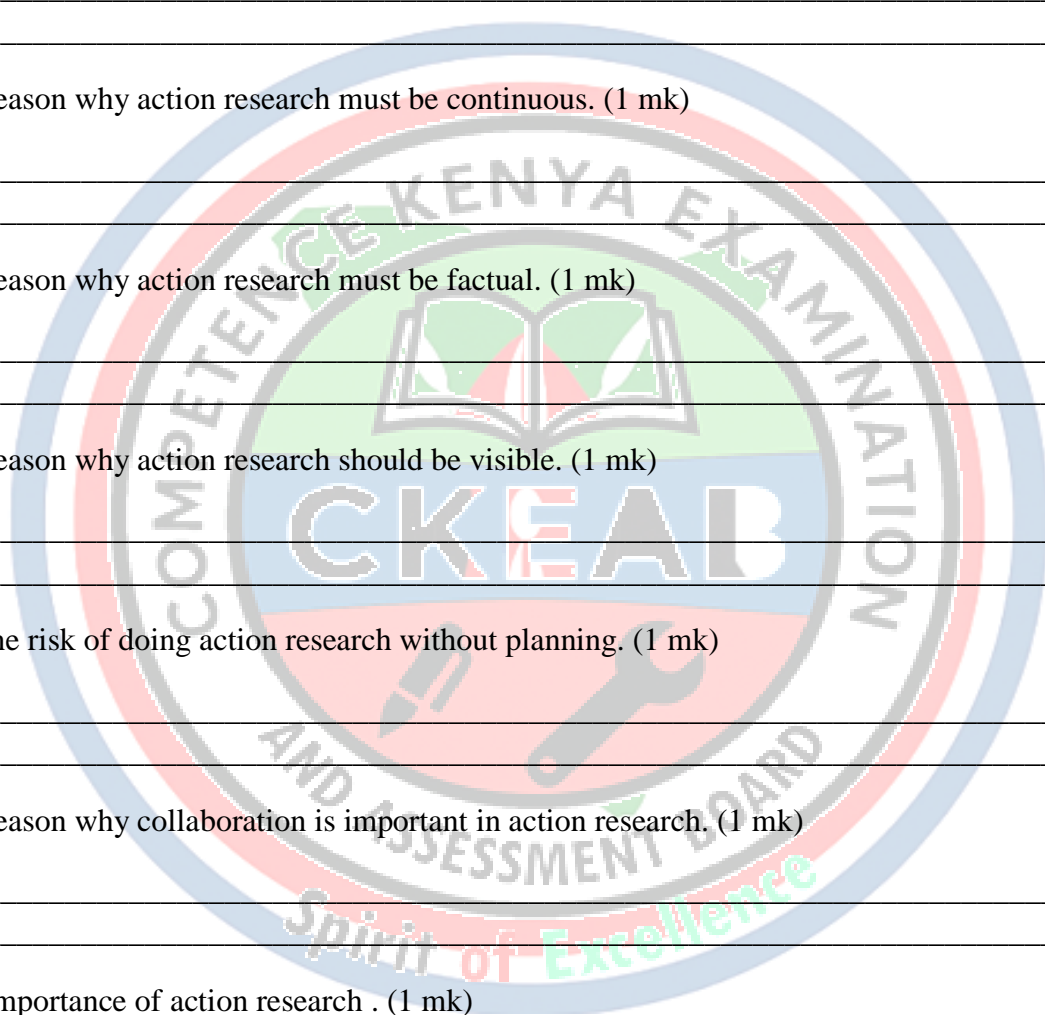
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20. State one importance of action research . (1 mk)

---

---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

21. (5 marks) Action research is used to solve real-life problems.

a) State the meaning of action research. (1 mk)

---

---

b) Identify **two key words** in the definition that show it is practical. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **two ways** action research helps solve community challenges. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

22. (5 marks) The action research cycle includes planning, acting, observing, and reflecting.

a) State **one activity** done during the planning stage. (1 mk)

---

---

b) State **one activity** done during the acting stage. (1 mk)

---

---

c) State **one activity** done during the observing stage. (1 mk)

---

---

d) State **one activity** done during the reflecting stage. (1 mk)

---

---

e) State **one reason** why the stages must follow each other. (1 mk)

---

---

23. (5 marks) Characteristics of action research include being continuous, factual, visible, and practical.

a) Explain what “continuous” means in action research. (1 mk)

---

---

b) Explain what “factual” means in action research. (1 mk)

---

---

c) Explain what “visible” means in action research. (1 mk)

---

---

d) Give one example showing action research is practical. (1 mk)

---

---

e) State one reason why action research should not be random. (1 mk)

---

---

24. (5 marks) Your community is facing a problem of poor waste disposal.

a) Identify the problem clearly as a research statement. (1 mk)

---

---

b) Suggest **one action** your group can take to reduce the problem. (1 mk)

---

---

c) Suggest **one tool** to observe results after the action. (1 mk)

---

---

d) State **one indicator** that shows improvement. (1 mk)

---

---

e) State **one reflection question** your group should ask. (1 mk)

---

---

25. (5 marks) Digital tools can support action research.

a) Name **two digital tools** used in collecting data. (2 mks)

i.

---

---

ii.

b) State **one way** online articles help in the planning stage. (1 mk)

i.

---

---

ii.

c) State **one way** videos can help during the acting stage. (1 mk)

---

---

d) State **one challenge** of using digital tools in research. (1 mk)

---

---

26. (5 marks) A group plans to address bullying in school using action research.

a) State **one method** the group can use to identify the problem. (1 mk)

---

---

b) State **one planned action** to reduce bullying. (1 mk)

---

---

c) State **one method** of observing whether bullying reduces. (1 mk)

---

---

d) State **one possible outcome** after the action. (1 mk)

---

---

e) State **one way** reflection can improve the next cycle. (1 mk)

---

---

27. (5 marks) Collaboration is important in action research.

a) State **two reasons** why learners should work in groups during action research. (2 mks)

i.

---

---

ii.

b) State **one role** of the group leader in the planning stage. (1 mk)

---

---

c) State **one role** of members during the acting stage. (1 mk)

---

---

d) State **one way** collaboration improves accuracy of results. (1 mk)

---

---

28. (5 marks) Action research involves collecting evidence.

a) State **two sources** of evidence in action research. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **two methods** of collecting data in the community. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one reason** why data should be recorded correctly. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

29. (5 marks) A group carried out an action research project on tree planting.

a) Identify one possible problem the project was solving. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

b) State one action taken during the “act” stage. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State one observation that could be made after planting. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

d) State one reflection point the group could make. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

e) State one improvement for the next cycle. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

30. (5 marks) Action research develops skills in learners.

a) State **two skills** gained through action research. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) State **one value** promoted through action research. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **one way** action research improves problem-solving. (1 mk)

---

---

d) State **one way** action research promotes responsibility. (1 mk)

---

---

**SECTION C: (30 MARKS)**

**Answer ALL questions.**

31. (6 marks) Reflection is important in every stage of action research.

a) State **two reasons** why reflection is important after planning. (2 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_

b) State **two reasons** why reflection is important after acting. (2 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_

c) State **two reasons** why reflection is important after observing. (2 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_

32. (6 marks) Your class wants to conduct action research to improve community hygiene.

a) Suggest **three planning steps** the class should take. (3 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_

b) Explain how each step improves chances of success. (3 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_

33. (6 marks) A group investigated littering and faced challenges.

a) State **two possible challenges** faced when collecting data. (2 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_

b) Suggest **two solutions** to the challenges. (2 mks)

i. \_\_\_\_\_  
ii. \_\_\_\_\_

c) State **two ways** the group can improve the next cycle. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

34. (6 marks) Sharing results makes action research visible.

a) State **two ways** learners can share action research findings. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **two benefits** of sharing results with the community. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) State **two signs** that the community accepted the findings. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

35. (6 marks) Action research is a tool for solving community challenges.

a) Give **two reasons** why action research is effective. (2 mks)

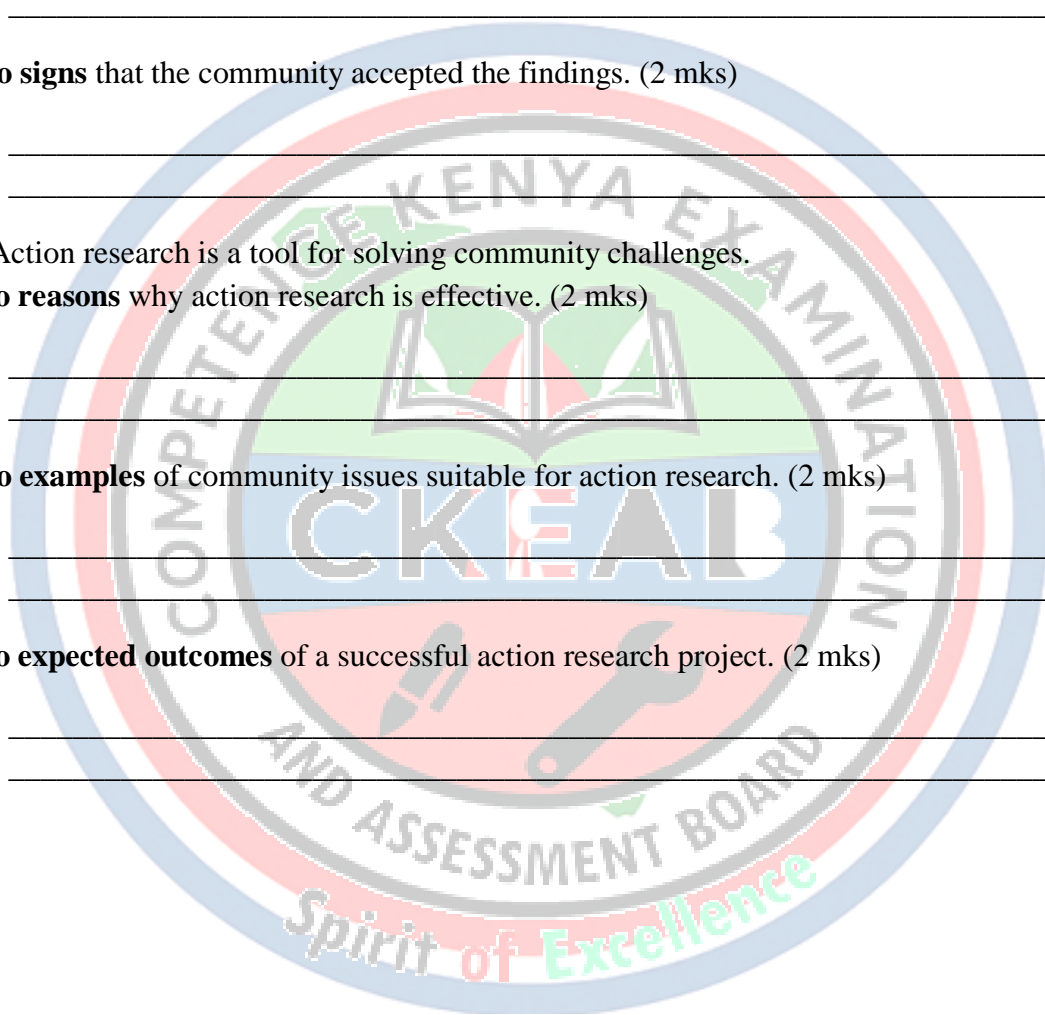
- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Give **two examples** of community issues suitable for action research. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Give **two expected outcomes** of a successful action research project. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_



**ACTION RESEARCH – PROBLEM IDENTIFICATION**  
**SECTION A: Multiple Choice & Short Answer (25 Marks)**

Answer all questions. Each carries 1 mark unless stated otherwise.

1. Which of the following best describes problem identification in action research?

- A. Ignoring community issues
- B. Recognizing and understanding the problem before taking action
- C. Conducting research without a plan
- D. Making assumptions without evidence

2. List **two data collection tools** used to identify problems in a community.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

3. Which of the following is **not a characteristic of accurate problem documentation**?

- A. Clear and factual
- B. Biased and incomplete
- C. Organized
- D. Accessible for analysis

4. True or False: Data collected for problem identification can be stored both digitally and manually.

\_\_\_\_\_

5. Give **one example of a community problem** that can be identified through action research.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

6. Match the data collection tool to its description:

Tool	Description
Observation	A. Recording events as they happen
Tally chart	B. Counting frequencies of occurrences
Online forms	C. Collecting information remotely from respondents
Checklist	D. Ensuring all items or issues are considered

7. Define **data analysis** in the context of problem identification.

\_\_\_\_\_  
\_\_\_\_\_

8. List **two benefits of accurate documentation** in problem identification.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

9. Which of the following best illustrates data analysis?

- A. Counting the number of households affected by littering
- B. Ignoring the numbers collected
- C. Collecting data but not reviewing it
- D. Randomly selecting a problem

10. Explain why **mutual co-existence and collaboration** are important during data collection activities.

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**SECTION B: Structured Questions (50 Marks)**

**Answer all questions. Show all workings where necessary.**

11. (5 marks) Explain **why accurate problem identification is important** in community action research.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

12. (5 marks) Critique the following scenario and identify the problem:

*"In a local village, many households dump garbage in open spaces. Children often play in these areas, leading to health risks."*

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

13. (5 marks) Design a **simple tally sheet** to record observations on the number of households disposing of waste incorrectly.

