

KNEC EXAMS SERIES 2

KPSEA SECOND TRIAL-22

Class of KPSEA 2024

The PDF Comprises of assessment Questions Meant to prepare the learners to prepare for the KPSEA National Exams set for October 2024.

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

AGRICULTURE WRITTEN TEST Grade 6 - 2022

LEARNER'S NAME: _____ GRADE: _____
 ASSESSMENT NUMBER: _____ DATE: _____
 SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of 7 questions.
2. Answer **All** the questions in the spaces provided.

FOR ASSESSORS USE ONLY

(Indicate the performance levels as per the descriptors in the scoring rubric)

TASK	1. Conservation of our environment (Questions 1,2,3,4,7)	2. Domestic animals (Questions 5)	3. Gardening Practices (Question 6)	TOTAL
Maximum score	27	7	6	40
Learner's score				

This paper consists of 8 pages.

Learners should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.



1. Grade 6 learners wanted to demonstrate soil erosion in class. They prepared the set up shown below.



a) Name **one** material that can be used for the part labelled **C**. (1 mark)

b) What should the learners do to demonstrate soil erosion using the set up?

(1 mark)

c) Name **two** type of soil erosion that can be demonstrated by the learners using the set up. (2 marks)

d) Give **two** reasons why the grass was included in the set up. (2 marks)



2. Grade 6 learners prepared a seedbed and planted maize as shown in the picture below.



a) Identify the type of seedbed prepared by the learners. (1 mark)

(b) Why did the learners use the type of seedbed shown in the picture to plant maize? (1 mark)

(c) Instead of using the seedbed shown in the picture, give **two** other ways in which the learners could have planted the maize. (2 marks)

(d) Name **two** caring practices the learners carried out on the growing maize crop. (2 marks)

3. Grade 6 learners planted the trees shown below in the community.



Net

a) Why did the learners protect the trees as shown above? (1 mark)

b) Name **two** materials that can be used instead of the net. (2 marks)

c) Give **one** other way in which the learners can protect the trees instead of the method shown above. (1 mark)

4. The picture below shows a creeping crop grown by Grade 6 learners.



(a) Identify the creeping crop. (1 mark)

(b) Name the planting material the learners used to grow the creeping crop. (1 mark)

(c) Give **two** ways in which the learners prepared the planting materials. (2 marks)

(d) Name the caring practice labelled **J**. (1 mark)

(e) Give **two** reasons why the caring practice was carried out. (2 marks)

5. The picture below shows domestic animals reared at home.



G



H

(a) Identify the domestic animal labelled

(i) **G** (1 mark)

(ii) **H** (1 mark)

(b) Give **two** reasons for rearing the domestic animal labelled **H**. (2 marks)

(c) Give **two** rearing practices carried out for the domestic animals labelled **G**.(2 marks)

(d) From the picture, how are the domestic animals labelled **G** protected from wild animals? (1 mark)

6. The picture below shows farmers carrying out a caring practice on an organic legume crop.



(a) Identify the caring practice being carried out. (1 mark)

(b) Name **three** other organic gardening practices carried out on growing legume crop. (3 marks)

(c) Give **two** safety measures the farmers should observe when working with the tool shown in the picture. (2 marks)

7. The picture below shows a control measure for a wild animal on the farm.



(a) Name the method used to control the wild animal. (1 mark)

(b) Give **one** reason why the wild animal is controlled. (1 mark)

(c) What should the farmer do with the trapped wild animal? (1 mark)

(d) Give **one** other way in which the wild animal can be controlled. (1 mark)



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

ART AND CRAFT Grade 6 - 2022

LEARNER'S NAME: _____ GRADE: _____

ASSESSMENT NUMBER: _____ DATE: _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of **two** sections **A** and **B**.
2. Answer **All** the questions in the spaces provided after each question.
3. Section **B** has a question on drawing.
4. The drawing task should be done in pencil in the space provided.
5. **DO NOT** write in the small boxes placed at the end of each question.

FOR ASSESSORS USE ONLY

(Indicate the performance levels as per the descriptors in the scoring rubric)

Question	1	2	3	4(a)	4(b)	5	6	7	8(i)	8(ii)
Learner's Performance level										

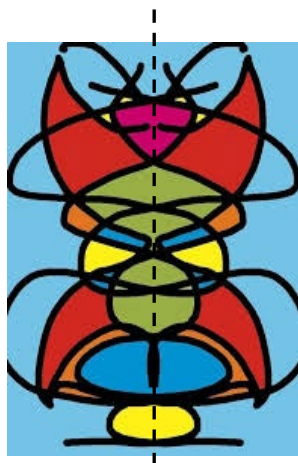
This paper consists of 6 printed pages.

Turn over



SECTION A

1. Study the picture below and answer the question that follows;



How has balance been created in the picture?

.....

.....

.....

.....

2. The painting below has been made using red, yellow, blue and white colours.



Identify **two** secondary colours used in the painting.

.....

.....



3. Femi made a decorative jacket for a school diary as shown below:



<https://www.pinterest.co.uk/pin/>

(a) Write **two** reasons why the diary needed a jacket.

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

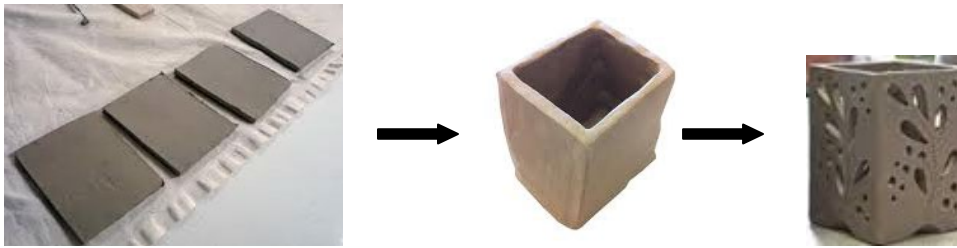
(b) Outline **two** ways used to attach the decorations on the jacket.

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



Turn over

4. The pictures below show the process of making a flower vase from start to completion.



(a) How were the slabs joined to make the vase?

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

(b) Give **two** problems of using the wrong type of clay for modelling.

.....
.....

5. Grade 6 learners were divided into groups of five and given a task to decorate a leather bag using beads. Give **two** reasons why it is good to work in groups.

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

6. Learners were too eager to go for break that they did not clean their classroom after a painting lesson. Mention **two** problems they had in the next lesson as a result of not cleaning up.

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



7. Your class made leaf prints as shown below;



Write **four** steps you would follow to produce clear sharp prints.

.....

.....

.....

.....

.....



Turn over



SECTION B PRACTICAL

8. Make a drawing of yourself from imagination on your last day at school.

The drawing should fill up most of the space given below;

Make sure your drawing has;

- i. Correct proportion of all body parts
- ii. Shade to show volume using a pencil or coloured pencils.

THIS IS THE LAST PRINTED PAGE



THE KENYA NATIONAL EXAMINATIONS COUNCIL
SCHOOL BASED ASSESSMENT

CHRISTIAN RELIGIOUS EDUCATION

(For Regular Learners, Learners with Physical Disabilities and Learners with Hearing Impairments)

Grade 6- 2022

LEARNER'S NAME: _____ **GRADE** _____

ASSESSMENT NUMBER _____ **DATE** _____

SCHOOL NAME _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of **30** questions.
2. Answer all the Questions in the spaces provided.
3. Time: **ONE** hour.

FOR OFFICIAL USE ONLY

SCORING GRID (30 marks)

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Score (s)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Score																

Question	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total Marks
Score (s)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
Score															

This paper consists of 5 printed pages.
Learners should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

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TURN OVER



1. State **one** way in which your class can conserve the environment around your school.

2. In pairs, Grade Five learners discussed and presented challenges facing families today. Write **one** economic problem facing families in Kenya today that they presented to class.

3. During an academic day in your school, some learners recited the poem “my talent.” One way through which you can use your talent to benefit learners in your school is by

4. During the school holiday, some of your classmates engaged in different leisure activities as indicated below:
 Titus- Played football with his friends.
 Joan- Read a story book.
 Tom- Visited an old man.
According to the Christian teaching, who among the learners made the **best** use of their leisure? _____
5. A resource person gave a talk to your class on the reasons for discouraging early marriages. From the talk, write **one** point you can use to advice young girls from your locality.

6. From the list given below, select **one** book which is **correctly** matched with the area in which it is found in the Bible.
 Jude —————> Old Testament.
 Amos —————> New Testament.
 Esther —————> New Testament.
 Joshua —————> Old Testament.
7. A commandment of God which promises long life for those who obey it is

8. During a Program of Pastoral Instruction (PPI) lesson, a teacher narrated to the learners the story of Jesus and Zacchaeus the tax collector. From that story, write **one** lesson that you would share with your parents at home



9. The king of Israel who settled a dispute between two women who were fighting over a child was _____
10. During a Christian Religious Education lesson, your teacher put you in groups to read the Bible and discuss “the call of Moses.” From that story, write the **main** reason why God called Moses _____
11. You watched a video clip on the miracle in which Prophet Elisha recovered an axe-head from River Jordan using a stick. Write **one** lesson you learnt from that miracle.

12. The angel who announced the birth of both John the Baptist and that of Jesus Christ was _____

13. Your class prefect has a habit of reporting your classmates to the teacher even when they have not done any mistake. Write **one** teaching of John the Baptist that you would use to advise the prefect _____
14. During your school’s prayer day, many of your schoolmates got baptised. Give **one** reason why Christians get baptised _____

15. Write **one** quality that Jesus demonstrated when he accompanied his parents to worship God in the temple at Jerusalem at the age of twelve _____
16. During a Christian Religious Education lesson, Grade Five learners were put into groups to discuss the miracles of Jesus Christ. From your discussion, the miracle in which the person who was healed by Jesus Christ came back to say thank you was _____

17. Grade Four learners watched a video clip on the miracle of healing of blind Bartimaeus. Write **one lesson** that you learnt from that miracle. _____

18. During the evening prayers in your school, the chaplain preached on the parables of Jesus Christ. The teaching you learnt from the parable of mustard seed is _____



19. You watched a video clip on the parable of the friend at midnight. Write **one lesson** you learnt from that parable _____

20. During a Christian Religious Education lesson, your teacher asked your classmates to recite the Lord's prayer. Write **one** request you can make to God from that prayer.

21. Refer to the lists below and identify **one** that contains **only** the activities which Jesus did when he celebrated the Lord's Supper with his disciples.

List K

Broke bread.

Blessed the children.

List M

Shared a cup of wine.

Gave thanks.

List N

Taught them.

Healed the sick.

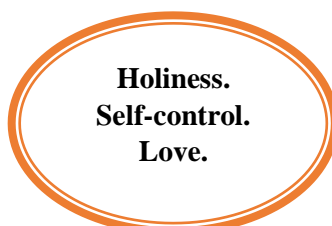
22. Your teacher showed you a video clip in which a man called Stephen from the Early Church was stoned to death for his faith in Jesus. Write **one lesson** you learn from the death of Stephen _____

23. Grade Five learners were put in small groups to discuss the fruit of the Holy Spirit. From that discussion, write **one** way through which you can demonstrate kindness as a fruit of the Holy Spirit _____

24. Jane, a Grade Six learner was being encouraged by other girls to fight her desk mate for abusing her. She refused and said it was wrong to fight. The fruit of the Holy Spirit which she demonstrated is _____

25. A Grade Four learner told her parents that she needed money to buy materials for schoolwork. However, she used most of the money that was given to her to buy sweets and cakes. A value she needs to develop is _____

26. Philip and James are brothers. Philip cleans their shoes to make them ready for use the following day. Select the circle that contains **only** the values that Philip demonstrates.



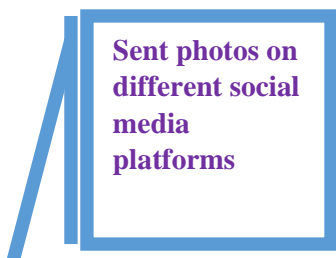


27. You discover that your friend has joined a group of boys who go out of school secretly during break time. What advice would you give your friend? _____

28. You have noticed that your desk mate no longer talks during class activities because his voice is getting deep. Give **one** way on how you would help him. _____

29. Your classmates held a debate on “life as a gift from God.” Basing on that debate, write **one** safety measure you would observe when crossing the road in order to preserve your life.

