

# CONFIDENTIAL GUIDE FOR TEACHERS

## THE KENYA NATIONAL EXAMINATION AND ASSESSMENT PREDICTION SERIES

Teacher's Name		TSC NO.	
School Name		School Code	
Teacher's Signature		Date	

### KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

712/2

PAPER 2 (project)

TERM 2 ENDTERM 2025

PRETECHNICAL STUDIES (PROJECT) - 811/2

Project Scenario: Simple Tool Holder

#### Overall Guidance for Teachers:

- The aim of this paper project is to give learners practical skills and competencies required at junior school level. This is in line with preparing learners for National Examinations and future careers thereafter.
- This is a group project. Emphasize collaboration and active participation from all members.
- Encourage learners to be innovative and use locally available materials.
- The duration of 1 month allows for iterative design, construction, and refinement.
- Safety is paramount. Ensure learners are aware of and practice safety precautions, especially when handling tools.
- Assessment should be ongoing, observing group dynamics, individual contributions, and the final product.
- Locally available materials are key.
- Reinforce safety protocols, especially with cutting tools.
- This project is for younger learners, so the expectations for complexity and precision should be adjusted.
- Focus on basic technical skills: measuring, cutting, joining, and decorating.
- Safety remains crucial, particularly with cutting tools.
- Emphasize the project's usefulness and the concept of transforming materials.

#### Task 1: Technical Skills (14 Marks)

##### 1. Design and Planning:

##### a) Brainstorming and Design Agreement:

**Teacher's Role:** Guide learners to discuss simple shapes and sizes suitable for holding pencils.

**Expected Outcome:** Group discussion and agreement on a basic pencil holder design.

##### b) Freehand Pictorial Sketch (4 marks):

**Teacher's Role:**

Look for a clear, recognizable sketch of a pencil holder. Precision is less critical than clear representation.

#### Marking Guidance:

2 marks for a clear, recognizable pictorial sketch of a simple pencil holder.

2 marks for showing basic visual elements of the holder (e.g., main shape, opening).

Approximate dimensions are not strictly required for this level, but a sense of scale is good.

**Common Challenges:** Young learners may draw less detailed sketches. Focus on their ability to convey the idea.

**c) List of Main Materials (2 marks):**

**Teacher's Role:** Guide learners to list commonly available materials.

**Marking Guidance:**

1 mark for listing 2 appropriate materials.

2 marks for listing 3 or more appropriate and relevant materials

- a) cardboard tube,
- b) plastic bottle,
- c) small wood pieces,
- d) paper,
- e) fabric,
- f) glue,
- g) paint

**Expected Outcome:**

A list of at least three suitable materials.

**2. Material Preparation and Tool Selection:**

**a) List of Appropriate Hand Tools (3 marks):**

**Teacher's Role:** Ensure learners identify basic, safe tools.

**Marking Guidance:**

1 mark for each correct and appropriate hand tool listed (max 3 marks).

Examples: Ruler, pencil, scissors, glue stick/liquid glue, tape.

**Expected Outcome:**

A list of at least three hand tools for marking, cutting, and joining.

**b) Safety Precaution for Cutting Tool (1 mark):**

**Teacher's Role:** Directly instruct and supervise safe use of scissors or knives.

**Marking Guidance:**

1 mark for a clear and relevant safety precaution (e.g., "Always cut away from your body," "Ask for help when using a knife," "Hold scissors correctly," "Cut slowly and carefully").

**Expected Outcome:**

A concise and correct safety precaution.

**3. Construction and Submission:****a), b), c) Construction Process:****Teacher's Role:**

Provide hands-on guidance. Emphasize neatness in cutting and joining. Encourage creativity in decoration.

**d) Submission of Completed Pencil Holder (4 marks):****Teacher's Role:**

Assess the final product based on the criteria.

**Marking Guidance:**

2 marks for how well it is made (Is it stable? Are pieces joined securely? Can it hold pencils?).

2 marks for how it looks (Is it neatly decorated? Is it visually appealing?).

**Expected Outcome:**

A functional and reasonably well-decorated simple pencil holder.

**Task 2: Business (3 Marks)****5. Usefulness and Cost:****a) Explanation of Usefulness (1 mark):****Teacher's Role:**

Guide learners to explain the purpose clearly.

**Marking Guidance:**

1 mark for a clear explanation of its usefulness (e.g., "It keeps pencils organized," "It makes the desk tidy," "Pencils won't roll away").

**Expected Outcome:**

A simple explanation of the pencil holder's utility.

**b) Factors Affecting Cost (2 marks):****Teacher's Role:**

Introduce basic concepts of production cost.

**Marking Guidance:**

1 mark for each relevant factor (max 2 marks).

Examples:

Cost of materials used, time spent making it, type of decoration used, whether they buy or find materials.

**Expected Outcome:**

Two distinct factors influencing the cost of production.

### **Task 3: Computer Studies (3 Marks)**

#### **7. Documentation and Presentation:**

##### **a) Taking Clear Photos (1 mark):**

**Teacher's Role:**

Supervise photo-taking, ensuring different stages are captured.

**Marking Guidance:**

1 mark for clear photos showing at least 3 distinct stages of the project.

**Expected Outcome:**

Digital images showing the making process.

##### **b) Creating Electronic Document (2 marks):**

**Teacher's Role:** Guide learners in using basic word processing software to insert images. Focus on simplicity.

**Marking Guidance:**

1 mark for creating a simple electronic document.

1 mark for including the photos and showing the steps followed.

**Expected Outcome:**

A simple digital document with images showcasing the project steps.

#### **General Notes for Exams:**

- ☞ **Teacher Supervision:** Continuous supervision is crucial, especially for practical aspects involving tools, heat, and chemicals.
- ☞ **Differentiation:** For group projects, encourage varied roles for learners with different strengths.
- ☞ **Record Keeping:** Ensure learners are diligently recording their observations and data as they go.
- ☞ **Post-Practical Discussion:** A follow-up discussion helps reinforce the concepts and correct any misconceptions.
- ☞ **Cleanliness:** Emphasize keeping the workspace clean and tidy throughout and after the practical.
- ☞ **Fairness:** Ensure equal access to materials and tools for all groups/learners.

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