14. (5 marks) Describe **two ways to analyse simple data** collected from your community to determine the **nature and extent of a problem**.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

15. (5 marks) Your class observes water wastage in the school compound.

a) Identify **two data collection tools** you could use

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how each tool will help in understanding the problem**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

16. (5 marks) Explain **how digital devices can be used to document and manage problem data**, including sharing with peers and teachers.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

17. (5 marks) Prepare a **summary table** showing the number of households practicing safe waste disposal in a neighborhood.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

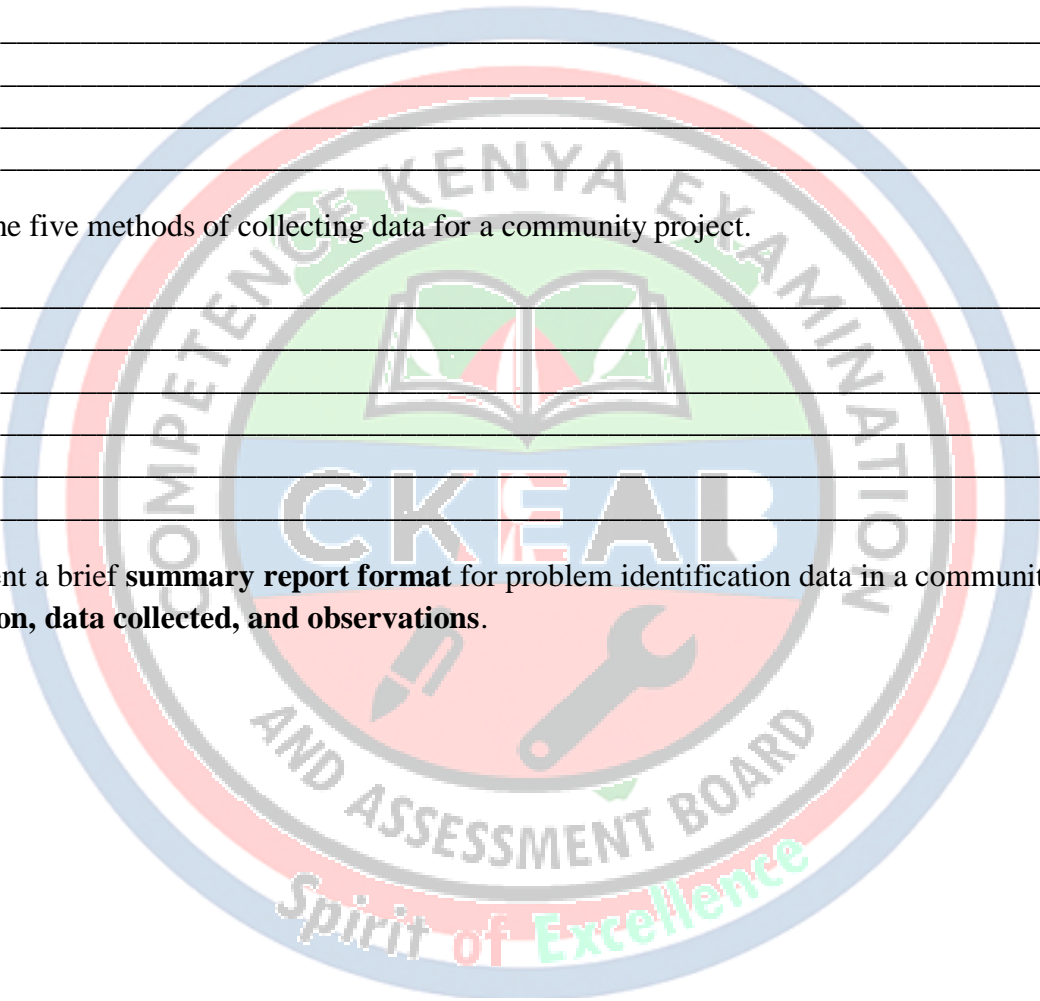
18. (5 marks) Discuss **how simple analysis of data (counting, tallying, summarizing)** helps in decision-making for community projects.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

19. (5 marks) outline five methods of collecting data for a community project.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

20. (5 marks) Present a brief **summary report format** for problem identification data in a community. Include **title, problem description, data collected, and observations.**



**SECTION C: (25 Marks)**

**Answer all questions. Some have sub-parts.**

**21. (5 marks) Evaluate the effectiveness of using multiple data collection tools to understand a community problem.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**22. (5 marks) You observed poor sanitation in your local market.**

**a) Suggest three steps to document and manage the data collected**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**b) Explain how each step ensures accuracy and usefulness**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**23. (5 marks) Critically analyse a past or hypothetical data collection activity:**

**a) What problem was identified?**

\_\_\_\_\_

\_\_\_\_\_

**b) How was the data collected and analysed?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**c) What lessons were learned for future action research projects?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**24. (5 marks) Discuss how accurate documentation contributes to effective problem resolution in a community.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**25. (5 marks) Propose a plan to share and disseminate problem identification data to stakeholders in a local CSL project. Include methods and expected outcomes.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**SECTION D: Practical & Scenario-Based Questions (Optional Illustrated) – 15 Marks**

**26.** (5 marks) Study the image of students conducting observations in a school compound. (*Exam image: students with checklists and clipboards*)

a) Identify **two data collection tools** being used

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain **how these tools help in understanding the problem**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**27.** (5 marks) A scenario: A community reports that traffic congestion near the market is affecting small businesses.

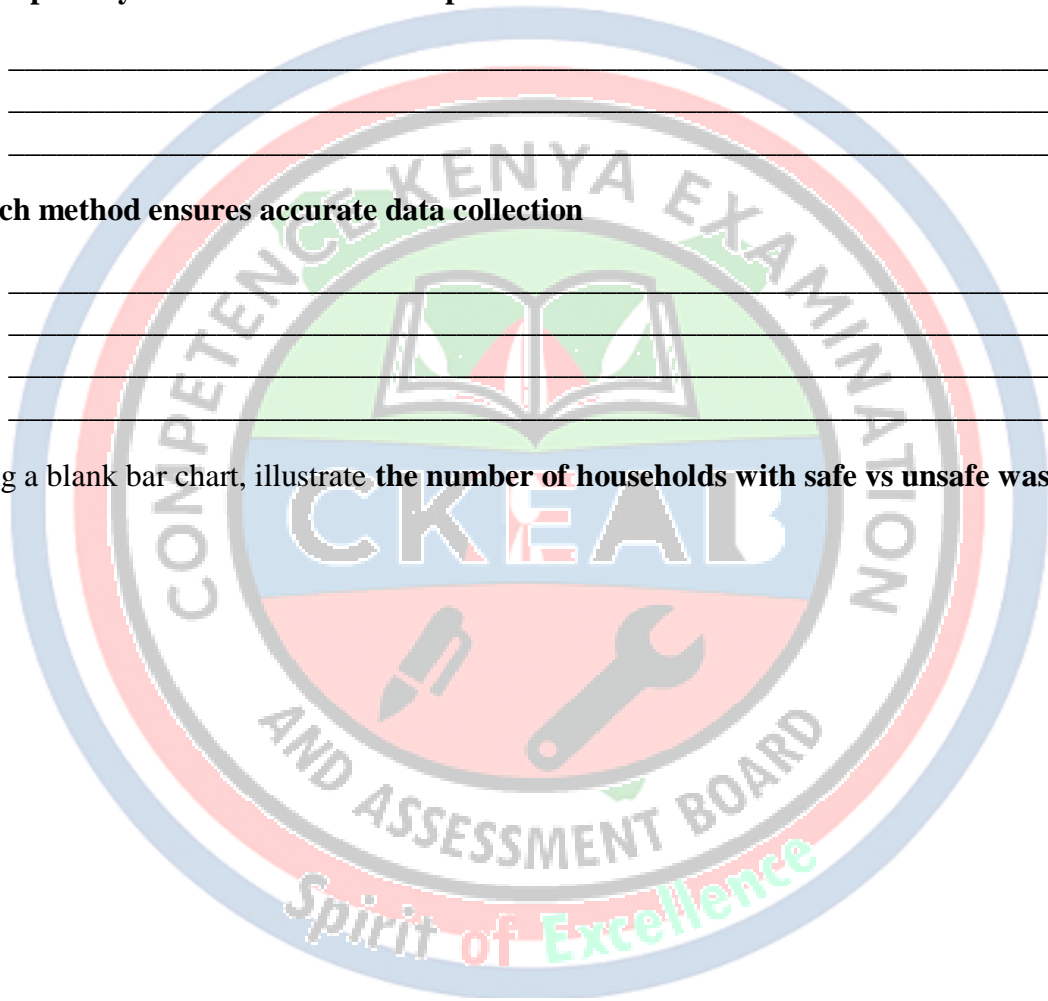
a) Suggest **three simple ways to collect data on the problem**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain **how each method ensures accurate data collection**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**28.** (5 marks) Using a blank bar chart, illustrate **the number of households with safe vs unsafe waste disposal practices.**



**SECTION E: (10 Marks)**

**29.** (10 marks) “Accurate problem identification is key to successful community action research.” Discuss this statement using **examples, data collection, analysis, and documentation practices.**

**30.** (10 marks) Propose a **mock problem identification project** for your school or local community:

- Identify the **problem**
- Suggest **data collection tools and analysis methods**
- Explain **how you would document and manage the data**
- Describe **how the results would inform action**



# ACTION RESEARCH – IMPLEMENTATION PROCESS

## SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)

Answer ALL questions.

1. Define implementation process in action research. (1 mk)

---

---

2. State one reason why implementation must follow planning. (1 mk)

---

---

3. State one key component of an implementation plan. (1 mk)

---

---

4. State another key component of an implementation plan. (1 mk)

---

---

5. Define viable solution in action research. (1 mk)

---

---

6. State one factor considered when selecting a viable solution. (1 mk)

---

---

7. State one reason why personal preference alone is not a good basis for choosing a solution. (1 mk)

---

---

8. Give one example of a community problem that requires implementation of a solution. (1 mk)

---

---

9. State one importance of a timeline during implementation. (1 mk)

---

---

10. State one importance of allocating resources during implementation. (1 mk)

---

---

11. Mention one example of a human resource needed in implementation. (1 mk)

---

---

12. Mention one example of a material resource needed in implementation. (1 mk)

---

---

13. Mention one example of a financial resource needed in implementation. (1 mk)

---

---

14. State one method used to monitor progress during implementation. (1 mk)

---

---

15. State one purpose of data collection during implementation. (1 mk)

---

---

16. Mention one reason why reflective meetings are held during implementation. (1 mk)

---

---

17. State one way implementation activities support CSL learning outcomes. (1 mk)

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---

18. State one method of sharing implementation progress with stakeholders. (1 mk)

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19. State one reason why teamwork is important during implementation. (1 mk)

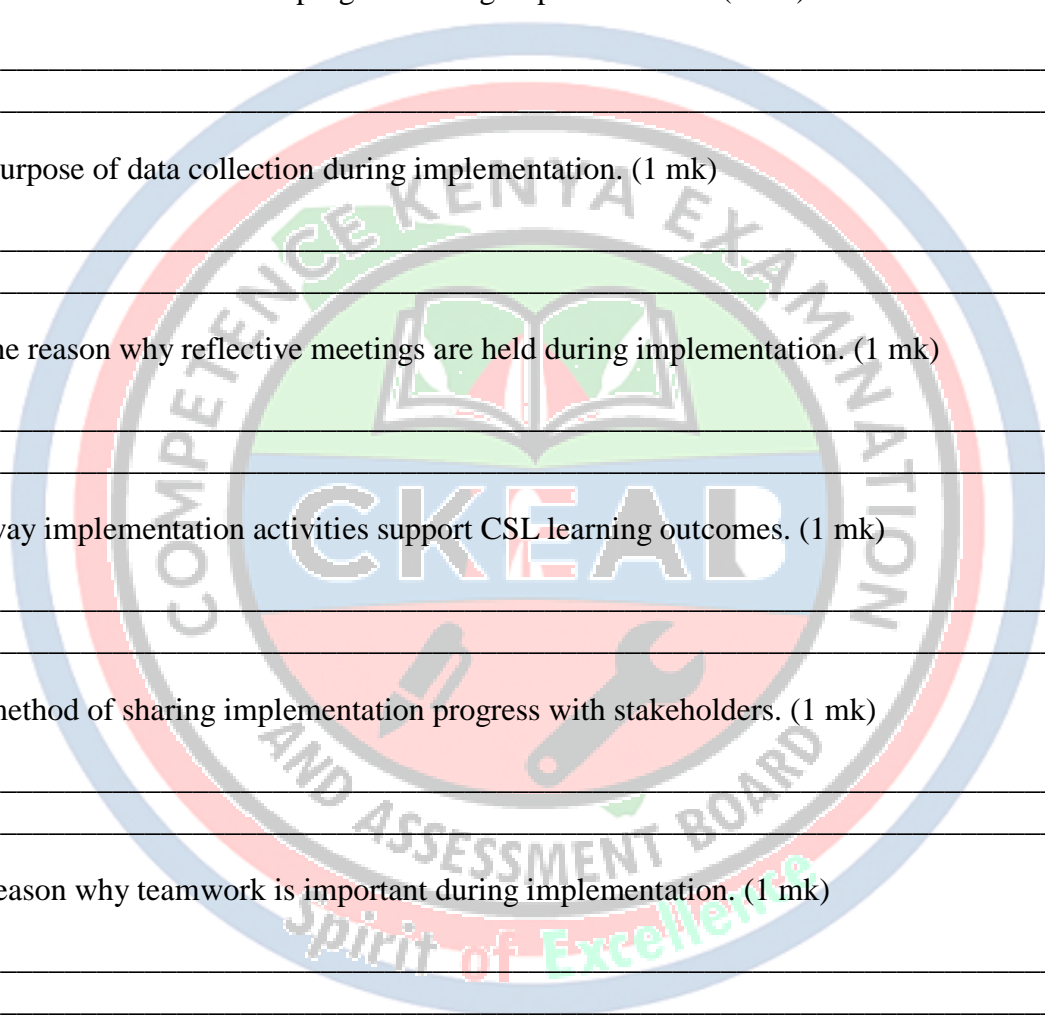
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20. State one importance of reflection during implementation. (1 mk)

---

---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

21. (5 marks) Selecting a viable solution is important for successful implementation.

a) State one meaning of a viable solution. (1 mk)

---

---

b) State two factors used to judge whether a solution is viable. (2 mks)

i.