30. Three learners from Grade Six used the social media as follows:



John



Hannah



Obadiah

Who among the above learners used the social media in a **wrong** way? _____

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ENGLISH GRADE 6 2022

LEARNER'S COPY

Grade 6 pupils were going on a trip to Kongoni Game Park. They arrived at school early. Mr. Koko, the class teacher, told them, "Get onto the bus quickly."

They entered the bus sat down and the driver started the engine. Nobody noticed that Mr. Koko had rushed back to his office.

The pupils sang excitedly as the bus travelled along the dusty road leading to the game park.

At the gate, they were received by the game warden.

"Welcome," the warden told them. "Where is your teacher?"

It was then that they realized Mr. Koko had been left at school.

"I thought the teacher was on the bus," said the driver.

"I am sorry, the pupils cannot be allowed into the park without the teacher," the warden explained.

The pupils felt very disappointed. The driver turned the bus to take them back to school. Just then, they saw a motorbike approaching from a distance. When the motorbike got to the gate, the pupils realized it was their teacher. They all shouted, "Mr. Koko!" Mr. Koko talked the warden, and the pupils were allowed into the park.



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

KISWAHILI SEHEMU B

(For Regular Learners and Learners with Physical Disability)

Gredi ya 6 - 2022

JINA LA MWANAFUNZI : _____ GREDE : _____

NAMBARI YA TATHMINI: _____

TAREHE: _____

JINA LA SHULE: _____

KWA MATUMIZI YA MTAHINI

JEDWALI LA ALAMA

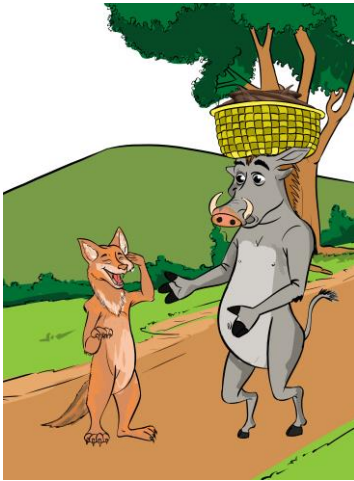
	ZOEZI : 3 UFAHAMU WA KUSOMA	ZOEZI : 4 SARUFI	ZOEZI : 5 KUANDIKA
Swali	1-16	17-30	31
Upeo	16	14	10
Alama za mwanafunzi			
Kiwango Cha Utendaji			

Tathmini hii ina kurasa 9 zilizopigwa chapa.

Geuza ukurasa

**ZOEZI 3: UFAHAMU WA KUSOMA****Swali la 1 hadi la 4.**

Soma mazungumzo haya kisha ujibu maswali.



Kaka Mbweha: *(Akicheka kwa kejeli.)* Bi. Ngiri, mkulima hodari wa mihogo anayeheshimika katika kanda hii, hujambo?

Bi. Ngiri: *(Akihema kwa uchovu, mzigo alio nao kichwani unaonekana kumlelea.)* Sijambo, lakini nina swali. Unacheka nini? Ama ndio njia yako ya kumfariji anayetoka kuchanika kwenye mpini siku nzima?

Kaka Mbweha: *(Anacheka zaidi.)* Ati kuchanika kwenye mpini? Wachapa kazi kama mimi hawana haja ya kujichosha. Wanafanya kazi kwa kutumia akili.

Bi. Ngiri: *(Kwa dharau.)* Mhhh! Heri nyinyi mabingwa wa kutumia akili. Sisi wengine inabidi tujikaze kisabuni ili tupate riziki.

Kaka Mbweha: *(Akionyesha kushangaa.)* Nyinyi wengine! Wewe na kina nani? Je, huna habari kwamba rafikiyo Sungura hapandi wala kuvuna lakini daima ana shibe?

Bi. Ngiri: *(Kwa sauti ya chini.)* Hayo ya Sungura hayanihusu ndewe wala sikio. Isitoshe, unavyoona nimechoka. Shamba langu la mihogo liko umbali wa kilomita kumi na tano kutoka kwangu. Bado nina mlima mmoja wa **kukwea** ndipo nifike.

Kaka Mbweha: Haya basi niazime vipande viwili vya mihogo. Nitarejesha nitakapovuna.

Bi. Ngiri: Kaka Mbweha, umesahau kuwa tayari una deni langu la mihogo? Lipa hilo kwanza.

Kaka Mbweha: *(Kwa unyenyekevu.)* Nitalipa tu.

Bi. Ngiri: Utanilipa mihogo ilhali hukuvuna? Unastahili kufanya kazi kwa bidii. Kumbuka ajizi ni nyumba ya njaa.



1. Bi. Ngiri anasifika kwa sababu gani?

2. Ni jambo gani linaloonyesha kuwa Kaka Mbweha ni mvivu?

3. Je, unafikiri Kaka Mbweha alifanya nini baada ya kuambiwa anastahili kufanya kazi kwa bidii?

4. Andika kisawe cha **kukwea** kwa mujibu wa kifungu.

Swali la 5 hadi la 8.

Soma shairi lifuatalo kisha ujibu maswali.



Nina rafiki mmoja, mwenye mguu mmoja,
Tunapokuwa pamoja, mimi huona **kioja**,
Anasema ngoja naja, napiga hatua moja,
Fumbo hili ni la haja, jibu lake hilo laja.

Rafiki huyo mmoja, mwenye muundi mmoja,
Ana jina lake moja, ni uyoga nalitaja,
Nilimla siku moja, alipikwa na Khadija,
Fumbo hili ni la haja, jibu lake limekuja.

Nina rafiki wa pili, nikila anajongea,
Japo yeye huwa hali, mezani amezoea,
Rafiki huyu mkali, machozi ananitoa,
Natega kitendawili, fumbo ninakufumbia.

Huyo rafiki wa pili, sasa namuelezea,
Ni kiungo cha halali, wengi wamekizoea,
Kinaitwa pilipili, machoni kinasumbua,
Nategua fumbo hili, jibu nimekupatia.



5. Mshairi ana rafiki mwenye mguu mmoja. Rafiki huyo ni nani?

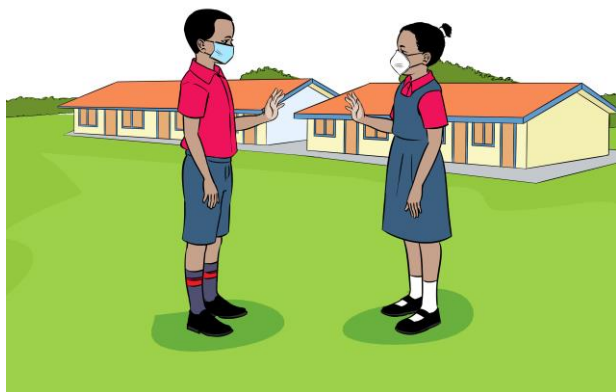
6. Taja tabia za rafiki wa pili wa mshairi.

7. Mimi ni rafiki wa tatu wa mshairi. Nikikosa kuongezwa kwenye chakula huwa kinakosa ladha. Je, mimi ni nani?

8. Neno **kioja** katika ubeti wa kwanza lina maana gani?

Swali la 9 hadi la 12.

Soma kifungu kifuatacho kisha ujibu maswali.



Sitasahau kamwe mwaka wa elfu mbili na ishirini. Mwaka huo bila shaka utabakia katika kumbukumbu za wakenya wengi. Hii ni kwa sababu, huo ndio mwaka ambapo kisa cha kwanza cha maradhi ya Korona kiliripotiwa katika nchi yetu. Ilisemekana kwamba maradhi hayo yaliibukia huko Uchina, barani Asia.

Aliyekuwa Waziri wa Afya nchini Kenya wakati huo alitangaza kisa cha kwanza cha Korona kwa hofu kuu. Waziri huyo aliwahimiza wananchi kuzingatia

mambo kadhaa ili kujikinga dhidi ya ugonjwa huo. Alisema kwamba kuzuia ugonjwa huo kulikuwa bora kuliko kuutibu. Aliwashauri wananchi kunawa mikono mara kwa mara kwa kutumia sabuni na maji yanayotiririka. Aidha, aliwahimiza kukaa umbali wa angalau mita moja kutoka kwa mtu mwingine. Hali kadhalika, aliwaambia watu wafunike pua na midomo kwa kutumia barakoa na kuepuka sehemu zenye watu wengi.

Wananchi hawakuchukulia tangazo la Waziri wa Afya kwa uzito hapo mwanzoni. Lililoonekana kuwa jambo dogo liligeuka kuwa kubwa mno. Maelfu ya wakenya walianza kuathiriwa. Watu wengi walilazwa hospitalini, baadhi yao wakiwa kwenye vyumba vya wagonjwa mahututi. Kwa bahati mbaya, vifo vilianza kuripotiwa.

Janga lilikuwa linalikodolea macho taifa! Ilibidi rais kuingilia kati. Aliwahutubia wananchi. Katika hotuba yake, rais alitangaza hatua kadhaa ambazo zililenga kupunguza **kuenea** kwa Korona. Safari za ndege za kuingia na kutoka nchini zilisitishwa. Kadhalika, usafiri wa kutoka kaunti moja hadi nyingine ulidhibitiwa. Shule zote zilifungwa. Hatua hizi zilisaidia pakubwa.



9. Kwa mujibu wa kifungu, wakenya wanakumbuka mwaka wa elfu mbili na ishirini. Toa sababu.

10. Mwanzoni, wakenya hawakuzingatia ushauri wa Waziri wa Afya. Je, tabia hiyo ya kutozingatia ushauri ilisababisha nini?

11. Rais wa Kenya alitangaza hatua kadhaa ili kudhibiti kusambaa kwa ugonjwa wa Korona. Unafikiri hatua hizo zilikuwa na manufaa gani kwa wakenya?

12. Maana ya **kuenea** kulingana na kifungu ni:

kusambaa	kuwepo
----------	--------

Swali la 13 hadi la 16.

Soma kifungu kifuatacho kisha ujibu maswali.

Hapo zamani za kale wanyama waliishi pamoja. Mfalme wao alikuwa Simba. Siku moja, Simba alitangaza mashindano ya mbio. Aliahidi kumpa mshindi wa mbio hizo tuzo. Wanyama waliotaka kushiriki kwenye mbio hizo walijisajili. Walifanya mazoezi kwa kushindana wenyewe kwa wenyewe. Kila walipofanya mazoezi hayo, Sungura aliibuka mshindi. Wanyama walikufa moyo na kuanza kujiuzulu mmoja mmoja. Hatimaye walibaki washindani wawili tu, Sungura na Lumbwi.

Sungura alijaribu kuibadilisha nia ya Lumbwi ili asishiriki kwenye mashindano hayo. “Afadhali uniachie taji hilo tu. Ushindi utakuwa wangu,” Sungura alimshawishi.

“Kugezegeza ndio kuweza. Nataka kujaribu mbio hizo. Wacha tukimbie wawili. Huwezi kutangazwa mshindi usiposhindana na mwingine,” alisema Lumbwi kwa upole.

“Sawa tu lakini najua nitakushinda,” Sungura alisema kwa majivuno.

Siku ya mashindano ilipofika, Sungura na Lumbwi walijitoma kwenye kinyang’anyiro. Sungura alitimua mbio na kutoweka. Lumbwi alikimbia kwa kadiri ya uwezo wake ili ajaribu kumfikia Sungura. Sungura aliangalia nyuma asione dalili zozote za Lumbwi. Aliamua kupumzika kidogo chini ya mti.

Sungura alianza kusinzia na hatimaye kulala fofofu. Lumbwi alipofika hapo alikuta Sungura amelala. Alipanda juu ya mgongo wa Sungura na kujibadilisha rangi. Alifanana na ngozi ya Sungura.

Sungura alipogutuka kutoka usingizini alianza tena kutimua mbio. Alipofikia kamba alijua kuwa bila shaka alikuwa ameshinda. Alishtuka kuona Lumbwi akiruka na kuvuka kamba mbele yake. Wanyama walimshangilia Lumbwi ambaye alikuwa amejibadilisha rangi na kuwa tofauti na Sungura. Ama kwa hakika penye nia pana njia.



