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SET 2

GRADE 10 END OF YEAR EXAMS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

GRADE 10 – COMMUNITY SERVICE LEARNING

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

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

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

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

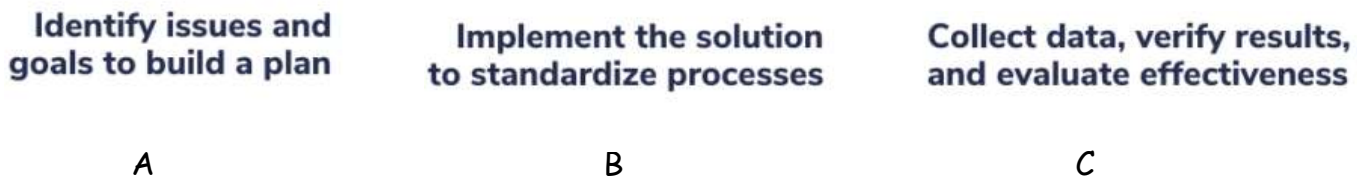
FOR OFFICIAL USE ONLY

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

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Learners at **Alliance High School** decided to solve the problem of poor waste disposal in the local Kikuyu market. They used the cycle illustrated below.



(a) **Identify** and **Name** the stages labeled *A*, B, and *C* in the diagram above. (3 marks)

A: _____

B: _____

C: _____

(b) **Define** the term "Action Research" as used in this context. (2 marks)

_____

_____

(c) **Explain** the importance of the 'Reflect' stage in this cycle. (2 marks)

_____

_____

2. Grade 10 learners from **Kenya High School** visited a village in **Turkana** and observed the following situation:



(a) **Identify** the category of community need shown in the picture _____ (1 mark)

(b) **Mention** two stakeholders the learners should partner with to address this need. (2 marks)

i. _____
ii. _____

(c) **State** whether the following is **True** or **False**: "Community mapping involves identifying only the problems in a community without looking at the resources." (1 mark)

_____-

3. During a tree-planting project in **Narok**, three learners described their leadership approach:

i. **Amani:** "I make decisions only after the whole group votes and agrees."
ii. **Baraka:** "I focus on serving the needs of the team members so they can perform their best."
iii. **Zawadi:** "I change my style depending on whether we are in a crisis or doing routine work."

(a) **Name** the leadership styles described by: (3 marks)

i. Amani: _____
ii. Baraka: _____
iii. Zawadi: _____

(b) **Outline** two qualities of an effective leader in a CSL project. (2 marks)

i. _____
ii. _____

4. Look at the two illustrations below showing a learner interacting with community members in **Machakos**.



A



B

(a) **Distinguish** between the "Public Image" presented in Illustration A and Illustration B. (2 marks)

_____

_____

_____

(b) **Explain** why a positive public image is important for a CSL participant. (2 marks)

i. _____

ii. _____

5. (a) **Match** the term in Column X with its correct description in Column Y. (4 marks)

Column X (Concept)	**Column Y (Description)**
1. Intercultural Competence	A. A sense of belonging to a community.
2. Civic Identity	B. Ability to interact effectively with different cultures.

Column X (Concept)	Column Y (Description)
3. Social Cohesion	C. The process of gathering resources for a project.
4. Resource Mobilisation	D. Bonds that bring people in a society together.

(b) **List** three types of communities a learner belongs to. (3 marks)

i. _____
ii. _____
iii. _____

SECTION B: (50 MARKS)

Answer all questions in this section.

6. Learners at **Mama Ngina Girls' Secondary School** want to start a social enterprise to recycle old clothes into school bags for needy students.

(a) **Identify** and **Name** the first stage of the social entrepreneurship process shown above. (1 mark)

_____

(b) In the stage of **Resource Mobilisation**, **describe** three ways the learners can acquire resources that are not locally available. (6 marks)

i. _____
ii. _____
iii. _____

(c) **Develop** a simple low-cost budget for this project using the table below. (4 marks)

Item	Quantity	Estimated Cost (Ksh)	Total
Old Clothes	50 units	0 (Donated)	0
Sewing Thread	10 rolls		
Needles	1 packet		

(d) **Compare** a Social Enterprise and a traditional Commercial Business. (4 marks)

Social enterprise	**Traditional commercial business**

7: While working on a CSL project in **Eldoret**, a conflict arises because some members feel that the group leader is favoring their friends when assigning duties.

(a) **Describe** the situation in the community scenario above where conflict has arisen. (2 marks)

_____
_____
_____

(b) **Explain** two approaches the group can use to solve this conflict peacefully. (4 marks)

i. _____
ii. _____

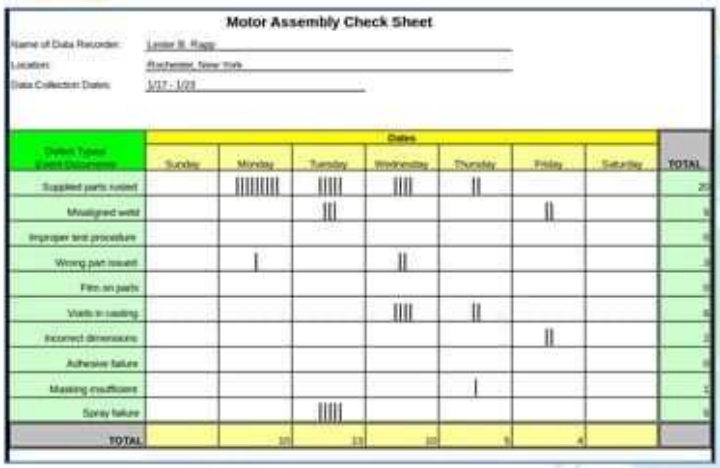
(c) **Outline** the steps of the **Responsible Decision-Making Process** the group should follow to resolve the issue. (5 marks)

i. _____
ii. _____
iii. _____

(d) **State** two effects of irresponsible decisions in a community project. (4 marks)

i. _____
ii. _____

8: Study the data collection tool below used by learners in **Mombasa** to track their project progress.



Motor Assembly Check Sheet

Name of Data Recorder: Lester B. Rapp

Location: Rochester, New York

Data Collection Dates: 1/17 - 1/23

Defect Types/ Event Occurrence	Dates							TOTAL
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Supplied parts rusted		|||||||	|||||	||||	||			25
Misaligned weld			|||			||			5
Improper test procedure								0
Wrong part issued								3
Film on parts								0
Voids in casting				||||	||			6
Incorrect dimensions							||			2
Adhesive failure								0
Masking insufficient								1
Spray failure				|||||					5
TOTAL		10	13	10	5	4		



X **Y**

(a) **Name** the two data collection tools shown in the image. (2 marks)

X_____

Y _____

(b) **Describe** how "Simple Data Analysis" helps in determining the extent of a community problem. (4 marks)

i. _____
ii. _____

(c) **Explain** why accurate documentation is essential for the "Implementation Process." (4 marks)

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

9: A school in **Garissa** is hosting an intercultural day. Learners are presenting different elements of their culture.



(a) **Identify** and **Name** two cultural elements shown in the image. (2 marks)

i. _____
ii. _____

(b) **Mention** two common stereotypes or misconceptions that can hinder social cohesion in Kenya. (2 marks)

i. _____
ii. _____

(c) **Describe** how a learner can exhibit a "Positive Attitude" when visiting a community with a different culture from their own. (4 marks)

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

(d) **Define** the term "Social Cohesion." (2 marks)

_____
_____