---

ii.

---

c) State one risk of selecting a solution that is not viable. (1 mk)

---

---

d) State one benefit of selecting a viable solution. (1 mk)

---

---

22. (5 marks) Study the scenario below:

**“A school playground is often littered with plastic waste, posing a health hazard to learners.”**

a) Identify the main problem in the scenario. (1 mk)

---

---

b) Suggest one viable solution to reduce the littering. (1 mk)

i.

---

c) State one resource needed to implement the solution. (1 mk)

---

---

d) State one method of monitoring whether the solution is working. (1 mk)

---

---

e) State one expected outcome if implementation is successful. (1 mk)

---

---

23. (5 marks) Implementation plans guide community projects.

a) State one reason why an implementation plan is important. (1 mk)

---

b) State one element that must appear in an implementation plan. (1 mk)

---

---

c) State one role of the group leader during implementation. (1 mk)

---

---

d) State one role of group members during implementation. (1 mk)

---

---

e) State one way implementation plans reduce confusion. (1 mk)

---

---

24. (5 marks) Data collection continues during implementation.

a) State two methods used to collect data during implementation. (2 mks)

i.

---

ii.

---

b) State one reason why data should be collected regularly. (1 mk)

---

---

c) State one example of evidence collected during implementation. (1 mk)

---

---

d) State one decision that can be made using implementation data. (1 mk)

---

---

25. (5 marks) Your class plans to plant trees to reduce soil erosion.

a) Suggest three key milestones in the implementation process. (3 mks)

i.

---

ii.

---

iii.

---

b) State one reason why tree planting requires follow-up. (1 mk)

---

---

---

c) State one way to confirm that the project is progressing well. (1 mk)

---

---

26. (5 marks) Resource allocation affects implementation success.

a) State one reason why human resources are important. (1 mk)

---

---

b) State one reason why financial resources are important. (1 mk)

---

---

c) State one reason why material resources are important. (1 mk)

---

---

d) State one challenge caused by poor resource allocation. (1 mk)

---

---

e) State one solution to resource shortage during implementation. (1 mk)

---

---

27. (5 marks) Reflective meetings support improvement.

a) State one purpose of a reflective meeting. (1 mk)

---

---

b) State two issues that may be discussed in reflective meetings. (2 mks)

---

---

c) State one way reflective meetings improve teamwork. (1 mk)

---

---

d) State one way reflective meetings improve project outcomes. (1 mk)

---

---

28. (5 marks) Implementation must link to CSL learning outcomes.

a) State one CSL learning outcome supported through implementation. (1 mk)

---

---

b) State one skill developed when learners implement a project. (1 mk)

---

---

c) State one value developed when learners implement a project. (1 mk)

---

---

d) State one attitude developed during implementation. (1 mk)

---

---

e) State one way implementation supports citizenship. (1 mk)

---

---

29. (5 marks) Reporting is part of implementation.

a) State one reason why reporting is important in CSL projects. (1 mk)

---

---

b) State one audience that should receive implementation reports. (1 mk)

---

---

c) State one method of reporting progress. (1 mk)

---

---

d) State one type of information included in a progress report. (1 mk)

---

---

e) State one benefit of sharing reports with the community. (1 mk)

---

---

30. (5 marks) Reflection improves future implementation cycles.

a) State one reflection question learners should ask after an activity. (1 mk)

---

---

b) State one lesson that can be learned from implementation challenges. (1 mk)

---

---

c) State one improvement learners can make in the next cycle. (1 mk)

---

---

d) State one way reflection strengthens responsibility. (1 mk)

---

---

e) State one way reflection strengthens decision-making. (1 mk)

---

---

**SECTION C: (30 MARKS)**

**Answer ALL questions.**

31. (6 marks) Consultation and voting may be used to select a solution.

a) State three reasons why consultation is important before implementation. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

b) State three benefits of voting when a group disagrees on solutions. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

32. (6 marks) A community identifies lack of clean water as a problem.

a) Suggest three steps for implementing a solution. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

b) Explain how each step ensures effective problem resolution. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

33. (6 marks) A school canteen produces excessive food waste.

a) Suggest three practical steps to implement a solution. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State three ways to monitor progress of the solution. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

34. (6 marks) Digital and print media can support dissemination of implementation outcomes.

a) State three forms of media used to share implementation progress. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State three benefits of sharing progress using media. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

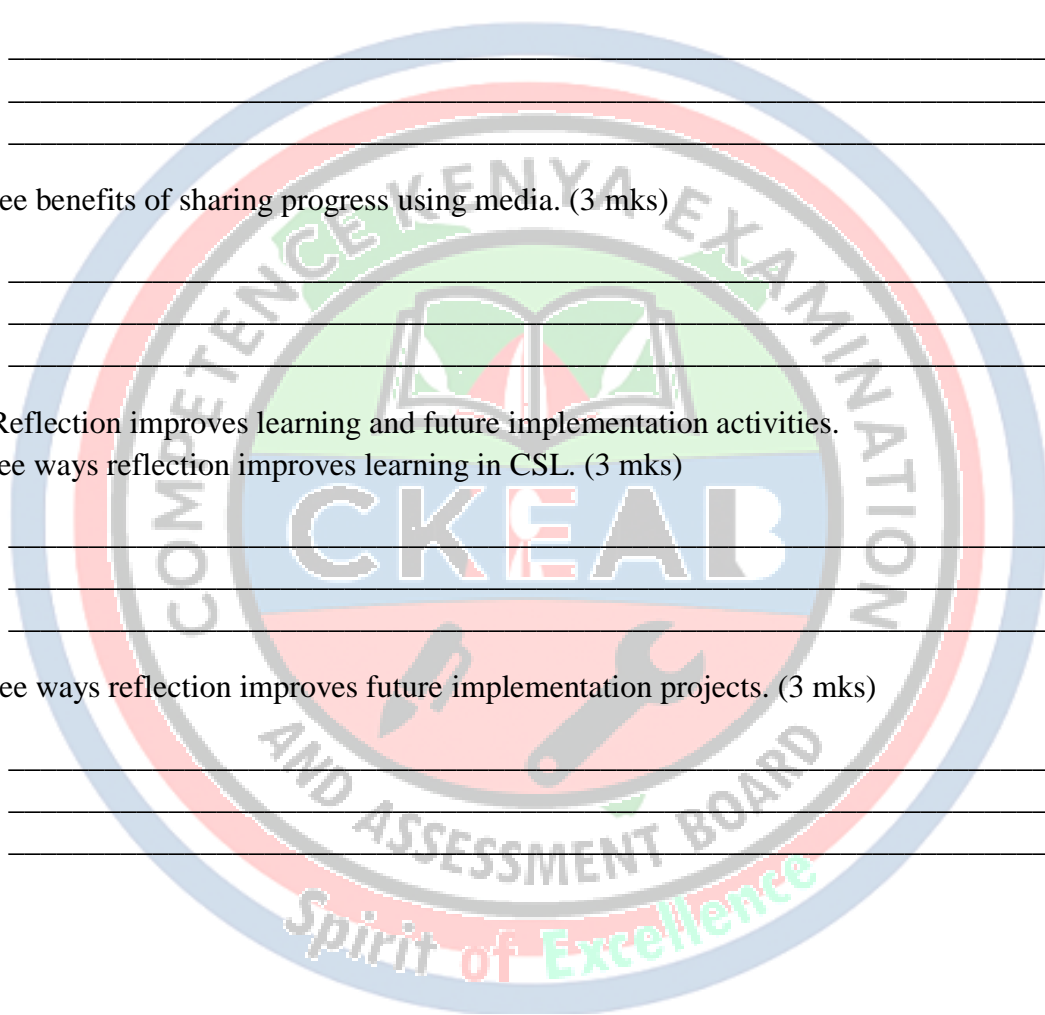
35. (6 marks) Reflection improves learning and future implementation activities.

a) State three ways reflection improves learning in CSL. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State three ways reflection improves future implementation projects. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



# SOCIAL ENTREPRENEURSHIP – SOCIAL ENTERPRISE PROCESS

## SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)

Answer ALL questions.

1. Define a social enterprise. (1 mk)

---

---

2. State one key goal of a social enterprise. (1 mk)

---

---

3. State one difference between a social enterprise and a traditional business. (1 mk)

---

---

4. State one feature of a social enterprise. (1 mk)

---

---

5. State another feature of a social enterprise. (1 mk)

---

---

6. Identify one stage in the social enterprise process. (1 mk)

---

---

7. Identify another stage in the social enterprise process. (1 mk)

---

---

8. State one reason why opportunity identification is important. (1 mk)

---

---

9. State one source of a social enterprise opportunity in a community. (1 mk)

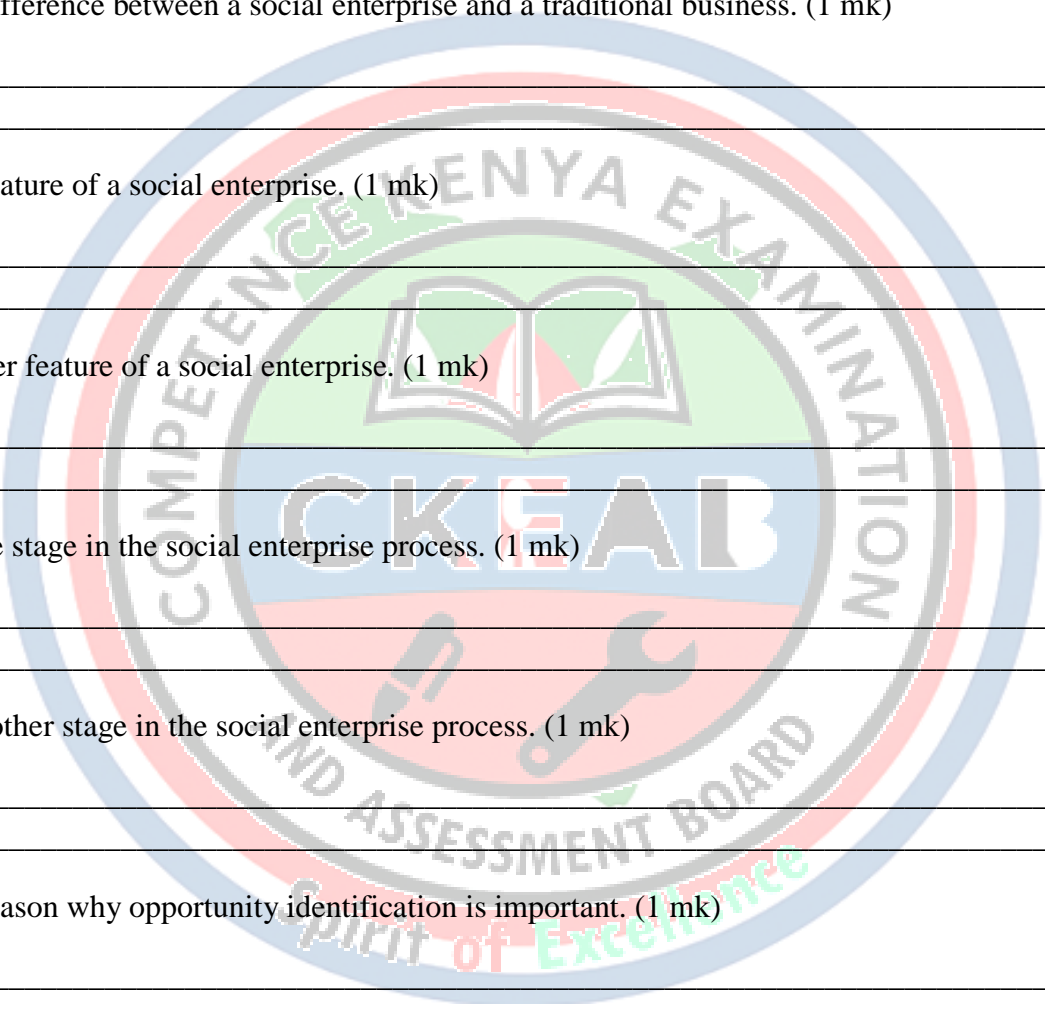
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---