13. Kwa nini wanyama wengi walitamani kushiriki kwenye mbio?
-
14. Sungura alijaribu kumvunja moyo Lumbwi asishiriki kwenye shindano hilo lakini Lumbwi hakumsikiliza. Je, unajifunza nini kutokana na kitendo hicho cha Lumbwi?
-
15. ‘Wanyama walikufa moyo na kuanza kujiuzulu mmoja mmoja.’ Unafikiri wanyama wanaozungumziwa hapo walifanya nini baada ya Lumbwi kushinda?
-
16. Lumbwi ni mnyama ambaye hujibadilisha rangi. Lumbwi pia huitwa? _____

ZOEZI 4: SARUFI

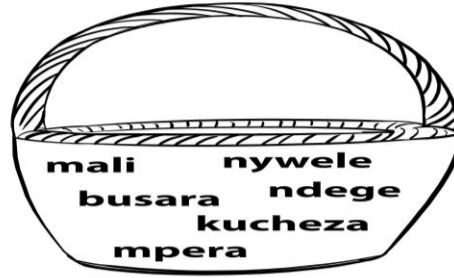
Soma kifungu kifuatacho. Kina nafasi 17 mpaka 21. Kwa kila nafasi umepewa majibu manne. Chagua jibu lifaalo zaidi kati ya yale uliyopewa.

Katika shule 17 kuna duka. Duka hili 18 na wanaskauti. Bidhaa 19 huuzwa dukani humo ni 20 kalamu, madaftari, vichonge na vifutio. Wanaskauti hutumia 21 inayotokana na mauzo ya bidhaa hizi kuwasaidia watoto wenye mahitaji ya kimsingi.

17. A. yetu B. kwetu C. letu D. petu
18. A. linasimamia B. linasimamisha C. linasimamiwa D. linasimamika
19. A. ambayo B. ambazo C. ambako D. ambamo
20. A. , B. ! C. : D. ?
21. A. riba B. hisa C. kodi D. faida
22. Maneno **doa** na **ndoa** yana silabi tatanishi. Chagua sentensi ambayo ina maneno yenye silabi tatanishi.
- A. Uga ule umenyunyiziwa unga wa chokaa.
B. Sisi tunapenda kwenda pwani likizoni.
C. Jungu alilopikia nyama juzi limesafishwa.
D. Wale wamechuma maua na kuyauza mbali.
-
23. Zifuatazo ni jozi za maneno. Ni jozi gani iliyo na vimilikishi?
- A. huku, pale
B. chao, yake
C. mbili, nyingi
D. bora, hodari.
-



24. Kapu hili lina maneno ya ngeli mbalimbali. Chagua neno ambalo linapatikana katika ngeli ya U – I.



25. Katika kamusi, maneno hupangwa kulingana na herufi za alfabeti. Panga maneno yafuatayo jinsi yanavyofuatana katika kamusi.

gonga, ganda, gamba, godoro

26. Andika sentensi ifuatayo katika umoja.

Nyavu za wavuvi zinastahili kuwa na mashimo makubwa.

27. Kanusha sentensi ifuatayo:

Maseremala walitutengenezea madawati.

28. Andika sentensi ifuatayo katika hali ya ukubwa.

Mlango ulipakwa rangi ukapendeza.

29. Umesimuliwa hadithi na mlezi wako. Sasa ni wakati wa kulala. Chagua maagano utakayotumia kumuaga mlezi wako.

kwaheri	alamsiki	buriani
---------	----------	---------

30. Tazama picha hii. Taja methali moja inayoweza kuhusishwa na picha hii.





ZOEZI 5: KUANDIKA

31. Wewe ni katibu wa Chama cha Mazingira shuleni mwenu. Mnapanga kwenda kusafisha soko lililo karibu na shule yenu. Mwandikie mwalimu mkuu wa shule yenu barua ya kumweleza kuhusu matayarisho mliyofanya.

Zingatia maelekezo yafuatayo:

- i. Kujitambulisha kwa mwalimu mkuu na kutambulisha kikundi chako.
- ii. Kutaja siku mliyopanga kwenda kusafisha soko.
- iii. Kutaja lengo la shughuli hiyo ya kusafisha soko.
- iv. Idadi ya wanachama watakaoenda kusafisha soko.
- v. Vifaa vitakavyohitajika katika kutekeleza shughuli.
- vi. Namna ya kuhakikisha usalama wenu.
- vii. Kazi ilivyogawanywa.
- viii. Jinsi mtakavyosafiri kwenda sokoni.
- ix. Namna shughuli ya usafi itakavyofanywa.
- x. Jinsi mtakavyosafiri kurudi shuleni baada ya kukamilisha shughuli sokoni.



HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
ENGLISH
SECTION B
Grade 6 – 2022**

LEARNER’S NAME: _____

GRADE: _____

ASSESSMENT NUMBER: _____

DATE: _____

SCHOOL NAME: _____

Instructions to the Learner

Answer all the questions in the spaces provided.

Time: 1 Hour 30 Minutes

For Teacher’s Use Only

	Task 3 Reading Comprehension (Questions 1 - 16)	Task 4 Grammar (Questions 17 - 30)	Task 5 Writing (Question 31)
Learner’s Score			
Performance Level			

This paper has 12 printed pages



SECTION B

TASK 3: READING COMPREHENSION

Read the following story and then answer the questions in the spaces provided.

One day, Boni was sent to fetch water from a borehole far away from home. He had to use a donkey. He tied four empty plastic jerricans on the donkey's back. Boni's mother gave him some roasted potatoes, and he set off immediately.

Once outside the gate, Boni jumped onto the back of the donkey. He usually enjoyed riding on it. Suddenly, three huge black dogs appeared from nowhere and started barking while circling the donkey. It kicked several times to keep the fierce dogs away. Then the donkey jumped and sped off dangerously. All this time, Boni was clinging on its back. The jerricans fell off as the donkey **galloped** away with the dogs chasing it.

Boni lost his grip on the donkey's back and fell. He tried to stand but was unable to move his legs. He passed out.

When he woke up, he was inside a vehicle with his mother beside him.

"Where are we?" he asked her.

"We are in an ambulance going to hospital," she answered.



Just then, Boni realised he had a deep cut on his left leg. In a few minutes, they reached the hospital where he was treated and allowed to go back home.

1. Why does Boni use a donkey?

2. Why did Boni cling on the donkey's back?

3. What lesson did Boni learn from the accident?

4. The word "galloped" as used in the story means _____.

ran	jumped	moved
-----	--------	-------



Read the following story and then answer the questions in the spaces provided.

Children can do many chores at home after school. The chores can be done both indoors and outdoors. Inside the house, they can make their beds, sweep the floor, and clean the windows. They can also wash utensils and prepare meals.

Outside the house, they can cut grass, clean the compound, care for domestic animals, and help in the farm. Some people think indoor chores are for girls and outdoor ones for boys. This is not correct. Both boys and girls should take part in all types of house chores. This way, children will grow up to become useful and responsible members of the society, who are able to perform different tasks.

5. Why should both boys and girls take part in all types of house chores?

6. Which one of the following chores can be done both inside and outside the house?

- A. Making beds
- B. Cutting grass
- C. Sweeping dirt



7. The word "chores" means the same as _____.

occupation	service	work
------------	---------	------

8. What will happen if we do not take care of domestic animals?

Read the following story and then answer the questions in the spaces provided.

"Fire! Fire!" a voice tore into the night. It was clearly the voice of Javan, the boy who was all alone in their house. His parents had just rushed their baby to hospital in an ambulance leaving him to do his homework. We were neighbours. I jumped out of my bed and ran out of the house. In the darkness, I could see smoke from their house. A few people were trying to fight the fire in different ways.

"Please save her!" shouted Javan.

"Relax. We have already called the fire brigade. They are on their way here," came my father's voice. I had not realised he was here too.

"Don't let her get burnt," pleaded Javan. Everyone wondered who he was talking about.



Soon, a siren was heard, and a fire brigade lorry sped into the compound. Four fire fighters jumped off the lorry, pointed the hosepipes at the burning house and within minutes, the fire had been put out.

"Who lives here?" asked the leader of the fire fighters.

"It is our house," said Javan. "But is she safe?"

"Who?" asked several voices.

"Lola".

"Who is Lola?" my father asked impatiently.

"My new kitten," Javan replied.

Suddenly, a cat miaowed inside the house.

"Lola!" shouted Javan and he rushed in. He then came back holding a white kitten close to his chest.

"He must have knocked the paraffin lamp as I slept," Javan explained.

"Why did you leave the lamp on?" asked the fire fighter.

"I did not want Lola to be frightened by the darkness," replied Javan.

"You need to be careful next time," the leader said.

The fire fighters then left. We also went back to our beds. Javan and his kitten had ruined our sleep.

9. How did the writer know that it was Javan shouting?



10. Give one way in which the people could have been trying to fight the fire.

11. What would have happened if the fire fighters had not arrived in time?

12. Which one of the following words **best** describes the writer's father?

generous	brave	responsible
----------	-------	-------------

Read the following story and then answer the questions in the spaces provided.

Most telephone conversations are different from face-to-face ones. This is mainly because while talking on phone, we do not normally see the face of the person we are talking with, unless when making a video call. We can tell whether they are happy or not only through what they say. In a face-to-face dialogue, a smile would show friendliness, but in a telephone chat, the smile cannot be seen.



Therefore, while talking on phone, we need to be careful about the words we use. Polite words like "Please", "Excuse Me", "May I", "Thank you", "it's my pleasure" and "I beg your pardon" show that we respect and appreciate the person we are talking to on phone. We should try to use these words more frequently not only when talking on phone, but also in our face-to-face conversations.

13. How do telephone conversations differ from face-to-face ones?

14. How can we tell that one is not friendly in a telephone conversation?

15. What is the benefit of using words like "Please" and "Thank you" in a telephone conversation?



16. Give one word used in the passage that means the same as "conversation".
-
-

TASK 4: GRAMMAR

Write in each blank space the correct word from the box.

17. Lena did not come to school _____ she was feeling sick.

since	yet	although
-------	-----	----------

18. Abdi was very tired _____ he walked slowly.

so	but	nor
----	-----	-----

Fill in the blank spaces with the correct word given in the box.

19. This bag is too heavy to carry, _____ it?

isn't	is	does
-------	----	------

20. We do not go to school on weekends, _____ we?

don't	did	do
-------	-----	----

Choose a word from the box to complete each of the sentences below.

21. It is interesting to watch ducks swim _____ the river.

over	across	about
------	--------	-------



22. The monkey sat _____ a branch of a tree.

in	on	at
----	----	----

23. Our teacher told us that we will be _____ parliament next week.

visiting	visited	visit
----------	---------	-------

Choose a word from the box to complete the sentences below.

24. During the art competition, Titi drew a _____ picture than Kato.

better	good	best
--------	------	------

25. After weighing ourselves, we discovered that Juma was _____ than I.

heavy	heavier	heaviest
-------	---------	----------

26. Amida is _____ careful than her sisters.

most	very	more
------	------	------

Choose a word from the box to complete the sentences below.

27. We saw the man _____ came to our school last week.

who	which	whom
-----	-------	------

28. When the children arrived at the birthday party, they found that almost _____ had left.

everybody	anybody	nobody
-----------	---------	--------



Rewrite the following sentences according to the instructions given after each.

29. Rono carried the bag. (Begin: The bag...)

30. Grade 6 learners sang the national anthem. (Begin: The national anthem...)

TASK 5: WRITING

31. Write a composition about the day an important visitor came to your school.



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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

ENGLISH

SECTION A

Grade 6-2022

TEACHER'S COPY

TASK 1: LISTENING AND SPEAKING

Time: Approx. 15 Minutes Per Learner

Instructions to the teacher

1. The teacher informs **all learners** that the task will be a face-to-face assessment, therefore, each learner will be called into the assessment room when his/her turn comes (one after the other).
2. **Task 1** (Listening and Speaking) comprises **Part I** and **Part II**.
3. The learner should be given a seat facing the teacher.
4. At the beginning of **Task 1**, the teacher explains the expectations of the task.
5. The teacher asks the questions provided in **Task 1 Part I**
6. The teacher indicates the end of **Task 1 Part I** and introduces **Task 1 Part II**.
7. The teacher assesses and records the performance level of each learner based on the provided assessment rubric.
8. The teacher must have an assessment sheet for **Task 1** for each learner.



Part I

The teacher greets the learner. The learner responds. The teacher asks the learner to sit.

The teacher tells the learner:

“I will tell you something that happened and then ask you some questions about it.”
(Teacher repeats)

You did well in English. Your class teacher bought a story book as a present for you. ***(Teacher repeats)***

1. How did you feel when you received the book from the teacher? ***(Learner responds)***
2. Why do you think the teacher gave you the book? ***(Learner responds)***
3. Tell your class why you performed well in English. ***(Learner responds)***
4. What did you tell the teacher when he/she gave you the book? ***(Learner responds)***

Part II

The teacher tells the learner:

“Listen carefully to the passage that I am going to read, and then you will answer in English the questions I am going to ask you.”

The football match between Grade 5 and Grade 6 was played on Friday afternoon. Grade 6 were the first to score a goal. A few minutes before the match ended, Grade 5 scored two goals and won the match. ***(Teacher repeats)***



5. When was the match played? (*Learner responds*)
6. Which was the first team to score? (*Learner responds*)
7. How many goals did each team score? (*Learner responds*)
8. Which team celebrated after the match? (*Learner responds*)

TASK 2: READING ALOUD

Instructions to the teacher

1. The teacher explains to the learner the expectations of **Task 2**.
2. Every learner should be provided with a copy of the passage.
3. As the learner reads aloud, the teacher listens to the learner and times him/her **for one minute**.
4. The teacher indicates with a **stroke (/)** the point where the learner reaches in the passage at the end of one minute.
5. The teacher allows the learner to continue reading to the end of the passage.
6. The teacher underlines all the words the learner could not read correctly or had difficulty pronouncing.
7. The teacher indicates on the scoring guide the number of words the learner read correctly (*total number of words read within one minute minus the words read with errors*).
8. The teacher assesses and records the competency of the learner based on the assessment rubric provided.
9. The teacher must have an assessment sheet for each learner for **Task 2**.



The teacher says, as he/she points at the passage: *“I would like you to read this passage aloud”*.

Grade 6 pupils were going on a trip to Kongoni¹⁰ Game Park. They arrived at school early. Mr. Koko, the²⁰ class teacher, told them, “Get onto the bus quickly.”

They⁴⁰ entered the bus sat down and the driver started the⁵⁰ engine. Nobody noticed that Mr. Koko had rushed back to⁶⁰ his office.

The pupils sang excitedly as the bus travelled⁶⁰ along the dusty road leading to the game park.

At⁷⁰ the gate, they were received by the game warden.

“Welcome,”⁸⁰ the warden told them. “Where is your teacher?”

It was⁹⁰ then that they realized Mr. Koko had been left at¹⁰⁰ school.

“I thought the teacher was on the bus,” said the driver.

“I am sorry, the pupils cannot be allowed into the park without the teacher,” the warden explained.

The pupils felt very disappointed. The driver turned the bus to take them back to school. Just then, they saw a motorbike approaching from a distance. When the motorbike got to the gate, the pupils realized it was their teacher. They all shouted, “Mr. Koko!” Mr. Koko talked the warden, and the pupils were allowed into the park.

(187 words)



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

HINDU RELIGIOUS EDUCATION

(For: Regular learners, Learners with Physical Disabilities and Learners with Hearing Impairment)

Grade 6 - 2022

LEARNER'S NAME: _____ GRADE: _____

ASSESSMENT NO: _____ DATE: _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of 23 questions.
2. Answer Question 1 to 22 in the spaces provided.
3. Guidance on Question 23 will be provided by the teacher.

Time: 1 Hour (Questions 1 to 22) 2 days for Question 23

FOR OFFICIAL USE ONLY

SCORING GRID (30 scores)

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Score (s)	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Score																

Question	17	18	19	20	21	22	23
Score (s)	1	1	1	1	2	4	3
Score							

This paper consists of 5 printed pages.

Learners should check the question paper to ascertain that all the pages are printed as indicated and no questions are missing.

TURN OVER



1. Saagar learnt in his Hindu Religious Education class that all the four faiths explain Creation of the Universe differently. The faith that does not believe in *Paramatma* as the creator is _____ . (1 mark)

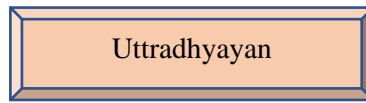
2. One of the following statements shows the similarities between Sikhism and Christianity on their beliefs on *Paramatma*. Tick the **correct** statement. (1 mark)
 - i. Paramatma lives in heaven
 - ii. Paramatma is the creator of only one universe.
 - iii. Paramatma is the provider and sustainer of all creation.

3. Choose the picture of the sacred animal that can be seen in front of *Derasars* and *Mandirs*. (1 mark)



4. Grade 5 learners went to visit a farm to buy vegetables and realised that in nature, Plants and Human Beings depend on each other.
List **one** way in which plants and human beings depend on one another. (1 mark)
-

5. Tick the box that contains the Jain Scripture that is read during *Paryushan Purva* in honour of Lord Mahavir. (1 mark)



6. The following personalities advocated for different values that are learnt from the *Ramayan*. What one of the following personalities is **correctly** matched with the value that he advocated. (1 mark)

- 7.

<u>Personality</u>	<u>Value</u>
Hanuman	Sewa
Raavan	Maryada
Lakshman	Agyakari



8. Rohini was researching on Scriptures and their teachings. She discovered that one of the Scriptures is from an epic that was based on defending *Dharma* righteously. The *Sanatan* Scripture she was referring to is _____ . (1 mark)
9. Rajesh and Rajni chant *Mantras* every morning before they go to school. The main benefit of chanting *mantras* is _____ . (1 mark)
10. Amarjit's family was to attend a prayer meeting at the place of worship shown below.



The Place of Worship is _____ . (1 mark)

11. Standard five pupils visited places of worship and came across the symbols and *mantras* shown below. Match the symbol with its **correct Mantra** (2 marks)


ॐ

Namo ari hantanam

ॐ

Satnam karta purakh

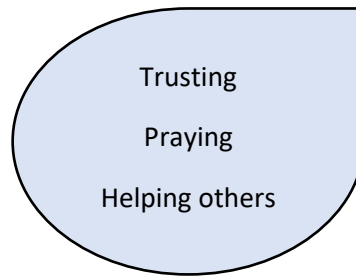
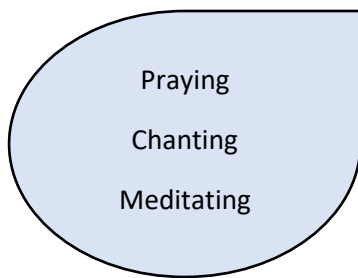
12. Grade four learners found out that their classmate is unable to go for a school trip due to lack of money. They approached their headteacher and requested to help in raising money needed for the trip. The principle demonstrated by the learners is _____ . (1 mark)
13. While watching videos on Enlightened Beings, Asha realised that there is a snake around the neck of Lord Shiva as shown in the picture below. Tick what the symbol of the snake reminds the devotees to do. (1 mark)

	Fear Lord Shiva	<input type="radio"/>
	Not fear snakes	<input type="radio"/>
	Respect all creatures	<input type="radio"/>

14. Rima saw a baby monkey who was hurt in her garden. She took it home and nursed it back to health. The principle that guided Rima is _____ . (1 mark)



15. During his travels, Guru Nanak Devji was once invited to eat at a poor carpenter's home. In the same village, lived a proud rich man. Guru Nanak was invited for a meal there too. The poor man's *rotis* oozed milk and the rich man's *roti* oozed blood. This story teaches us the principle of _____ . (1 mark)
16. Shri Krishna and Sudama were childhood friends in *Gurukul* . Shri Krishna became the King of *Dwarka* and Sudhama worked as a poor *Brahim* priest. Many years later, Sudham a went to Shri Krishna at his palace. Krishna welcomed Sudhama with open arms. This story teaches us that _____ . (1 mark)
17. Grade Six teacher noticed that Parit has been coming to school late. On enquiring, the teacher learnt that Parit's mother is unwell and Parit is helping with house chores. The teacher visited Parit at home and offered to take his mother to the hospital. The value that the teacher demonstrated is _____ . (1 mark)
18. The following balloons show ways of developing friendship with *Paramatma*. Choose the one that has the **best** ways. (1 mark)



19. Grade five learners participated in the tree planting exercise that was taking place in their locality. By doing this they were being _____ . (1 mark)
20. A resource person was invited to talk to learners on different types of *Utsavs* that are found in different faiths. Give **one** reason why you celebrate *Utsavs*. (1 mark)
21. The following are *Utsavs* that are celebrated from various faiths. Match them with their **correct** faith. (2 marks)

<u>UTSAV</u>	<u>FAITH</u>
Maha Shivratri	Sikhism
Paryushan Purva	Sanatan
Vaisakhi	Buddhism
Wesak	Jainism



22. Sonia was invited by Khilna, a Jain devotee to join them in the celebration of *Paryushan Purva*. While there _____ activities were performed. (1 mark)



- (i) A yoga instructor told the learners to perform the of *asana* shown in the picture above. What type of *asana* is it? (1 mark)

- (ii) Grade Six learners were tasked by their class teacher to be performing *asanas* every morning. What are the benefits of performing the *asana* that is given in the picture above daily? (3 marks)

PERFORMANCE TASKS:

23. The learners to use digital devices and research on *Narsimha*.

- (i) Print a picture of Narsimha coming out of a pillar. (1 mark)
- (ii) Make a short presentation about what the picture represents. (2 marks)

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

HOME SCIENCE

Grade 6 - 2022

Learner's name:Grade:

School's Name :Assessment No.....

Date:

Instructions

- a) This paper consists of **14** questions.
- b) Answer **all** the questions in the spaces provided.
- c) The teacher to record the learner's raw score as guided by the score sheet.
- d) The teacher is however expected to give the learners **feedback** in terms of **performance levels** as guided in the score sheet.

SCORE GRID

Question	Task 1 Healthy living (1-4)	Task 2 Consumer Education (5)	Task 3 Foods and Nutrition (6-12)	Task 4 Clothing and Laundry work (13 & 14)	Total Scores
Max. Score(s)	7	3	15	5	30
Learner's Score					

This paper consists of 4 printed pages.

The learner should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

Turn over



Answer all the questions.

1. A group of Grade 6 learners were talking about the physical changes that occur during adolescence. Write **two** physical changes that occur only in girls. **(2 marks)**

.....
.....

2. Your friend Kanairo’s school uniform is always dirty, and he has developed bad body smell. Write **two** good grooming habits you would advise him to practice. **(2 marks)**

.....
.....

3. Mrembo always applies too much make-up and sometimes she applies them on a dirty face. Write **two** problems Mrembo is likely to experience with this behaviour. **(2 marks)**

.....
.....

4. Keru is not feeling well and has been advised by his doctor to avoid dust, smoke or cold. Identify the non-communicable disease Keru is likely to be suffering from. **(1 mark)**

.....
.....

5. (a) Saving is the balance you are given back after paying for items bought from the shop. **True or False.** **(1 mark)**

.....

(b) “I do not need a budget for me to spend my hard earned money.” Daniela overheard her father tell his friend. Write **two** reasons you will use to convince Daniela’s father on the importance of making a budget. **(2 marks)**

.....
.....

6. Look at the food item displayed by the teacher.

(a) Identify the mineral found in the food item. **(1 mark)**

.....



(b) The following are steps that can be used to preserve the food displayed by the teacher using sun drying method. The steps are not arranged in the correct order.

- A. Spread it on a tray or a mat where there is free flow of air.
- B. Cover it with a wire net to prevent flies.
- C. Wash it thoroughly in clean water to remove dirt.
- D. Regularly turn the food as it dries.
- E. Put the dried food in a container with a tight lid.
- F. Dip the food in hot water for one minute then remove and dip in cold water for one minute.

Arrange the steps in the correct order by filling the table below with the letters representing each step. (3 marks)

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6

7. Kiki is not feeling well. She is complaining of dizziness and sometimes she faints. Her eye lids and fingernails are also pale. Write the nutritional deficiency Kiki could be suffering from. (1 mark)

.....

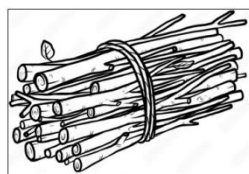
8. Grade 6 learners at Divine Mercy Junior Primary School have been asked by their teacher to prepare and preserve meat they are planning to use during a home science lesson. Write **two** hygiene measures they should observe while preserving the meat. (2 marks)

.....

9. Look at the pictures of fuels below.



A



B

Identify one cooking equipment that uses fuel A and fuel B.

A..... (1 mark)

B..... (1 mark)



10. Peter, a Grade 6 learner has been visited by his friends. He is planning to serve them lunch. Write **three** suitable foods that contain varied nutrients he can serve his friends. **(3 marks)**

.....