10. Give one example of a social enterprise activity in your community. (1 mk)

---

---



11. State one importance of community engagement in social enterprise development. (1 mk)

---

---

12. State one method used to sensitise the community about a social enterprise. (1 mk)

---

---

13. State one benefit of sensitising the community. (1 mk)

---

---

14. State one resource needed in starting a social enterprise. (1 mk)

---

---

15. State one way of mobilising resources for a social enterprise. (1 mk)

---

---

16. State one role of teamwork when developing a social enterprise. (1 mk)

---

---

17. State one reason why respecting divergent opinions is important in enterprise development. (1 mk)

---

---

18. State one way a social enterprise supports environmental conservation. (1 mk)

---

---

19. State one way a social enterprise supports economic empowerment. (1 mk)

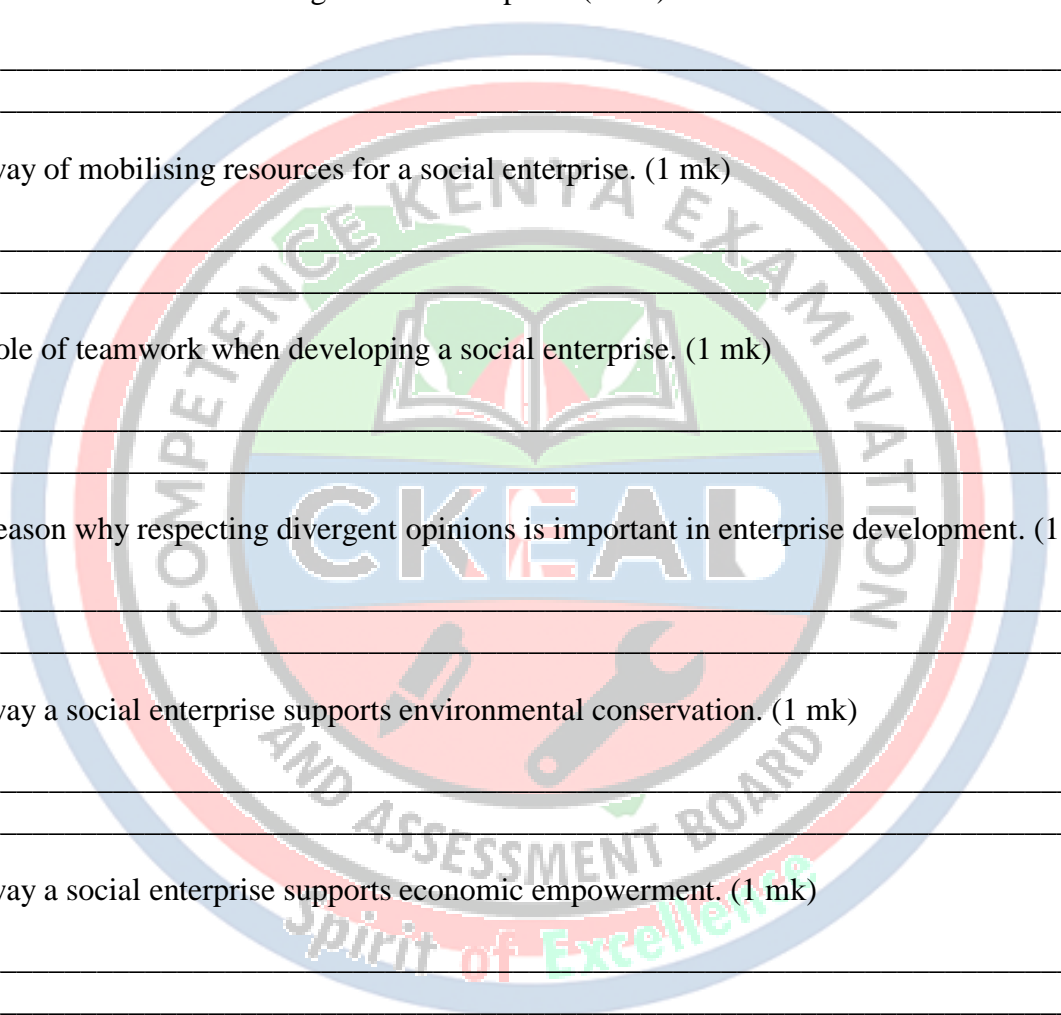
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---

20. State one way a social enterprise supports responsible citizenship. (1 mk)

---

---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

21. (5 marks) Social enterprises differ from traditional businesses.

a) State one purpose of a social enterprise. (1 mk)

---

---

b) State one purpose of a traditional business. (1 mk)

---

---

c) State one way a social enterprise measures success. (1 mk)

i.

---

ii.

---

d) State one way a traditional business measures success. (1 mk)

i.

---

ii.

---

e) State one similarity between the two. (1 mk)

---

---

---

22. (5 marks) Study the scenario below:

**“In a local village, many young people drop out of school due to lack of affordable learning materials.”**

a) Identify the community problem. (1 mk)

---

---

b) Identify one group affected by the problem. (1 mk)

---

---

c) Suggest one social enterprise opportunity from the problem. (1 mk)

---

---

d) State one expected benefit to the community if the enterprise succeeds. (1 mk)

---

---

e) State one way the enterprise can generate income. (1 mk)

---

---

23. (5 marks) Enterprise planning guides the development process.

a) State one reason why planning is important. (1 mk)

---

---

---

b) State one item that should be included in an enterprise plan. (1 mk)

---

---

---

c) State one risk of starting without a plan. (1 mk)

---

---

d) State one role of objectives in enterprise planning. (1 mk)

---

---

e) State one factor to consider when setting enterprise objectives. (1 mk)

---

---

24. (5 marks) Resource mobilisation is required in social enterprise development.

a) Name one type of resource needed in a social enterprise. (1 mk)

---

---

b) Name another type of resource needed in a social enterprise. (1 mk)

---

---

c) State one method of mobilising financial resources. (1 mk)

---

---

d) State one method of mobilising material resources. (1 mk)

---

---

---

e) State one challenge that may affect resource mobilisation. (1 mk)

---

---

---

25. (5 marks) Your class wants to start a recycling social enterprise.

a) Suggest three ways to sensitise the community about the enterprise. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

b) State one reason why sensitisation increases success. (1 mk)

---

---

c) State one group in the community that should be prioritised during sensitisation. (1 mk)

---

---

---

26. (5 marks) Digital media can support social enterprise development.

a) State two types of digital media that can be used. (2 mks)

- i. 

---
- ii. 

---

b) State one advantage of using digital media for sensitisation. (1 mk)

---

---

c) State one disadvantage of relying only on digital media. (1 mk)

---

---

d) State one way to ensure information shared online is responsible and ethical. (1 mk)

---

---

---

27. (5 marks) Community engagement supports social enterprise sustainability.

a) State one reason why community engagement is important. (1 mk)

---

---

b) State one method of engaging community members. (1 mk)

---

---

c) State one challenge that may occur during community engagement. (1 mk)

---

---

d) State one way to overcome the challenge. (1 mk)

---

---

e) State one result of poor community engagement. (1 mk)

---

---

28. (5 marks) Implementation must be done in an organised manner.

a) State one meaning of implementation in social entrepreneurship. (1 mk)

---

---

---

b) State one importance of following planned activities. (1 mk)

---

---

c) State one risk of poor implementation. (1 mk)

---

---

d) State one way to ensure tasks are completed on time. (1 mk)

---

---

e) State one role of leadership during implementation. (1 mk)

---

---

29. (5 marks) Social enterprises support sustainability.

a) State one way a social enterprise supports people. (1 mk)

---

---

b) State one way a social enterprise supports the environment. (1 mk)

---

---

---

c) State one way a social enterprise supports economic development. (1 mk)

---

---

---

d) State one way a social enterprise promotes ethical practices. (1 mk)

---

---

---

e) State one reason why sustainability is important for a social enterprise. (1 mk)

---

---

---

30. (5 marks) Sensitisation is part of social enterprise success.

a) State one meaning of sensitisation. (1 mk)

---

---

---

b) State one target group for sensitisation. (1 mk)

---

---

---

c) State one message that should be included during sensitisation. (1 mk)

---

---

---

d) State one method of sensitisation suitable for a rural community. (1 mk)

---

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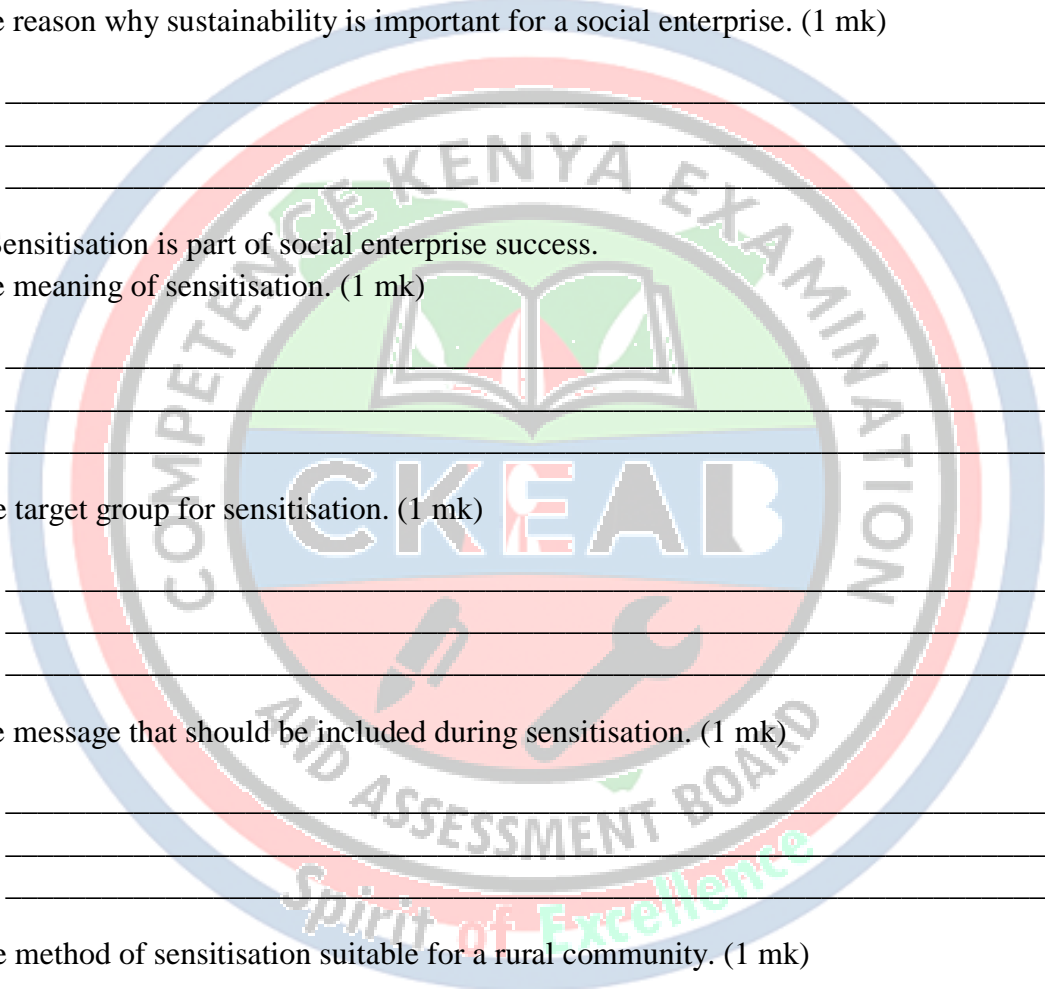
---

e) State one method of sensitisation suitable for an urban community. (1 mk)

---

---

---



**SECTION C: (30 MARKS)**

**Answer ALL questions.**

31. (6 marks) Opportunity identification is a key stage in the social enterprise process.

a) State three reasons why opportunity identification is important. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State three sources of social enterprise opportunities in a community. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

32. (6 marks) A community faces food wastage.

a) Suggest three social enterprise solutions to reduce food wastage. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain one benefit of each solution to the community. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

33. (6 marks) The local market faces poor waste management.

a) Suggest three steps to implement a social enterprise addressing this issue. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

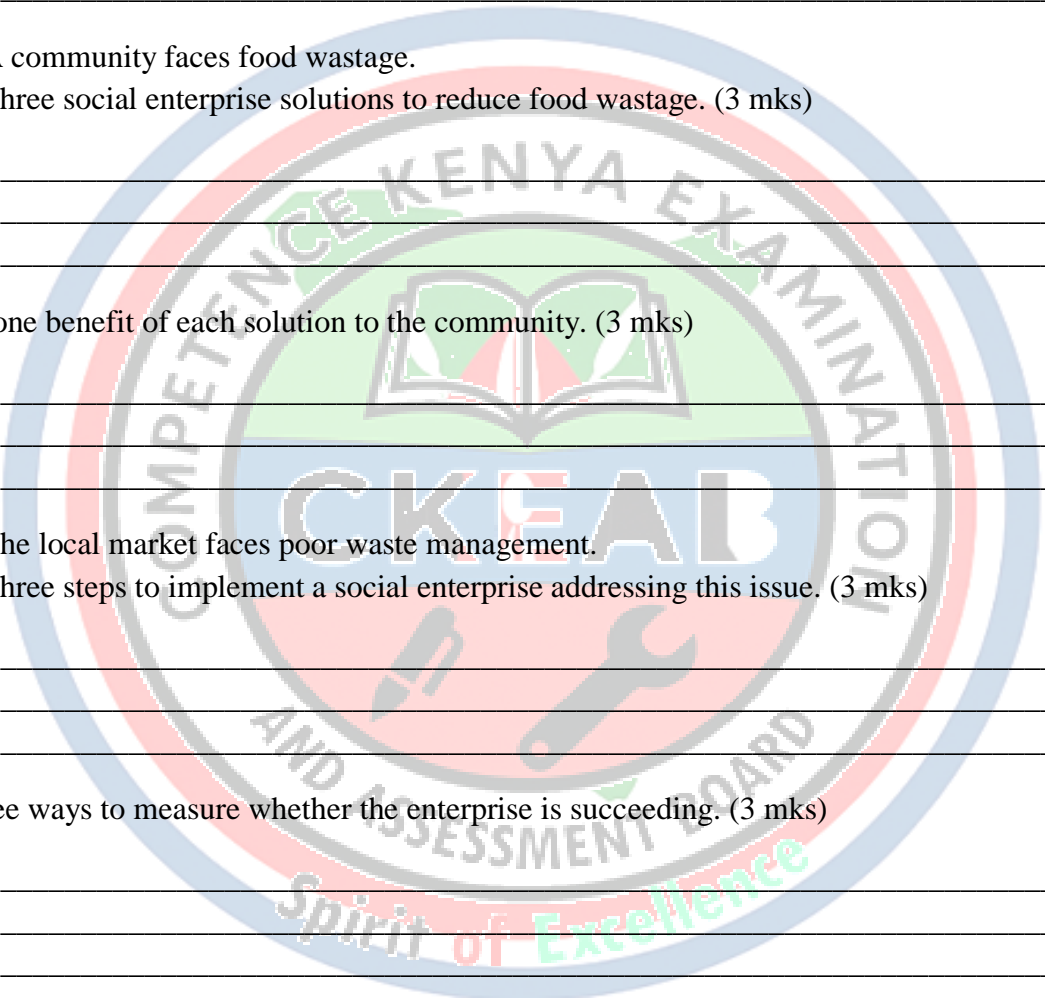
b) State three ways to measure whether the enterprise is succeeding. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

34. (6 marks) Resource mobilisation and community sensitisation contribute to sustainability.

a) Explain three ways resource mobilisation supports sustainability. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



b) Explain three ways sensitisation supports sustainability. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

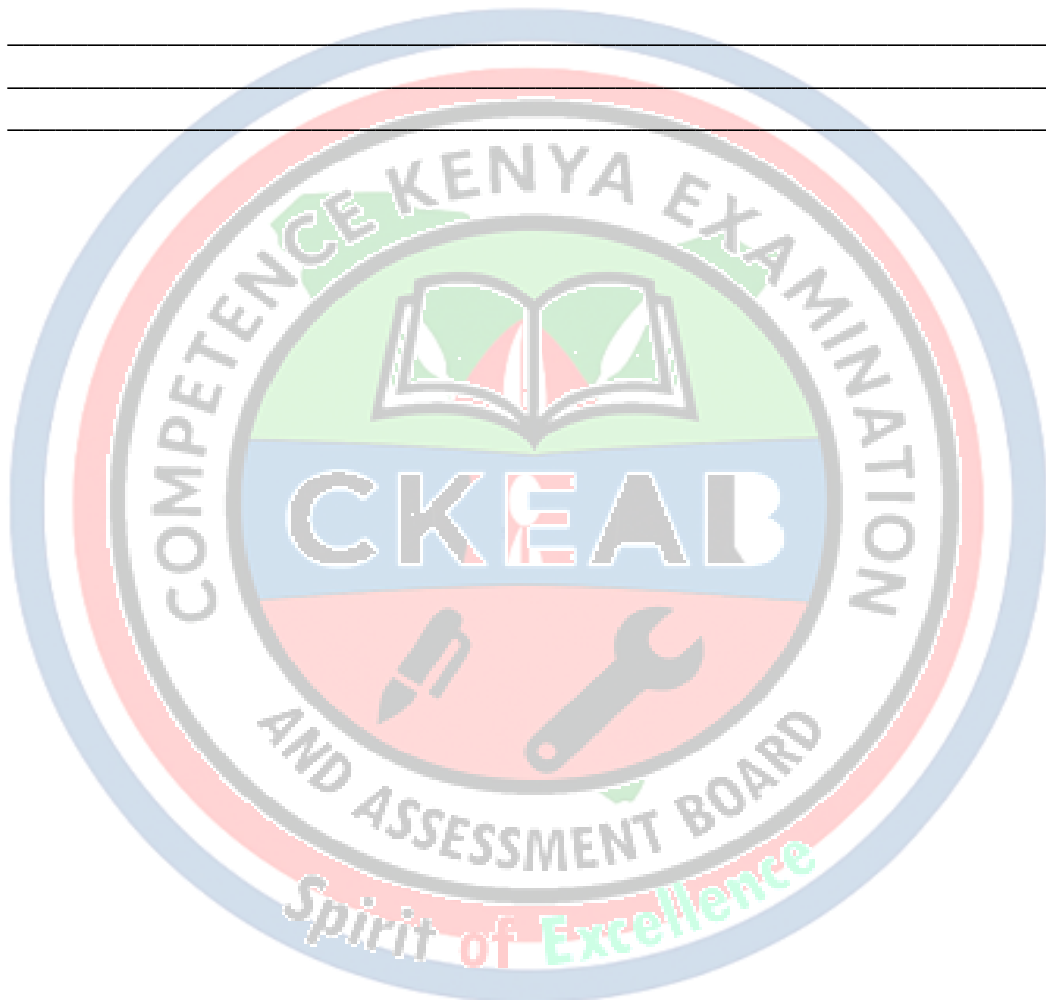
35. (6 marks) Social enterprises empower communities and foster responsible citizenship.

a) State three ways social enterprises empower communities. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State three ways social enterprises promote responsible citizenship. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



**SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)**

**Answer ALL questions. Each question carries 1 mark.**

1. State the meaning of **opportunity identification** in social entrepreneurship.

---

---

2. Mention one reason why opportunity identification is important in a social enterprise.

---

---

3. Name one community need that can lead to a social enterprise.

---

---

4. Give one example of a social enterprise opportunity related to **education**.

---

---

5. Give one example of a social enterprise opportunity related to **environment**.

---

---

6. State one difference between a social enterprise opportunity and a normal business opportunity.

---

---

---

7. Mention one method used to identify community needs.

---

---

8. Mention another method used to identify community needs.

---

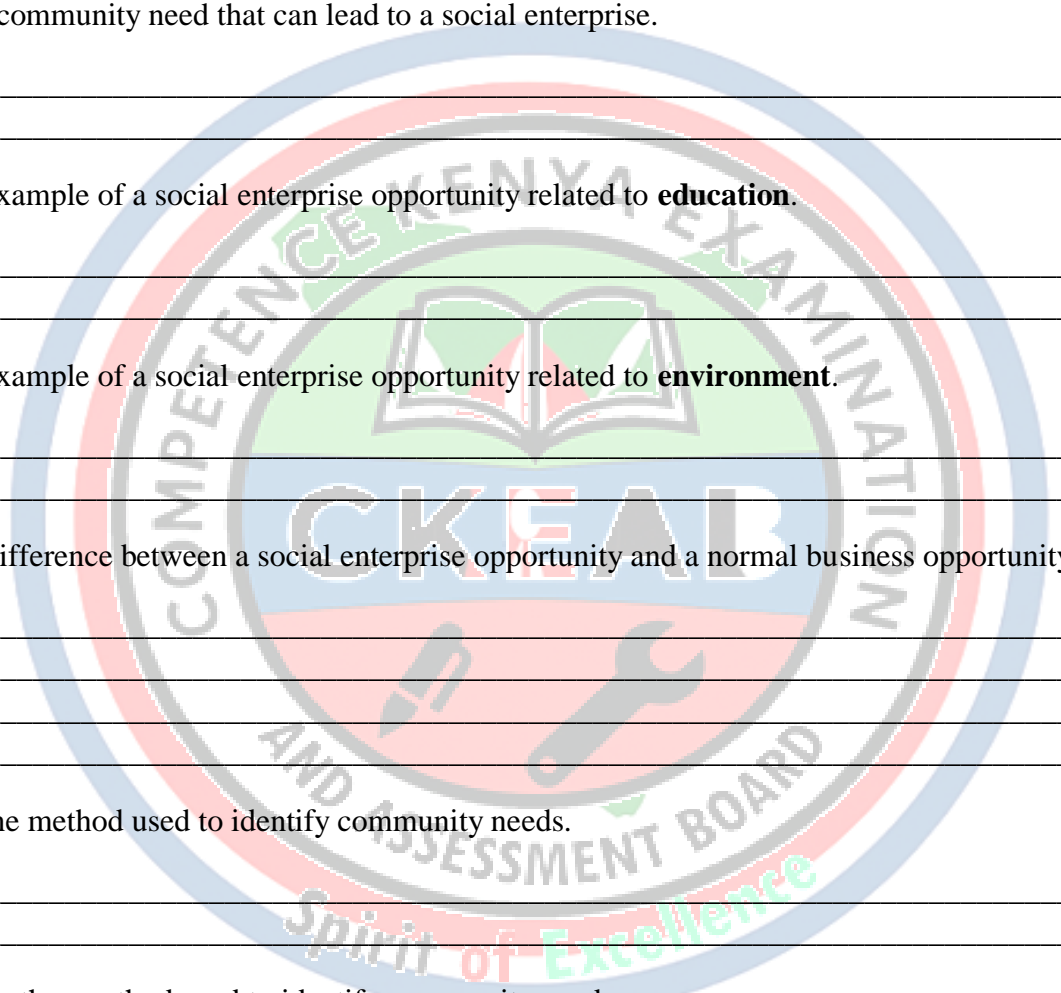
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9. State one factor considered when prioritising community needs.

---

---

10. State another factor considered when prioritising community needs.



---

---

11. Name one group of people who should be involved during opportunity identification.

---

---

12. Mention one benefit of involving the community in identifying opportunities.

---

---

13. State one role of school administration during opportunity identification in a school-based project.

---

---

14. Mention one challenge learners may face when identifying opportunities in a community.

---

---

15. State one way of overcoming the challenge in Question 14.

---

---

16. Give one example of a resource found in a community that can support a social enterprise.

---

---

17. Mention one quality a learner should have when identifying social enterprise opportunities.

---

---

18. State one ethical value that should guide opportunity identification.

---

---

19. Name one way learners can develop genuine interest in social entrepreneurship.

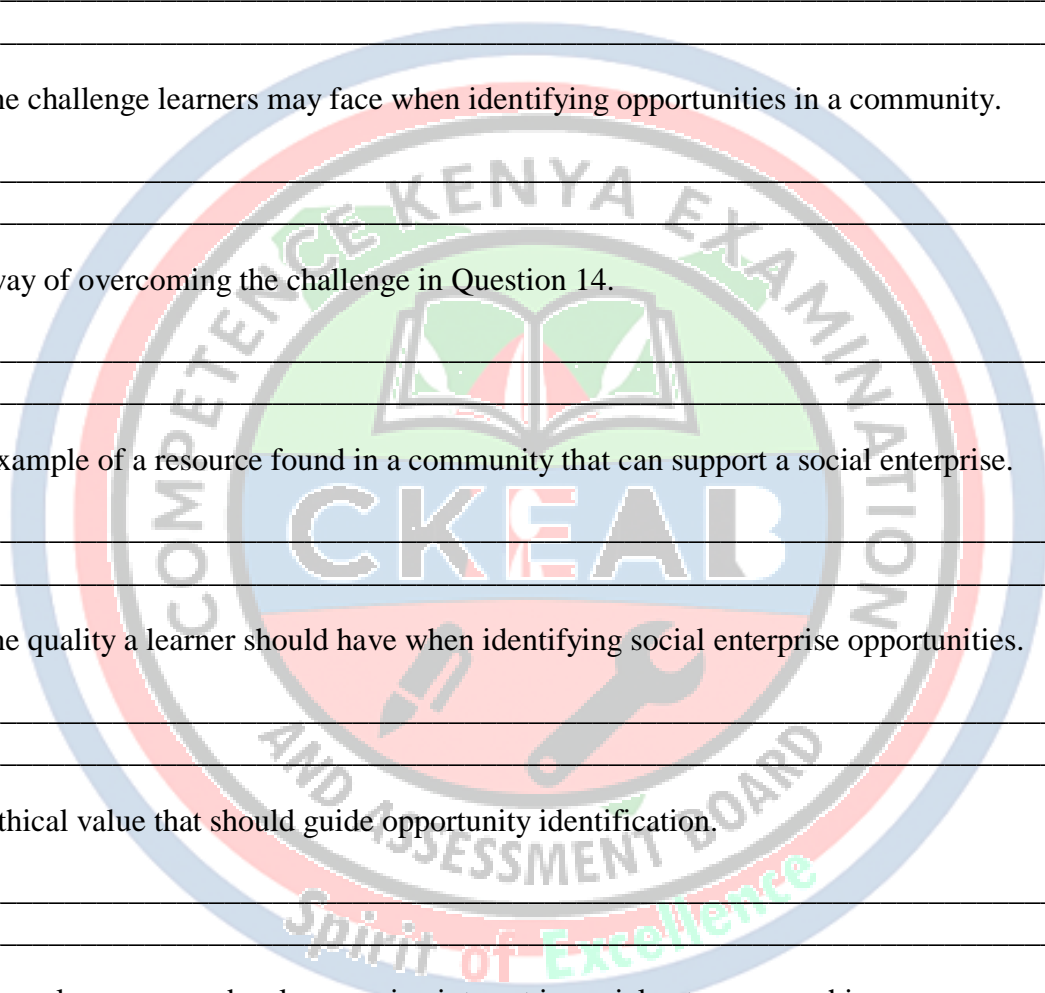
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---