11. Jane observed her brother frying meat in a sufuria. He added a little water and then left it to cook over low heat for about 30 minutes in a covered sufuria.

(a) Identify the method of cooking that her brother used. **(1 mark)**

.....

(b) Write **one** safety measure that Jane’s brother must have observed while cooking the meat. **(1 mark)**

.....

12. Fatuma wants to bake a variety of foods for her sister's birthday party. Apart from baking a cake, write **one** other food she can prepare using baking method. **(1 mark)**

.....

13. Look at the needlework tools displayed by the teacher.

Write **one** way of storing each of the tools displayed after use. Fill the table below. **(2 marks)**

Tool	How to store the tool
X	
Y	

14. Grade 6 learners at Garissa Academy Primary School were told by their teacher to write the steps followed when washing a white cotton shirt. Below are some of the steps they wrote.

- STEP 1:** Empty the pockets.
- STEP 2:** Shake the shirt to remove loose dirt.
- STEP 3:** Soak the shirt in cold water for about 15 to 20 minutes.

Write the **three** steps remaining to complete the process of washing the shirt. **(3 marks)**

STEP 4: _____
STEP 5: _____
STEP 6: _____

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THE KENYA NATIONAL EXAMINATIONS COUNCIL



SCHOOL BASED ASSESSMENT

HOME SCIENCE

Grade 6 - 2022

INSTRUCTIONS TO THE HOME SCIENCE TEACHER

Read the following instructions carefully.

- (a) Home science written test has **14** structured questions.
- (b) The learners are expected to respond to all the questions.
- (c) For **question 6**, the teacher is expected to avail and display any food item rich in iron in the classroom on the day of assessment.
- (d) For **question 13**, the teacher is expected to avail and display the following in the classroom on the day of assessment.
 - (i) A pair of scissors **labeled X**
 - (ii) Hand sewing needle **labeled Y**
- (e) The teacher shall use the rubrics below to report on the learner's performance. The report should focus on specific tasks performed well by the learner, those that require improvements and give suggested remedies as guided by the learner's performance.

29 – 30	Exceeds Expectations
20 – 28	Meets Expectations
11 - 19	Approaches Expectations
0 - 10	Below Expectations

- (f) The teacher should ensure that all the learners undertake the assessment.

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THE KENYA NATIONAL EXAMINATIONS COUNCIL
GRADE 6 2022 SCHOOL BASED ASSESSMENT

Name of the School:.....Code.....

Teacher's Name:.....

HOME SCIENCE SCORE SHEET

S.N	Assessment Number	Name	SCORES			
			Task 1 Healthy living	Task 2 Consumer Education	Task 3 Foods and Nutrition	Task 4 Clothing and Laundry work
1						
2						
3						
4						
5						
6						
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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT ISLAMIC RELIGIOUS EDUCATION

(For Regular learners, Learners with Physical Disabilities
and Learners with Hearing Impairment)

Grade 6 – 2022

LEARNER'S NAME: _____ GRADE: _____

ASSESSMENT NO: _____ DATE: _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of **27** questions.
2. Answer Question 1 to **26** in the spaces provided.
3. Guidance on Question **27** will be provided by the teacher.

*Time: 1 Hour, 30 minutes (Questions 1 to 26)
10 minutes per learner for Question 27*

FOR OFFICIAL USE ONLY

SCORING GRID (30 marks)

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mark(s)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Score															

Question	16	17	18	19	20	21	22	23	24	25	26	27	Total Score
Mark(s)	1	1	1	1	1	1	1	1	1	1	1	4	30
Score													

*This paper consists of 5 pages.
Learners should check the question paper to ascertain all the
pages are printed as indicated and that no questions are missing.*

TURN OVER



1. Grade 6 learners were asked to search for verses of some selected surah from digital devices. They found the verse '*innal insaana lafi khusr*'.
The verse is from surah _____

2. During the Friday khutba, the Imam warned the politicians to avoid spreading false information about their opponents.
The surah that the imam referred to in his sermon is (*Tick one*)

<i>Al- Humaza</i>	
<i>At- Takathur</i>	
<i>Al- Qariah</i>	

3. During the IRE lesson, learners were given flash cards to sort and match verses of surah At- Takathur with their corresponding meaning.
The learner who matched the verse with the **correct** meaning is

Learner	verse	meaning
Hamza	<i>Hattaa zurtumul maqaabir</i>	<i>nay! You should come to know</i>
Juma	<i>Kallaa sawfa ta'alamun</i>	<i>until you visit the graves</i>
Malik	<i>Thumma Kallaa sawfa ta'alamun</i>	<i>again nay! You shall come to know</i>

4. In groups, Grade Six learners were tasked to discuss the lessons that they learnt from surah *Al-Qariah* and present in class.
One of the lessons that the groups presented was _____

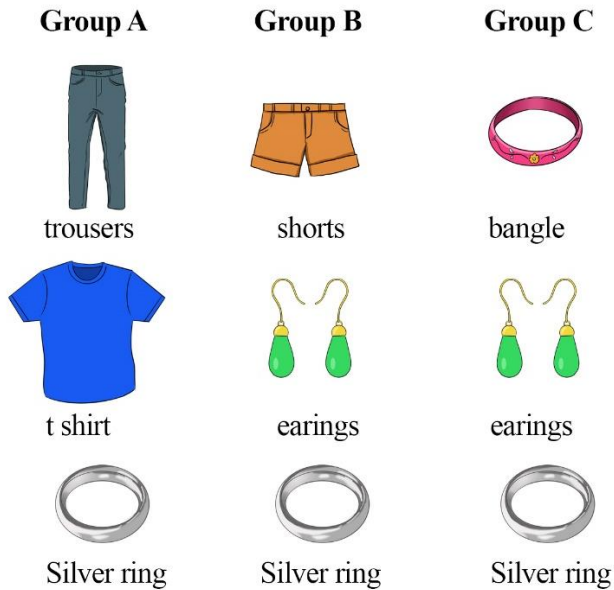
5. According to *surah Al-Asr*, Muslims can avoid being in a state of loss by _____

6. Complete the following hadith of the Prophet (P.b.u.h)
'Allah does not look at your appearance or wealth but rather He looks at your heart and



7. Grade Six learners were divided in to three groups and asked to identify clothes and accessories for men.

The group that identified the **correct** clothes and accessories for men according to the teachings of the Prophet (P.b.u.h) was



8. During the world Environmental Day, learners in Mkunguni primary school participated in a tree planting exercise.

According to the hadith of the Prophet (P.b.u.h), one way in which the learners would benefit from the tree planting exercise is by _____

9. One way in which learners can use their free time responsibly is by _____

10. During the IRE lesson, Grade Six learners were asked to list the pillars of Iman in their **correct** order.

The **second** pillar of Iman that they listed was _____

11. Salim keeps a weekly log of his day to day activities. Write one act that Salim performs which demonstrates taqwa _____

12. Najma's sister prepared very well for KCPE examination but was worried that she will not perform well. To comfort her sister, Najma should advise her to exercise (*Tick one*)

<i>taqwa</i>	
<i>tawakkul</i>	
<i>tawba</i>	



13. Walid stole Mariam's pen during break time. He regrets his action and wants to repent to Allah. For his repentance to be accepted, which condition should Walid fulfil?
-

14. Grade Six learners watched video clips on the story of Prophet Yusuf from Mr Juma's laptop. A lesson that the learners learnt from the story was _____
-

15. A Grade Five teacher prepared flash cards showing both nullifiers of wudhu and swalah. The flash card that contained only nullifiers of wudhu is _____



16. Abdalla performs a two rakaat prayer after every dhuhr prayer. This prayer is known as _____
17. During the month of Ramadhan, Grade Six learners performed taraweh and Witr prayers. How many rakaat did they perform? _____
18. Grade Five learners in your School spend their free time playing card games in exchange for money. State one way of discouraging them from the habit _____
-
19. Juma, a Grade Four learner was asked to identify categories of people who should be assisted. One of the people that he identified is _____

(Tick one)

a trader who is unable to pay his debts	
an able person who begs	
a widow who owns property	

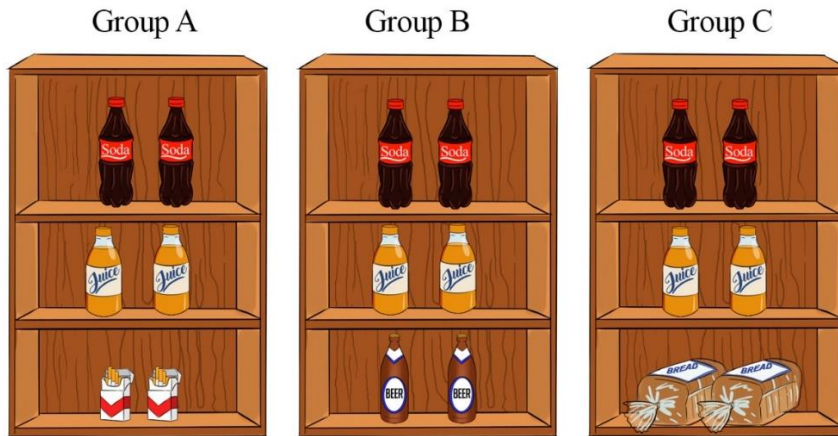
20. Who among the following Grade Four learners treated the animal in a proper way?
 Abeid- slaughtered a hen using a sharp knife
 Aisha- keeps a bird in a cage
 Abubakar- makes his donkey carry heavy loads



21. Rehema a Grade Five learner invited her classmates to her sister's wedding. One of the activities that the learners witnessed at the wedding that is un-islamic is _____
(Tick one)

men and women were eating the same food	<input type="checkbox"/>
men and women were seated together	<input type="checkbox"/>
Men and women gave gifts to the bride and groom	<input type="checkbox"/>

22. For the class project, Grade Five learners worked in groups to create a shop corner displaying different items. The group that created a shop corner which displayed halal items is



23. During the school holidays, Issa's grandparents and uncles visited their home.
State one right that Issa should accord his grandparents and uncles during their visit

24. During a Program of Pastoral Instruction (PPI) lesson, learners at Zingira Primary School watched video clips on the following events in the life of the Prophet (P.b.u.h)
- Al- Isra wal Miraj
 - Prophet's marriage to Lady Khadija
 - Call to prophethood
- The **correct** order in which the events occurred is _____

25. Ms Mariam narrated the story of the Prophet's migration to Madina, to her Grade Five learners. From the story, the learners learnt that the reason why the Prophet (P.b.u.h) migrated to Madina was _____

26. A value that Muslims learn from the role of the Ansar in settling the Muhajirun in Madina is _____

27. Learners to demonstrate how to remove najasah from a cup that had been licked by a dog. For each learner, the teacher to provide a cup, water and sand.

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

Gredi ya 6 – 2022

KISWAHILI

SEHEMU A

Zoezi la 2

Kusoma kwa Sauti

NAKALA YA MWANAFUNZI



Tausi ni ndege wa kuvutia sana. Rangi za manyoya yake huwa tofauti tofauti. Wapo tausi wenye rangi moja tu. Si ajabu kumwona tausi mweupe pepepe akitanua mabawa yake. Wapo pia tausi wenye manyoya ya rangi mseto. Tausi wengine wamejaliwa rangi nyingi mwilini. Ukiwaona utadhani kuwa unatazama upinde wa mvua. Maajabu ya maumbile!

Tausi hufikiriwa kuwa ndege mwenye maringo. Yeye hutanua mabawa yake mazuri na kuyapepeta kama njia ya kuwatumbuiza watu. Kwa kufanya hivyo, watu husema kuwa anaringa. Je, wewe unafikiri kuwa tausi ana maringo au ni hali ya maumbile tu?

Ukweli ni kuwa tausi anapendeza. Ni ndege mpole na anayetumiwa kupambia mazingira. Chakula chake ni cha ndege wa kawaida tu. Anapenda kula nafaka na wadudu. Wafugaji wengine wa tausi huwapa ndege wao chakula spesheli. Chakula hiki huwawezesha kuwa na afya. Huwafanya ndege hao kuweza kuzaana kwa wingi pia. Mimi ninapenda na kumthamini tausi. Je, wewe?



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

Gredi ya 6 – 2022

KISWAHILI

SEHEMU A

Zoezi la 1 na 2

Nakala ya Mwalimu

Tathmini hii ina kurasa 5 zilizopigwa chapa.

Geuza ukurasa

**Sehemu A inatathmini Stadi ya Kusikiliza na Kuzungumza. Inajumuisha mazoezi matatu:**

- i. Mazungumzo ya ana kwa ana
- ii. Ufahamu wa Kusikiliza
- iii. Kusoma kwa Sauti

Maagizo ya jumla

1. Mwalimu awafahamisha **wanafunzi wote** kwamba mazoezi yote katika sehemu hii yatakuwa tathmini ya ana kwa ana. Kila mwanafunzi atakuwa na zamu yake ya kutathminiwa; mmoja baada ya mwingine.
2. Mwalimu awafahamisha wanafunzi wote kwamba karatasi hii ina mazoezi matatu:
 - i. **Mazungumzo ya ana kwa ana**
 - ii. **Ufahamu wa Kusikiliza**
 - iii. **Kusoma kwa Sauti**
3. Mwanafunzi aandaliwe kiti au dawati kutazamana na mwalimu.
4. Mwalimu atangulize kila zoezi na amfahamisha mwanafunzi matarajio ya kila zoezi.
5. Mwalimu amfahamisha mwanafunzi kukamilika kwa kila zoezi.
6. Mwalimu atathmini umilisi wa mwanafunzi kwa mujibu wa mwongozo wa kutathminia pamoja na kuweka rekodi.

**ZOEZI 1A: MAZUNGUMZO YA ANA KWA ANA****Maagizo maalum**

- i. *Andaa mazingira mazuri ya tathmini kwa kumkaribisha mwanafunzi.*
- ii. *Mwamkue na kumwomba akae.*
- iii. *Jitambulisha kwake kwa kusema, 'Mimi ni mwalimu _____'.*
- iv. *Muulize jina lake.*
- v. *Anza tathmini kwa kusema,*

“Leo ningependa tuzungumze kuhusu michezo.”

1. Humu shuleni huwa mnaruhusiwa kucheza wakati wa mapumziko mafupi. Hebu nitajie mchezo ambao wewe hufurahia kucheza wakati huo.

(Mwanafunzi ajibu)

2. Ningependa unitajie sababu mbili zinazofanya uupende mchezo huo.

(Mwanafunzi ajibu)

3. Rafiki yako ana mazoea ya kubaki darasani mnapoenda nje kucheza. Naomba unieleze jinsi utakavyomshauri ili apende kushiriki katika michezo.

(Mwanafunzi ajibu)

4. Je, ni michezo gani mingine ambayo hucheza shuleni mwenu?

(Mwanafunzi ajibu)

**ZOEZI 1B: UFAHAMU WA KUSIKILIZA****Maagizo maalum**

- i. Msomee mwanafunzi kifungu kifuatacho **mara mbili**.*
- ii. Mjulishe kuwa atajibu maswali baada ya kusomewa kifungu mara ya pili.*

Siku moja mimi na sahibu wangu Dan tulikuwa tukipalilia mimea kwenye mradi wetu shuleni. Tulipiga gumzo huku tukiipinda migongo yetu.

Ghaffla bin vu, sahibu wangu Dan alipasua ukemi. Alikuwa amejikata kwenye kidole kidogo cha mguu wa kushoto! Bila kupoteza muda, nilikimbia hadi kwenye ofisi ya mwalimu wa zamu na kumuarifu kilichokuwa kimetokea. Bi Okero, aliyekuwa mwalimu wa zamu alichukua hatua mara moja. Aliwaita maskauti wapatao watatu tukaandamaa nao.

Tulipofika alipokuwa ameketi Dan, Bi Okero aliwaelekeza maskauti jinsi ya kumpatia majeruhi huduma ya kwanza. Walichukua kitambaa safi na kufunga jeraha. Damu ilipokoma kutoka waliosha lile eneo kwa maji safi yaliyotiwa chumvi. Kisha walifunga kidonda bandeji na kumpeleka Dan kwenye zahanati iliyokuwa karibu. Tangu siku hiyo niliamua kujiunga na chama cha maskauti.

5. Dan alikuwa akifanya nini alipoumia?
(Mwanafunzi ajibu)
6. Je, ni nini kinachoonyesha kwamba Bi Okero anawajibika?
(Mwanafunzi ajibu)
7. Unafikiri Dan alifanya nini baada ya kupona?
(Mwanafunzi ajibu)
8. ‘Bi Okero aliwaelekeza maskauti jinsi ya kumpatia **majeruhi** huduma ya kwanza.’ Je, **majeruhi** ni nani ?
(Mwanafunzi ajibu)



ZOEZI 2 : KUSOMA KWA SAUTI

Maagizo maalum

- i. Mfahamishe mwanafunzi matarajio ya Zoezi la Kusoma. (Zingatia mwongozo wa kutathminia Kusoma kwa sauti).
- ii. Mpe mwanafunzi nakala atakayoisoma kwa sauti.
- iii. Mwanafunzi anaposoma, sikiliza na kurekodi idadi ya maneno anayosoma kwa muda wa **dakika moja**.
- iv. Onyesha kwa mshazari (/) mahali mwanafunzi alipofikia kusoma **dakika moja** ikikamilika.
- v. Mruhusu mwanafunzi kusoma mpaka mwisho wa kifungu.
- vi. Pigia mstari maneno **yote** ambayo mwanafunzi atashindwa kuyasoma au kuyatamka vizuri.
- vii. Rekodi idadi ya maneno ambayo mwanafunzi ameweza **kusoma kwa usahihi** kwa **dakika moja**. (Baada ya kuondoa yaliyotamkwa vibaya au/na aliyoshindwa kutamka)
- viii. Rekodi viwango vya umilisi wa mwanafunzi kwa kuzingatia mwongozo uliopewa.
- ix. Hakikisha una nakala ya kurekodia tathmini hii. (Iwe na majina ya wanafunzi wote.)
- x. Ukiwa tayari kuanza tathmini, sema,
“Sasa naomba unisomee kifungu hiki kwa sauti.”

(Mwalimu amwambie mwanafunzi asome kifungu kifuatacho kwa sauti.)

Tausi ni ndege wa kuvutia sana. Rangi za manyoya yake¹⁰ huwa tofauti tofauti. Wapo tausi wenye rangi moja tu. Si ²⁰ ajabu kumwona tausi mweupe pepepe akitanua mabawa yake. Wapo pia ³⁰ tausi wenye manyoya ya rangi mseto. Tausi wengine wamejaliwa rangi ⁴⁰ nyingi mwilini. Ukiwaona utadhani kuwa unatazama upinde wa mvua. Maajabu ⁵⁰ ya maumbile!

Tausi hufikiriwa kuwa ndege mwenye maringo. Yeye hutanua ⁶⁰ mabawa yake mazuri na kuyapepeta kama njia ya kuwatumbuiza watu. ⁷⁰ Kwa kufanya hivyo, watu husema kuwa anaringa. Je, wewe unafikiri ⁸⁰ kuwa tausi ana maringo au ni hali ya maumbile tu? ⁹⁰

Ukweli ni kuwa tausi anapendeza.// ⁹⁵ Ni ndege mpole na anayetumiwa ¹⁰⁰ kupambia mazingira. Chakula chake ni cha ndege wa kawaida tu. ¹¹⁰ Anapenda kula nafaka na wadudu. Wafugaji wengine wa tausi huwapa ¹²⁰ ndege wao chakula spesheli. Chakula hiki huwawezesha kuwa na afya. ¹³⁰ Huwafanya ndege hao kuweza kuzaana kwa wingi pia. Mimi ninampenda ¹⁴⁰ na kumthamini tausi. Je, wewe? ¹⁴⁵

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

MATHEMATICS

(for Regular learners, learners with Physical disability and Hearing Impairment)

Grade 6 - 2022

LEARNER'S NAME: _____

ASSESSMENT NUMBER: _____ DATE: _____

SCHOOL NAME: _____

Instructions to the learner

1. This paper consists of **23** Questions.
2. Answer **all** the questions.
3. Show all the working in the spaces provided below each question.

FOR ASSESSORS USE ONLY

The grid below is to be filled by the teacher after marking the learner's work. During uploading, the teacher to upload the number of questions correctly scored per sub-strand given.

Strand	Sub strands	Question number	Score	Performance level
Numbers	Whole numbers, multiplication, division	1, 2, 3, 4, 5		
	Fractions and decimals	6, 7, 8, 9		
Measurement	Length, area, time and money	10, 11, 12, 13, 14, 23		
	Volume and mass	15, 16(a), 16(b), 16(c)		
Geometry, Data Handling and Algebra	Lines, angles, 3-D objects, data representation and simple equations	17, 18, 19, 20, 21, 22		

This paper has 10 printed pages

Turn Over



Answer ALL the questions in the spaces provided

1. A photocopying machine produced thirty five thousand one hundred and six copies of printed papers. Write the number of printed papers in symbols.
2. Mukami used the digits 3, 1, 5, 2, 6, 9 to form the largest and the smallest six digit numbers. What was the difference between the largest and smallest numbers formed?
3. Tom planted 1296 cabbages in rows and columns in his farm. The number of cabbages in the rows and columns were equal. How many cabbages were in each row?
4. A grocer counted 245 oranges in a carton. She had 16 similar cartons containing oranges. How many oranges were packed in all the cartons?



5. A forester donated 3918 tree seedlings to 23 schools. By rounding off each number to the nearest 10, estimate the number of tree seedlings donated to each school.

6. Ongeru cut a piece of sugarcane from the farm. He chopped the top part and remained with $\frac{5}{6}$. He gave his friend Kimutai $\frac{2}{3}$ of the piece of sugarcane. What fraction of the piece of sugarcane remained?

7. Adhiambo obtained 24 out of 30 marks in a Mathematics assessment. What was the score as a percentage?

8. An athlete ran a race in 31.589 seconds. What is the time rounded off to 2 decimal places?

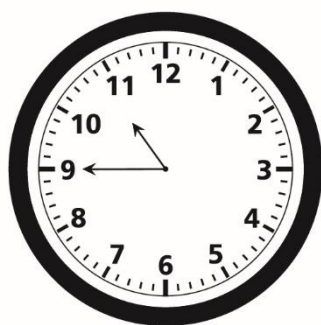


9. A butcher sold 25.148 kg of meat to a customer. He later sold 6.7905 kg of meat to another customer. How many kilograms of meat were sold altogether?
10. A carpenter had a piece of timber measuring 213 cm 5 mm long. He cut the timber into 5 equal small pieces. What was the length of each small piece?
11. Alice fetched water using a bottle. The height of the bottle was 26 cm 9 mm. What was the height of the bottle in millimetres?

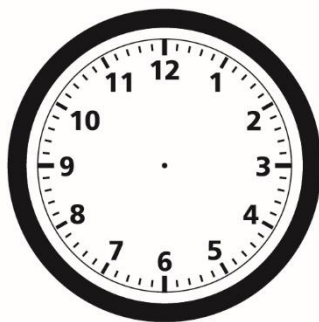


12. Juma travelled from home to his grandmother place which was 5 km 850 m away. Afterwards, he was sent to a shopping centre which was 9 km 632 m and then came back to the grandmother's place. What was the total distance covered by Juma for the whole journey?

13. A headteacher started a parents' meeting at the time shown on the clockface.



The meeting ended after 2 hours 30 minutes. Show the time that the meeting ended using this clockface.





14. The following is a price list in a shop:

Item	Price
1 bar of soap	sh 250
1 loaf of bread	sh 60
1 kg of sugar	sh 160
1 packet of tea leaves	sh 50
1 kg of rice	sh 200
1 kg of maize flour	sh 80

Auma bought the following items from the shop:

2 loaves of bread

1 kg of sugar

3 kg of rice

2 packets of tea leaves

Auma gave the shopkeeper a sh 1000 note for the items. How much money did she receive as balance?

15. Joy's dad bought a rectangular jerrican measuring 50 cm by 60 cm by 80 cm. Joy filled the jerrican with water. How many litres of water are in the jerrican?



16. A classroom was being constructed in a school. A worker in the construction site transported 4 tonnes of sand using a wheelbarrow. The wheelbarrow was used to carry 80 kg of sand in each trip.