20. Mention one way social entrepreneurship promotes responsible citizenship.

---

---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

**21. Community Needs Assessment (5 marks)**

a) State two reasons why assessing community needs is important before selecting a social enterprise idea. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Mention two risks of choosing a social enterprise idea without community consultation. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Give one example of a need that may appear small but is important in the community. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

**22. Opportunity Identification Tools (5 marks)**

a) Name three tools used to identify community needs for a social enterprise. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe one advantage of using interviews during opportunity identification. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

c) Describe one advantage of using observation during opportunity identification. (1 mk)

\_\_\_\_\_

**23. Lack of Affordable Study Materials (5 marks)**

A school notices that many students lack affordable study materials.

a) State the community need in the scenario. (1 mk)

- i. \_\_\_\_\_

b) Give three possible social enterprise ideas that can address the need. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

c) Mention one expected benefit of any one idea to learners. (1 mk)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**24. Viability of an Idea (5 marks)**

a) Define the term **viable social enterprise idea**. (2 mks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Outline three indicators that show a social enterprise idea is viable. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**25. Prioritising Community Needs (5 marks)**

a) State three factors used to prioritise community needs. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain one reason why urgency should be considered when prioritising needs. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

c) Mention one reason why available resources should be considered when prioritising needs. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

**26. Brainstorming and Selection (5 marks)**

a) State two rules that should guide brainstorming of social enterprise opportunities. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain why brainstorming should involve different members of the community. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Mention one possible result of brainstorming without clear rules. (1 mk)

\_\_\_\_\_

**27. Community Engagement (5 marks)**

a) Name three community stakeholders that learners should consult during opportunity identification. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe one way community leaders help in identifying opportunities. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Describe one way parents or guardians can support opportunity identification. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**28. Civic Responsibility (5 marks)**

a) Define civic responsibility in the context of social entrepreneurship. (2 mks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) State three ways civic responsibility influences the selection of a social enterprise opportunity. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**29. Collaboration and Teamwork (5 marks)**

a) State two benefits of collaboration among learners during opportunity identification. (2 mks)

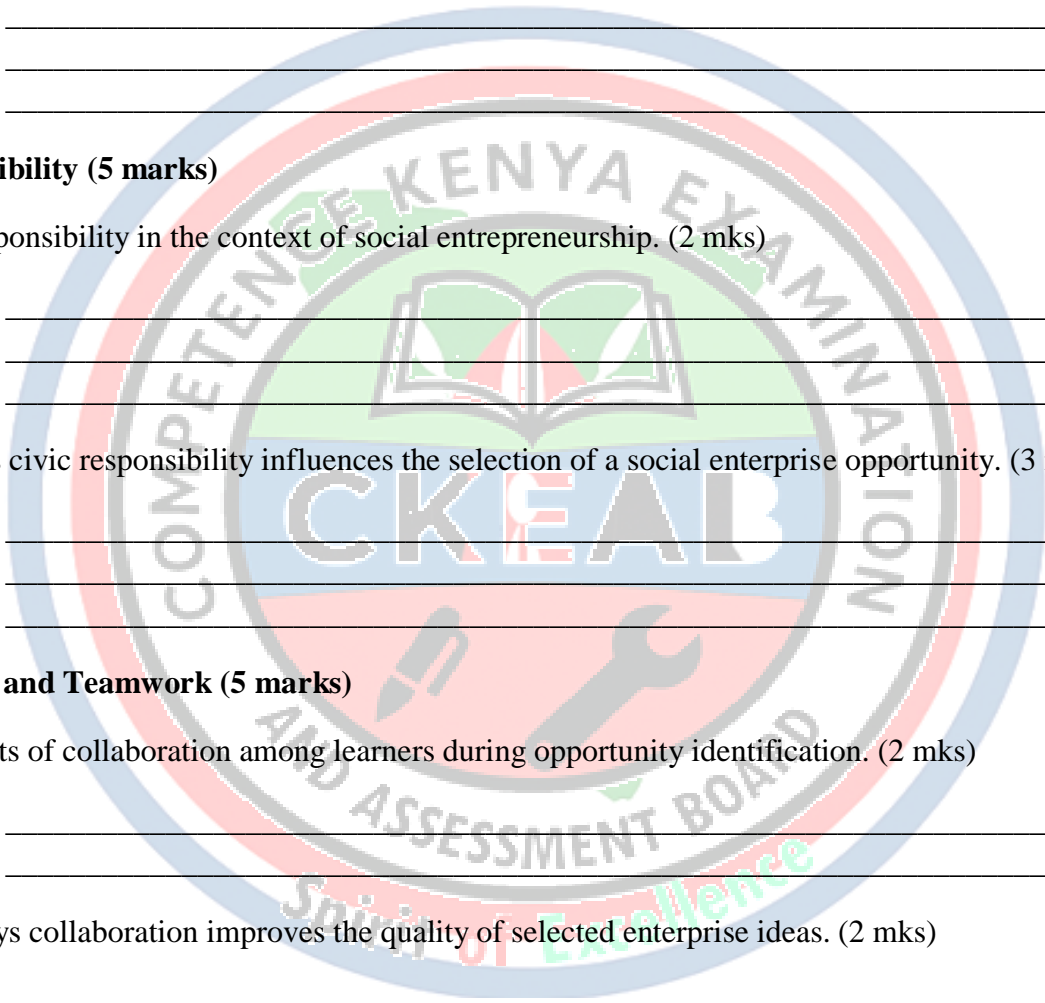
- i. \_\_\_\_\_
- ii. \_\_\_\_\_

b) Explain two ways collaboration improves the quality of selected enterprise ideas. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Mention one challenge that may occur during teamwork. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### 30. Matching Question (5 marks)

Match the activity in **List A** with its correct purpose in **List B**.

#### List A (Activities)

#### List B (Purposes)

- |                                   |  |
|-----------------------------------|--|
| 1. Observation                    | A. Choosing the most urgent and realistic need       |
| 2. Interview                      | B. Collecting opinions, experiences, and suggestions |
| 3. Brainstorming                  | C. Generating many possible solutions quickly        |
| 4. Prioritising needs             | D. Understanding the real situation in the community |
| 5. Consultation with stakeholders | E. Ensuring the idea is supported and accepted       |

### SECTION C: (30 MARKS)

Answer **ALL** questions.

#### 31. Evaluation of Prioritisation (6 marks)

a) Explain three reasons why prioritising community needs is necessary in opportunity identification. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe three consequences of failing to prioritise community needs correctly. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

#### 32. Poor Waste Management in a Village (6 marks)

A village lacks proper waste management and littering is common.

a) Give three social enterprise opportunities that can solve the problem. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how each opportunity benefits both people and the environment. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

#### 33. Water Scarcity in a Local Market (6 marks)

A local market suffers from water scarcity.

a) Suggest three social enterprise ideas to address the issue. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Outline three ways to assess which idea is most viable. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**34. Critical Analysis of a Social Enterprise Idea (6 marks)**

A class suggests this idea:

**“Start a school shop selling snacks to raise money for the class.”**

a) State one reason why this idea may not qualify as a social enterprise. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Explain two ways the idea can be improved to become a true social enterprise. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Describe two community needs the improved idea could address. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

d) Mention one challenge the learners may face when implementing the improved idea. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**35. Innovation and Community Issues (6 marks)**

a) Explain three ways social entrepreneurship nurtures innovation among learners. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Give three examples of school or community issues that can be solved through social enterprise opportunities. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)**

**Answer ALL questions. Each question carries 1 mark.**

1. State the meaning of **social enterprise planning**.

---

---

2. Mention one reason why planning is important in a social enterprise.

---

---

3. Name one document that can be used to write a social enterprise plan.

---

---

4. Give one example of a social enterprise activity that can be done in a school.

---

---

5. Mention one example of a social enterprise activity that can be done in the community.

---

---

6. State one key element that must appear in every social enterprise plan.

---

---

7. State another key element that must appear in every social enterprise plan.

---

---

8. Name one factor considered when selecting the best social enterprise plan.

---

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9. Mention one factor that shows a plan is sustainable.

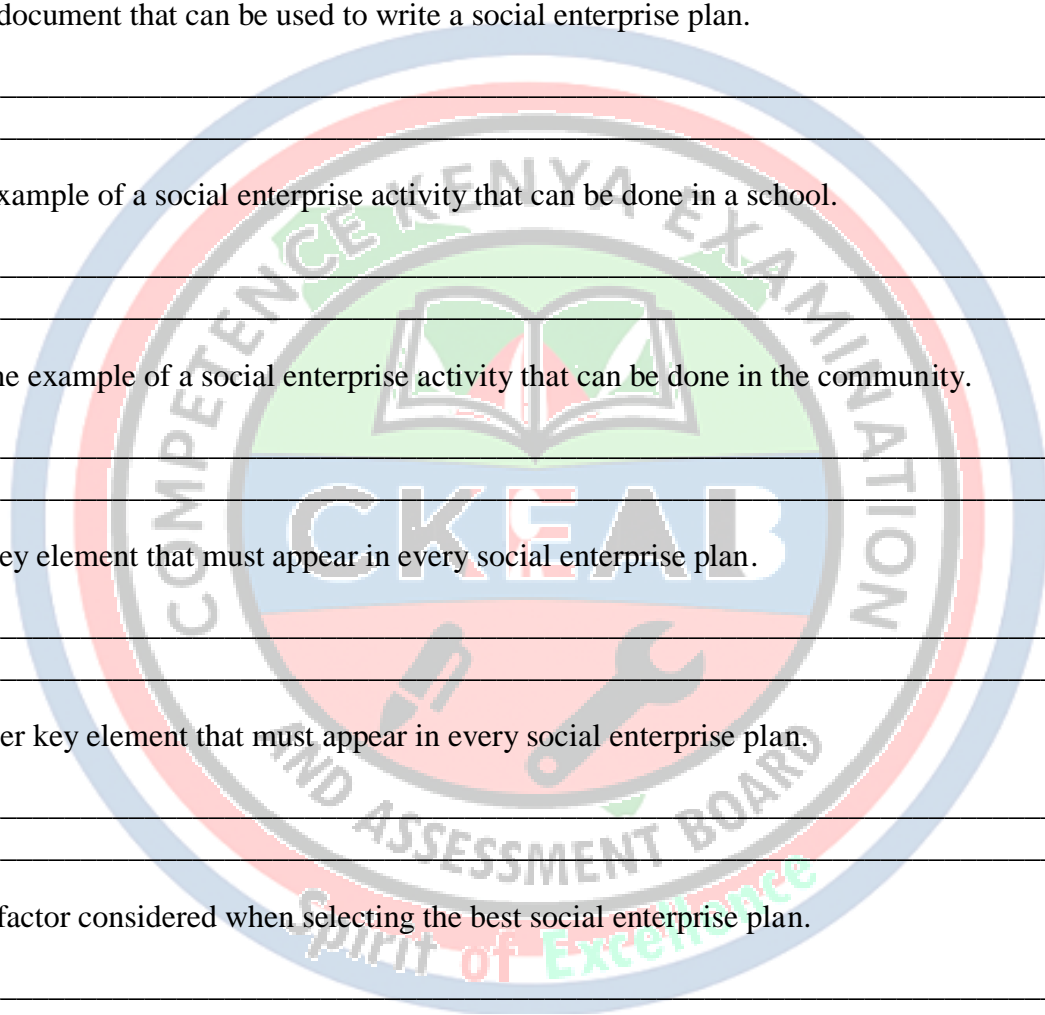
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10. Mention one reason why community needs must guide planning.

---

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11. State one importance of identifying competitors before finalising a plan.

---

---

12. Give one example of a competitor to a school-based social enterprise.

---

---

13. Mention one way of ensuring teamwork during planning.

---

---

14. Name one challenge that may occur when learners plan as a group.

---

---

15. State one solution to the challenge in Question 14.

---

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16. Mention one resource needed when planning a social enterprise.