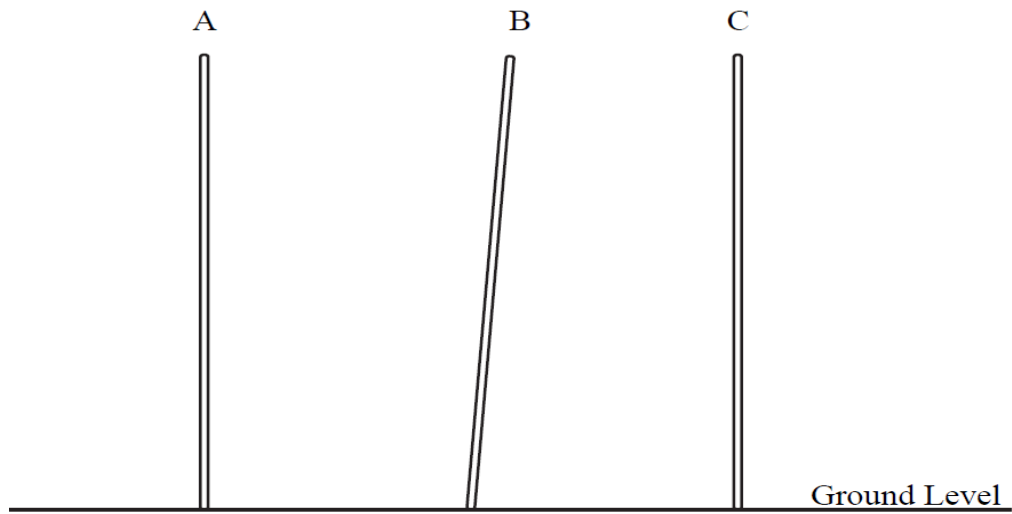
(a) What was the mass of sand in the construction site in kilograms?

(b) The worker made 29 trips on the first day. How many kilograms of sand did the worker transport on that day?

(c) How many trips were made by the worker to transport all the sand?

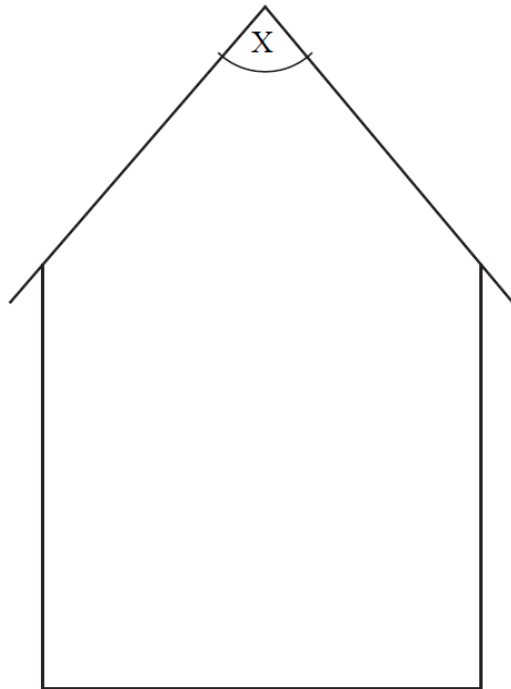


17. A boy fixed 3 pieces of timber on the ground to make a cowshed. He fixed the 3 pieces of timber A, B and C as shown:



Which two pieces of timber are parallel?

18. The figure shows the plan of one side of a house.



Using a protractor, measure the size of the angle marked X.



19. Odhiambo collected a 3-D object from the environment. The object had the following properties:
- Has 6 equal faces*
 - Has 8 corners*
 - All edges are equal*

What is the name of the 3-D object that was collected?

20. Kizito visited a farmer and collected data of animals found in the farm. He represented some of the information in the table shown.

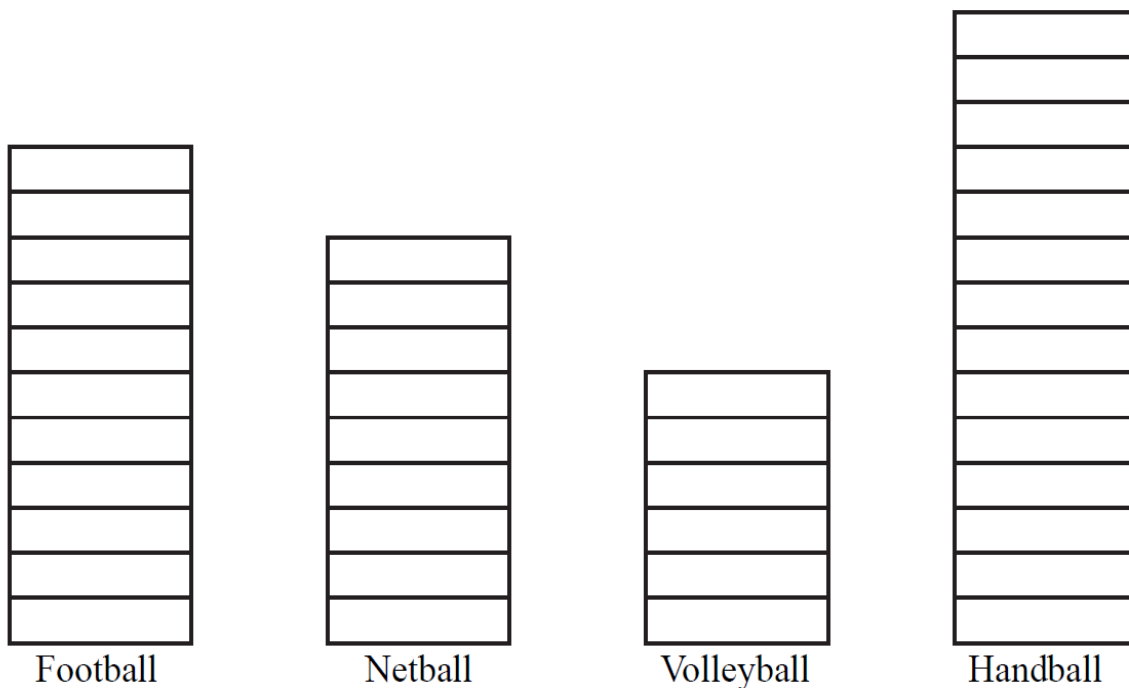
Type of animal	Tally marks	Number of animals
Camels		6
Cows	 	
Sheep		14
Goats	 	

Complete the missing information in the table.

21. Wasonga had some bottles of soda during a wedding party. He gave 72 bottles of soda to the guests and remained with 48 bottles of soda. Use letter p to represent the number of bottles of soda that Wasonga had in the beginning. Write an equation to represent the information.



22. Each learner in a class was given a matchbox. The learners were asked to pile the matchbox on their favourite game. The piles were as shown.



How many more learners chose handball than netball?

23. Your teacher has provided you with a cut out. Using a ruler, measure the base and height of the cut out in centimetres. What is the area of the cut out?

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

MUSIC

Grade 6 - 2022

(To Be Administered by The Teacher)

This paper has 3 printed pages

TURN OVER



INSTRUCTIONS TO THE TEACHER

- a) You have **two (2) weeks** for preparation and **one (1) week** for assessment of the learners.
- b) Guide each learner through the preparation phase of this task.
- c) Strictly adhere to the **Task Script** provided to prepare the learner for the assessment.
- d) Select an appropriate venue for assessing the task.
- e) Each learner should perform individually.
- f) Assess each learner on a **one-on-one** basis.
- g) Use the **Scoring Guide** provided to rate each learner.
- h) Record each learner's scores on the **Scoring Sheet** provided.
- i) Allow an assessment duration of approximately 3 minutes per learner. However, each learner should be allowed to complete the task.



ASSESSMENT TASK SCRIPT

Assessment Task:

Practical performance of a **solo folk song** lasting **1½ - 2 minutes**, observing appropriate singing technique and coordinated body movements. The performance shall incorporate suitable improvised rhythmic accompaniment, costumes, props and adornments. The messages in the folk songs should be those that promote good morals and values.

The learner is expected to:

1. Introduce the solo folk song stating the following:
 - (i) occasion in which the song is traditionally performed (1 mark)
 - (ii) community of origin (1 mark)
 - (iii) gender/ age/role of performers in traditional setting (1 mark)

2. Perform the solo folksong with:
 - (i) appropriate singing technique: suitable pitching and voice projection, and correct diction. (4 marks)
 - (ii) coordinated body movements and gestures (4 marks)
 - (iii) suitably improvised rhythmic accompaniment (4 marks)
 - (iv) suitably improvised costumes, props and adornments (4 marks)

3. Display musicianship as a solo performer in terms of confidence/ stage presence, involvement, coordinated performance, facial expressions, and artistic passion. (4 marks)

4. Describe the message in the song. (2 marks)

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

Physical and Health Education

Grade 6 – 2022

(Regular)

LEARNER'S NAME: _____

ASSESSMENT No. _____ GRADE: _____

DATE: _____

INSTRUCTIONS TO LEARNERS

1. Assessment in PHE consists of two sections: Section A and Section B.
2. Learners are required to answer **all** the questions in Section A in the spaces provided.
3. Section A is allocated **30 minutes**
4. Section B consists of two performance tasks (Task 2 and Task 3) and is assessed separately
5. Learners will be instructed by the teacher on how to perform Task 2 and Task 3 in Section B.

FOR OFFICIAL USE ONLY

Marks Grid: (For Question 1 to 10, indicate 1 for correct response and a dash (-) for the incorrect response)

Q. No.	1	2	3	4	5	6	7	8	9	10	Total marks Task 1	Total marks Task 2	Total marks Task 3
Mark (s)													
Learner's Performance Level													



SECTION A: Task 1: Written task on PHE skills and concepts (10 Marks)

Time: 30 minutes

Answer all the questions in the spaces provided

1. During an athletics lesson, Physical and Health Education teacher displayed a picture of a sprint finish technique shown below. (1 mark)

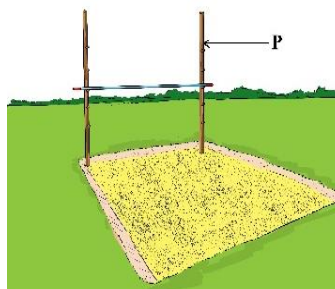


What is the name of the finishing technique? _____

2. The learner shown in the diagram below is using _____ style in high jump. (1 mark)



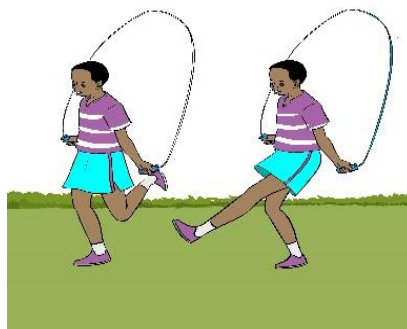
3. What is the name of the high jump equipment labelled **P** in the picture below? (1 mark)





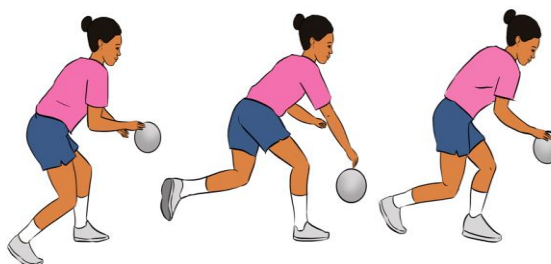
4. During a school sports day, the teacher gave the following command when starting a sprint race “**on your marks**”. What were the athletes supposed to do? (1 mark)

5. Health and fitness club members in Kazuri Primary School viewed the following picture on their digital devices during a rope work activities session.



Which rope jump technique does the picture show? (1 mark)

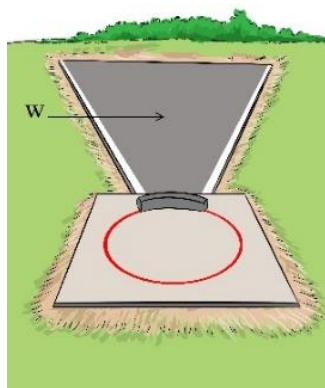
6. As Anne approached the goal area during a Handball game, she decided to _____ the ball as shown in the picture below. (1 mark)



7. The coach advised a defending player to keep hands raised when a standing shot is being made in a Handball game. Why did the coach give this advice? (1 mark)

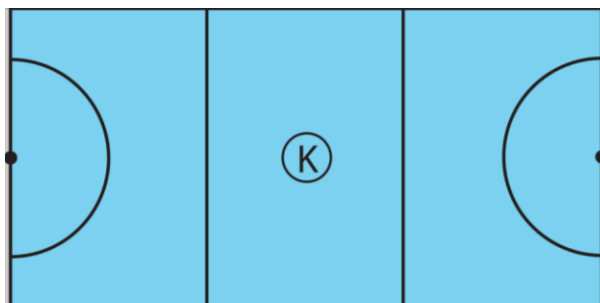


8. Grade 6 learners watched a video to learn about the shot-put throwing area. What is the name of the part marked **W** in the shot-put throwing area below? (1 mark)



-
9. During a soccer match Mohamed passed the ball to Songok who trapped it using the sole of the foot. What was the purpose of using the sole of the foot to trap the ball? (1 mark)

-
10. What is the purpose of the area marked **K** in the Netball court shown below?