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17. Name one person who can support learners during enterprise planning.

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18. State one meaning of **refining a plan**.

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---

19. Mention one reason why plans may need improvement before implementation.

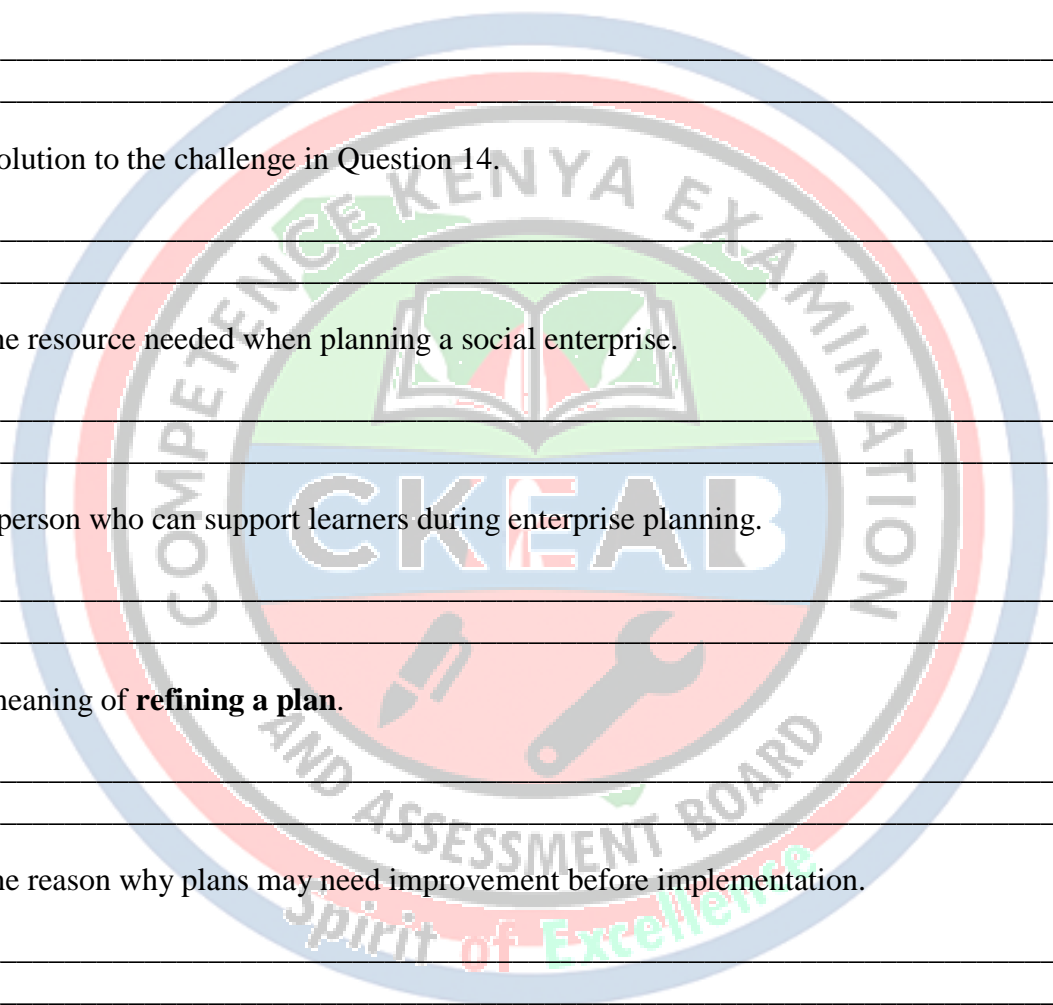
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20. Give one example of a duty that can be assigned in a social enterprise team.

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---



**SECTION B: STRUCTURED QUESTIONS (50 MARKS)**

**Answer ALL questions.**

**21. Elements of a Social Enterprise Plan (5 marks)**

a) Name three key components of a social enterprise plan. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe two benefits of having clear objectives in a plan. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**22. Waste Management in School (5 marks)**

A school experiences poor waste disposal and littering.

a) State the community need in the scenario. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Give three possible social enterprise solutions to address the need. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

c) Mention one expected community benefit of any one solution. (1 mk)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**23. Key Activities and Objectives (5 marks)**

a) State the meaning of **key activities** in a social enterprise plan. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Outline three key activities for a recycling social enterprise. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**24. Matching Question: Plan Components and Purposes (5 marks)**

Match the items in **List A** with the correct purpose in **List B**.

**List A (Component)**

**List B (Purpose)**

- |                                |  |
|--------------------------------|--|
| 1. Objectives                  | A. Shows the positive change expected in the community |
| 2. Key activities              | B. States what the enterprise intends to achieve       |
| 3. Resources                   | C. Lists materials, money, and people required         |
| 4. Duties and responsibilities | D. Explains what will be done step by step             |
| 5. Expected impact             | E. Assigns roles to team members                       |

**25. Competitor Observation (5 marks)**

a) Define the term **competitor** in social enterprise planning. (2 mks)

---

---

---

b) Mention three ways competitor observation can improve a social enterprise plan. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

**26. Criteria for Selecting a Plan (5 marks)**

a) State three criteria used to prioritise social enterprise plans. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

b) Explain why cost-effectiveness is important in selecting a plan. (1 mk)

- i. 

---
- ii. 

---
- iii. 

---

c) Explain why community impact is important in selecting a plan. (1 mk)

---

---

**27. Team Collaboration in Planning (5 marks)**

a) Mention three ways learners can ensure effective collaboration during planning. (3 mks)

- i. 

---
- ii. 

---

iii. \_\_\_\_\_

b) Describe two effects of poor collaboration on the quality of a plan. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

**28. Table: Duties and Responsibilities (5 marks)**

A team is planning a social enterprise to produce and sell reusable shopping bags.

Complete the table below.

Team Member Role	Main Duty	Expected Output
Chairperson		
Secretary		
Treasurer		
Production leader		
Marketing leader		

**29. Table: Resources Required (5 marks)**

A social enterprise is planning to start a school vegetable garden.

Fill in the table below by giving suitable examples.

Type of Resource	Examples (at least 2 each)	Importance in the Plan
Human resources		
Financial resources		
Material resources		
Institutional support		
Community support		

**30. Improving a Social Enterprise Plan (5 marks)**

A plan has the following weaknesses:

- i. No clear objectives
- ii. No budget
- iii. No assigned duties
- iv. Activities are unclear

a) Identify three weaknesses from the plan above. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Suggest two improvements to make the plan effective. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**SECTION C: (30 MARKS)**

**Answer ALL questions.**

**31. Strategic Planning (6 marks)**

a) Explain three reasons why strategic planning increases the success of a social enterprise. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Outline three consequences of implementing a social enterprise without planning. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**32. Poor Sanitation in a Community (6 marks)**

A local community has poor sanitation and waste is dumped in open areas.

a) Give three social enterprise activities that can solve the problem. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how each activity can create sustainable impact. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**33. School Library Lacks Materials (6 marks)**

A school library lacks enough revision books and learning materials.

a) Suggest three key activities for a social enterprise plan addressing this need. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe how duties can be allocated among learners to implement the plan effectively. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**34. Analysis of a Plan (6 marks)**

A class proposes the following social enterprise plan:

**“Sell bottled water in school to raise money.”**

a) State one weakness of the plan as a social enterprise. (1 mk)

\_\_\_\_\_  
\_\_\_\_\_

b) Explain two ways the plan can be improved to increase community impact. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

c) Mention two resources needed to implement the improved plan. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

d) State one risk that may affect the plan during implementation. (1 mk)

\_\_\_\_\_

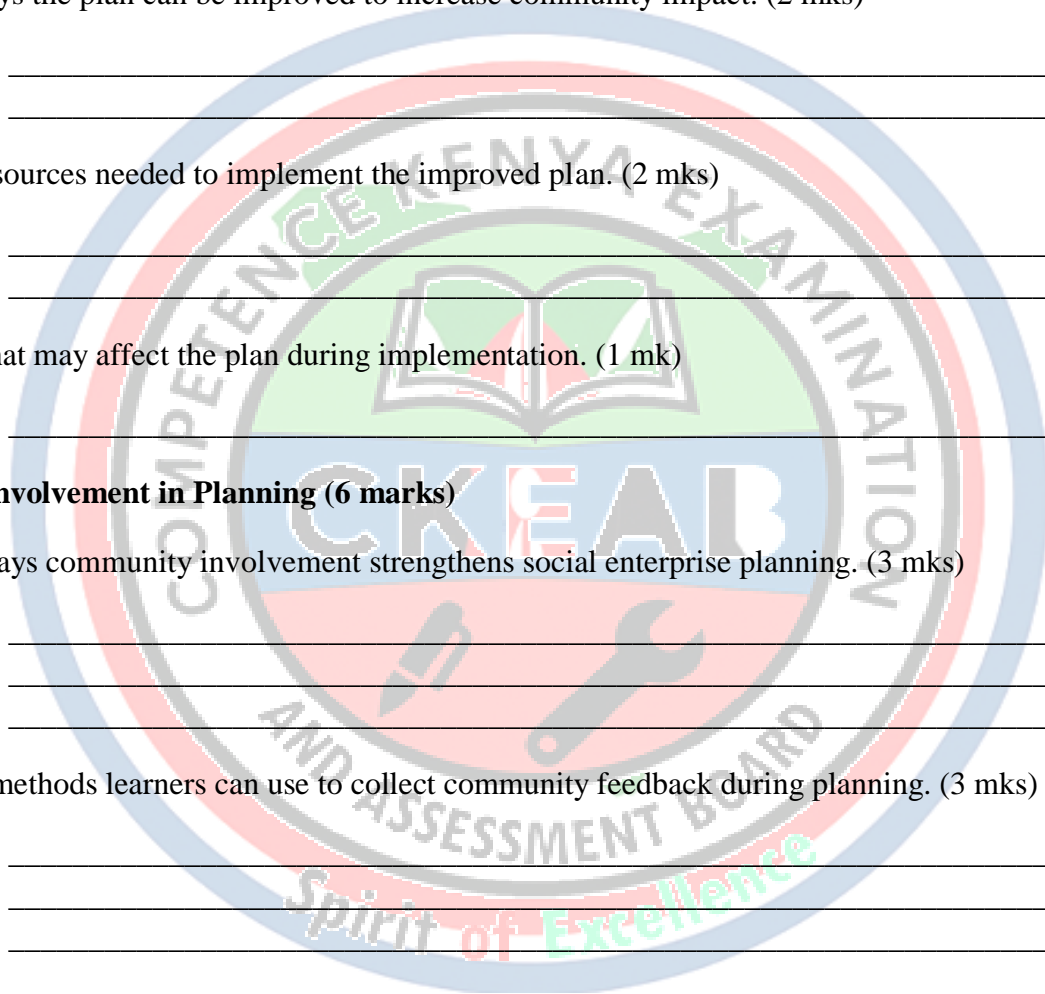
**35. Community Involvement in Planning (6 marks)**

a) Explain three ways community involvement strengthens social enterprise planning. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe three methods learners can use to collect community feedback during planning. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



SECTION A: SHORT ANSWER QUESTIONS (20 MARKS)

Answer ALL questions. Each question carries 1 mark.

1. State the meaning of **resource mobilisation** in social entrepreneurship.

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---

2. Mention one reason why resource mobilisation is necessary in a social enterprise.

---

---

3. Name one example of a **human resource** required in a social enterprise.

---

---

4. Name one example of a **material resource** required in a social enterprise.

---

---

5. Give one example of a **financial resource** used in a social enterprise.

---

---

6. Mention one reason why locally available resources should be considered first.

---

---

7. State one meaning of **improvisation** in resource mobilisation.

---

---

8. Name one way learners can mobilise resources from the community.

---

---

9. Mention one example of a school stakeholder who can support resource mobilisation.

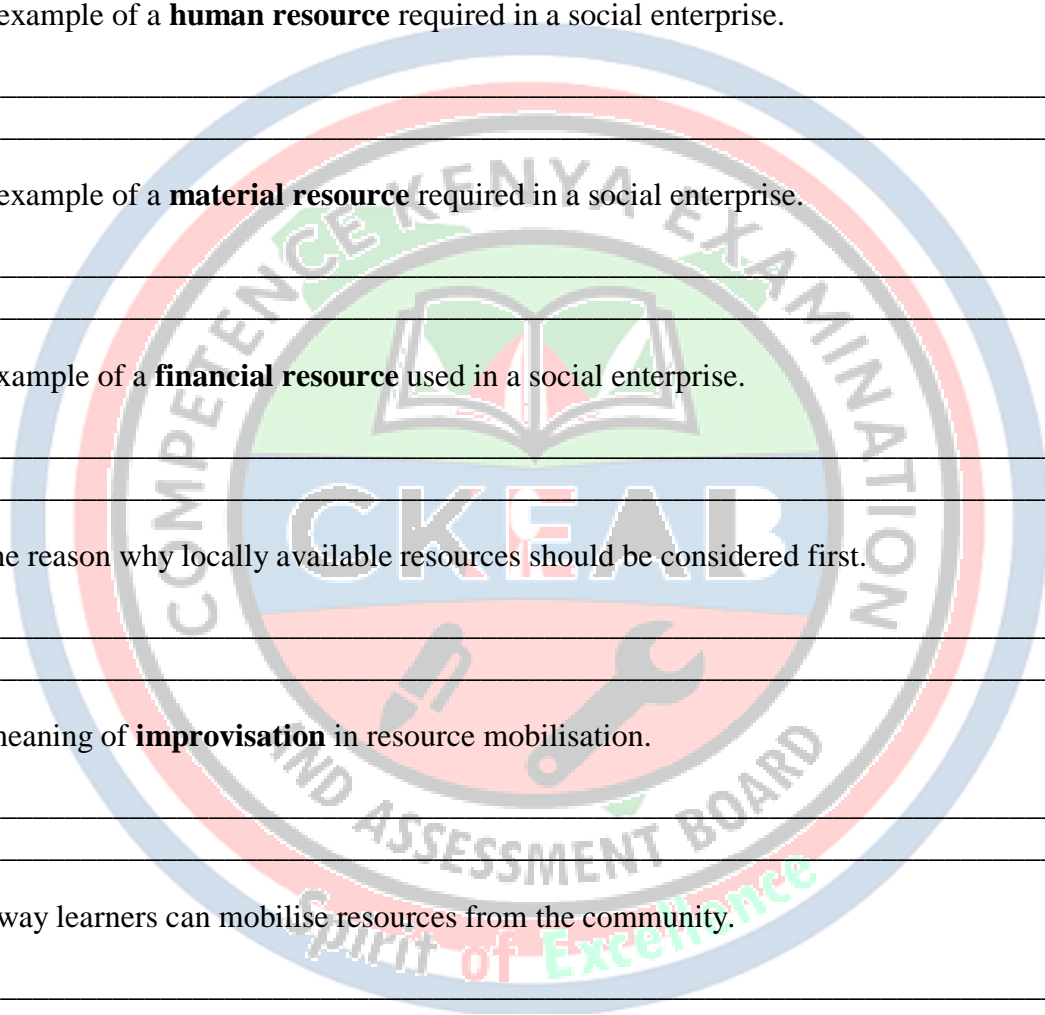
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10. State one example of a community stakeholder who can support resource mobilisation.

---

---



11. Name one strategy used to raise funds for a social enterprise.

---

---

12. Mention one risk of relying only on donations.

---

---

13. State one reason why partnerships are important in resource mobilisation.

---

---

14. Give one example of a partnership that can support a school social enterprise.

---

---

15. Mention one challenge that may occur when mobilising resources.

---

---

16. State one way to solve the challenge mentioned in Question 15.

---

---

17. Name one purpose of budgeting in resource mobilisation.

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---

18. State the meaning of **inventory** in a social enterprise project.

---

---

19. Mention one method of managing resources to prevent wastage.

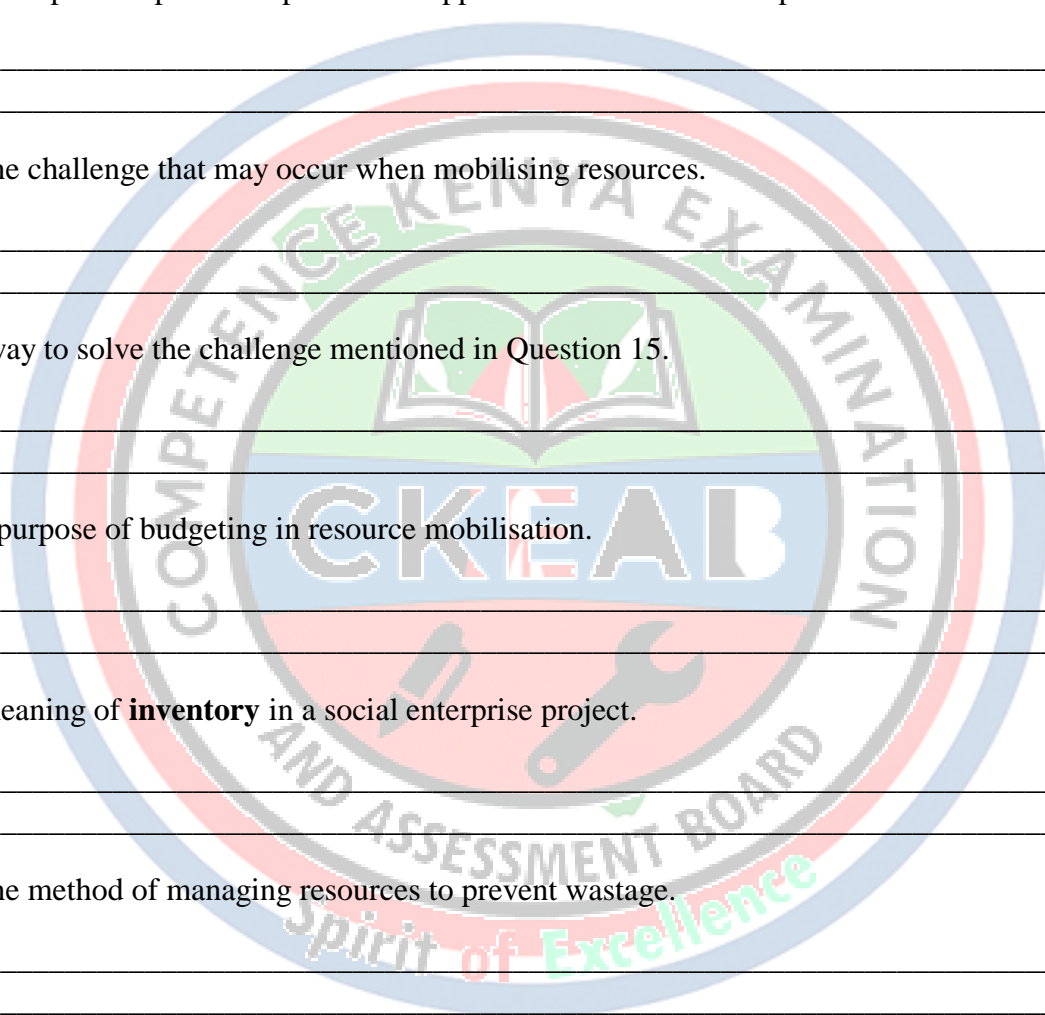
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20. Give one reason why resource mobilisation affects enterprise sustainability.

---

---



## SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Answer ALL questions.

### 21. Importance of Resource Mobilisation (5 marks)

a) State three reasons why resource mobilisation is important in social entrepreneurship. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain two ways resource mobilisation supports sustainability of a social enterprise. (2 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

### 22. Matching: Terms and Meanings (5 marks)

Match the terms in **List A** with the correct meaning in **List B**.

#### List A

- 1. Stakeholders
- 2. Fundraising
- 3. Improvisation
- 4. Inventory
- 5. Budget

#### List B

- A. A planned estimate of income and expenditure
- B. People or groups that support or influence the enterprise
- C. A record of resources available or acquired
- D. Using locally available materials to reduce costs
- E. Activities aimed at raising money or resources

### 23. Community Garden Social Enterprise (5 marks)

A school plans to start a community garden social enterprise to sell vegetables.

a) Name five resources required for the project. (5 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

### 24. Table: Local vs External Resources (5 marks)

Using the same community garden project in Question 23, complete the table below.

Resource	Locally Available (Yes/No)	Possible Source
Seeds		
Water		

Tools		
Labour		
Fertiliser/manure		

**25. Low-Cost Budgeting (5 marks)**

a) Define **budgeting**. (2 mks)

---



---

b) State three ways of keeping a social enterprise budget low. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

**26. Budget Table (5 marks)**

A group wants to start a small recycling enterprise making dustbins from used containers.

Complete the budget table below.

Item	Quantity	Unit Cost (Ksh)	Total Cost (Ksh)
Gloves	5 pairs		
Paint	3 tins		
Brushes	4		
Collection sacks	6		
Transport	2 trips		

**27. Prioritising Resources (5 marks)**

a) State three factors considered when prioritising resources under a limited budget. (3 mks)

- i. 

---
- ii. 

---
- iii. 

---

b) Explain why essential resources must be prioritised first. (2 mks)

---



---

**28. Mobilising Resources Not Available Locally (5 marks)**

a) Mention three strategies for mobilising resources that are not available locally. (3 mks)

- i. 

---
- ii. 

---

iii. \_\_\_\_\_

b) Describe two advantages of using partnerships when seeking external resources. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

**29. Managing Resources Effectively (5 marks)**

a) Outline three ways of managing acquired resources effectively. (3 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Explain two effects of poor resource management on a social enterprise. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

**30. Improvisation and Sustainability (5 marks)**

a) Explain how improvisation reduces costs in a social enterprise. (3 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Give two examples of local materials that can be improvised for a recycling enterprise. (2 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

**SECTION C: (30 MARKS)**

Answer ALL questions.

**31. Stakeholder Identification (6 marks)**

a) State three reasons why stakeholder identification is important in resource mobilisation. (3 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b) Describe three stakeholder groups that can support a school social enterprise. (3 mks)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**32. Clean Water Social Enterprise (6 marks)**

A community lacks access to clean drinking water.

a) Name three resources required to start a social enterprise addressing clean water. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Explain how each resource can be mobilised. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**33. Resource Mobilisation Strategy (6 marks)**

A school plans to recycle waste into useful products.

a) Outline three resources needed for the project. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) State the source of each resource. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**34. Table: Resource Inventory and Responsibility (6 marks)**

Complete the inventory table below for a school craft enterprise.

Resource Name	Quantity	Source	Estimated Cost	Responsible Person
Beads				
Thread				
Glue				
Display table				
Packaging bags				
Transport				

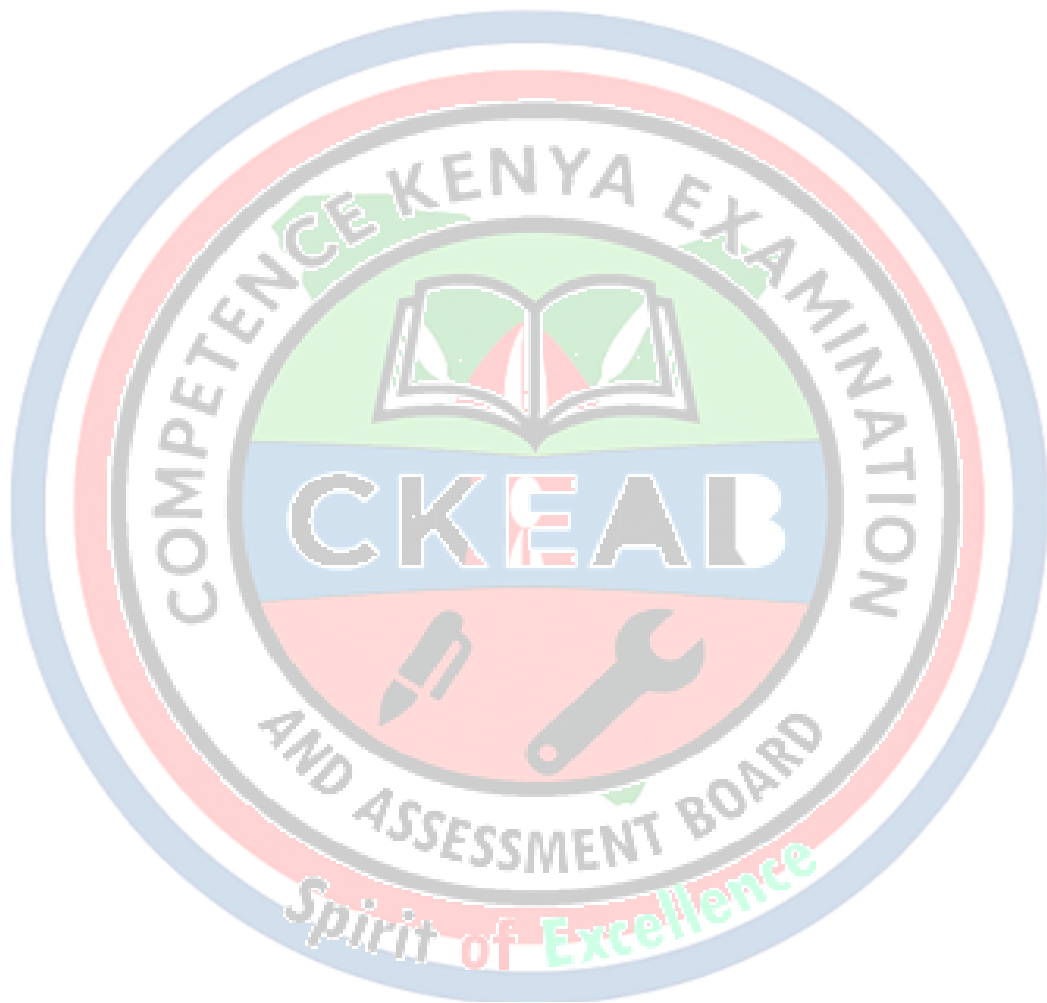
**35. Sustainability and Community Participation (6 marks)**

a) Explain three ways effective resource mobilisation increases community participation. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

b) Describe three ways resource mobilisation promotes sustainability in a social enterprise. (3 mks)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_



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