**THE KENYA NATIONAL EXAMINATIONS
COUNCIL**

SCHOOL BASED ASSESSMENT

SCIENCE AND TECHNOLOGY (REGULAR, HI AND PI)

Grade 6 - 2022

LEARNER'S NAME: _____

ASSESSMENT NUMBER: _____ **DATE:** _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. *This paper consists of 14 questions.*
2. *Answer ALL the questions in the spaces provided.*

The grid below to be filled by the teacher after marking the learners' work. During uploading, the teacher to upload each learner's score per task.

Tasks	Task 1 Living Things	Task 2 Environment	Task 3 Interacting with Computing Devices	Task 4 Matter	Task 5 Force and Energy	Task 6 Project
Question Numbers	1 - 5	6 - 7	8-9	10 - 11	12 - 14	1 or 2
Max. Score	12	3	4	5	6	25
Learner's Score						

TURN OVER

Answer all the questions in the spaces provided

- During a field trip, Grade 6 learners observed that acacia trees whose bark had been eaten away by animals had dried up. State how removal of the bark caused drying of the trees. (1 mark)
-

- The pictures below show plants that were used by learners during a Science and Technology lesson.



J



K



L

Complete the table using letters **J**, **K**, and **L** to show the type of roots each of the plants has. (3 marks)

Type of root	Plants

TURN OVER



3. The pictures below show animals labeled **M** and **N** that Abdi observed during an outdoor activity.



M



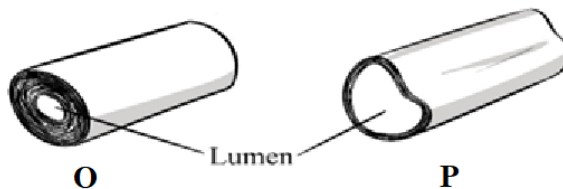
N

- a) Identify the group of the invertebrates to which animal **M** belongs. (1 mark)

- b) Write **one** characteristic that differentiates the groups of the invertebrates in which the two animals belong. (1 mark)

4. a) A hospital near your school has a critically sick patient who needs blood transfusion urgently. The patient's blood group is B –ve (negative). Identify **two** types of blood groups of the donors the hospital should be looking for. (2 marks)

- b.) The diagrams below represent an artery and a vein drawn by a Grade 6 learner.



- i. Identify the diagram that represents an artery. (1 mark)

- ii. Give a reason for the answer in (i) above. (1 mark)

5. James is a boy while Jane is a girl. They have been experiencing changes in their bodies due to adolescence. Identify **one** of the changes that is experienced by:

- a) James only (1 mark)

TURN OVER



b) Jane only

(1 mark)

-
6. The picture below was taken by Grade 6 learners to illustrate a way of conserving water at home.



Write **one** reason for conserving water as shown in the picture.

(1 mark)

-
7. Grade 6 learners took a nature walk in their school neighborhood to observe how the community conserves water. They recorded their observations as shown below.

Observation

Method of water conservation

Water used to clean vegetables was used to water the kitchen garden.

Recycling

Sewage water was treated then used for other purposes.

Reusing

Drip irrigation was used in the farms.

Reducing

Use lines to match the observation with the correct method of water conservation. (2 marks)

TURN OVER



8. The table below shows assessment scores obtained by John in various subjects entered in a spreadsheet.

	A	B
1	SUBJECT	SCORE
2	English	76
3	Science and Technology	81
4	Social Studies	67
5	TOTAL SCORE	

Write a formula that could be used to calculate the total score for the assessment. (1 mark)

9. A Grade 6 learner wants to save a spreadsheet document using the steps listed below. The steps are not arranged in the correct order.

- Click on 'save'.
- Type the name of the document.
- Click on 'save as'.
- Choose the location for saving the document.

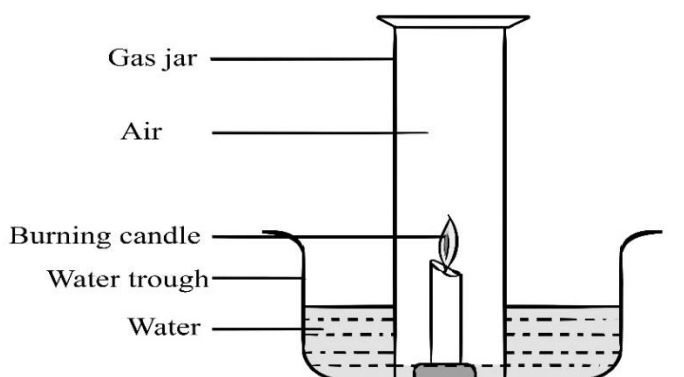
Re-arrange the steps in the correct order and fill the table below. (3 marks)

Step 1	Step 2	Step 3	Step 4

TURN OVER



10. The diagram below represents a set-up used by Grade 6 learners during a Science and Technology lesson to demonstrate that some part of air is used during burning.



After some time, the learners observed that the candle stopped burning.

a) Why did the candle stop burning? (1 mark)

b) State what happened to the water level in the gas jar. (1 mark)

c) Give a reason for the observation in (b) above. (1 mark)

d) What percentage of air in the atmosphere supports burning occupy? (1 mark)

TURN OVER

11. The pictures below show a balloon filled with air then left outside on a cold morning up to afternoon when it is hot.



Cold morning



Hot afternoon

State the reason for the change in the size of the balloon. (1 mark)

12. The picture below shows a river.



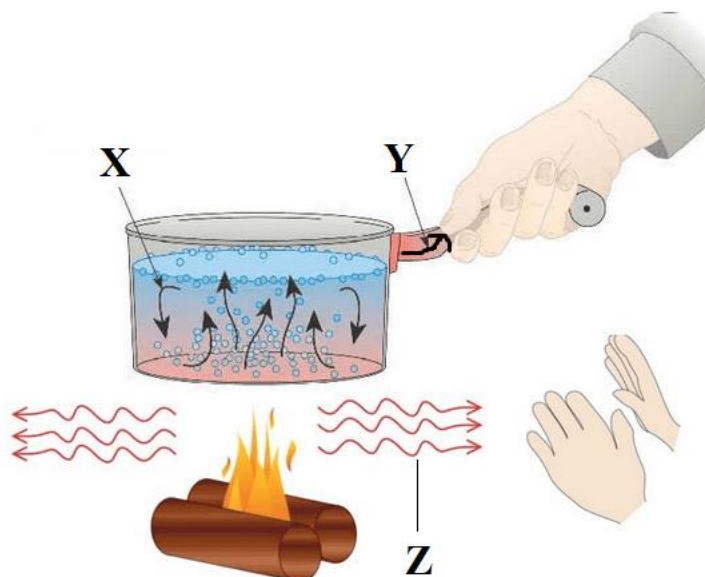
a) Identify the force that makes the water in the river to flow. (1 mark)

b) How does the force in (a) above act on objects? (1 mark)

13. Baraka's family lives near a bus station where vehicles make loud noise. State **one** measure that Baraka's family members could take to protect themselves against the effects of the loud noise. (1 mark)

TURN OVER

14. The picture below shows an activity taking place in a kitchen. The arrows labelled **X**, **Y** and **Z** represent direction of heat flow.



Use arrows to match the letters with the correct mode of heat transfer.

(3 marks)

- | | |
|----------|------------|
| X | Radiation |
| Y | Convection |
| Z | Conduction |

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

Kenyan Sign Language

Section A

(Task 1 & Task 2)

Grade 6 - 2022

LEARNER'S NAME: _____ **GRADE:** _____

ASSESSMENT NUMBER: _____ **DATE:** _____

INSTRUCTIONS TO TEACHERS

- (i) Inform all learners that the tasks will be a face-to-face assessment.
- (ii) Call learners into the assessment room when their time comes.

This paper has 5 printed pages

PAGE TURN



TASK 1 - PART 1: OBSERVING AND SIGNING

The teacher greets the learner and introduces him/herself.

Teacher asks the learner to introduce self

- (i) _____?
NAME YOUR SAME GRADE WHICH

Learner responds.

Teacher signs the context of their signed interaction /conversation.

- (ii) ME WANT SIGN ABOUT TRANSPORT DIFFERENT DIFFERENT USE
KENYA TIME TRAVEL //

_____?
ACTIVITY PICTURE THERE HAPPEN WHAT



Teacher signs:

- (iii) _____?
PEOPLE AREA THIS CHALLENGE TRANSPORT HAVE WHICH

Learner responds.

- (iv) _____?
KENYA TRANSPORT DIFFERENT DIFFERENT HAVE WHICH
Learner responds.

Teacher signs:



- (v) YOU POSSIBLE RESPOSIBILITY SHOW TIME TRAVEL HOW _____?
Learner responds.

Teacher signs:

OBSERVE PICTURE THIS //



Teacher signs:

NOW ME ASK-YOU/

- vi) INFORMATION PICTURE THERE POSSIBLE FIND WHERE _____?
Learner responds.

Teacher signs:

- vii) POSSIBLE USE HOW INFORMATION PICTURE THERE// *Learner responds.*

PART II:

Teacher signs:

DAY ONE VISITOR HOME OUR COME/ MOTHER VISITOR TELL WELCOME SAME
 STOOL GIVE// VISITOR HAPPY SAY THANK YOU// TIME SIT STOOL MISS FALL//
 MOTHER QUICK VISITOR HAND-HOLD SAME SAY SORRY// MOTHER JOHN TELL
 CHAIR BRING SAME PLACE GOOD PUT/ TREE UNDER // SAME MILK GLASS IN
 BRING //

Teacher signs:

NOW ME ASK-YOU/

- a) TIME VISITOR ARRIVE / MOTHER TELL WHAT SAME GIVE WHAT _____?



Learner responds.

b) MOTHER VISITOR TELL SORRY WHY _____? *Learner responds.*

c) JOHN CHAIR PUT WHERE _____? *Learner responds.*

The teacher indicates the end of Task 1 and introduces Task 2.

TASK 2: SIGN-READING

INSTRUCTIONS TO TEACHERS

- The teacher explains to the learner the expectations of Task 2: NOW YOU SIGN STORY THIS // (*as the teacher points*).
- The learner sign reads the entire story.
- As the learner signs the story, the teacher observes the learner and times him/her for **one** minute.
- The teacher will indicate with a tick (√) at the point where the learner reaches during the signing of the passage at the end of **one minute**
- The teacher will allow the learner to continue to the end of the passage.
- The teacher will look at the learner’s signing skills for place of articulation, hand shapes, movement, and use of facial expression and non-manual markers.
- Teacher will note all the words/concepts the learner could not sign-read correctly or had difficulty in signing.
- The teacher indicates on the scoring guide the number of words the learner sign-read correctly or had difficulty in signing.
- The teacher indicates on the scoring guide the number of words the learner sign-reads correctly (**total number of words read minus the words read with errors**).

NOTE: Each learner will have an assessment sheet for Task 2.

- The teacher assesses competency of the learner based on the provided assessment rubric and records the learner’s performance level.

(The teacher asks the learner to sign read the passage below):

YEAR 2020 ME FORGET ZERO // MONTH THREE SCHOOL OUR¹⁰ CLOSE / WHY /
DISEASE DANGEROUS KENYA ARRIVE //PRESIDENT T-V²⁰ ANNOUNCE RULE RULE
FOLLOW MUST DISEASE STOP SPREAD // PRESIDENT SAY³⁰ TRAVEL ZERO ALL
HOME STAY SAME SCHOOL ALL CLOSE//



TIME⁴⁰ HOME PROBLEM BIG BECOME /WHY/ ME SUFFER MORE / FRIEND⁵⁰ SAME
TEACHER MINE ME MISS //LEARN LEARN NOTHING FATHER MINE⁶⁰ JOB LOST /
FAMILY FOOD GET NOTHING//

BROTHER MINE TWO⁷⁰ DECIDE KITCHEN GARDEN START // THING DIFFERENT
DIFFERENT PLANT SPINACH⁸⁰/TOMATO/ DHANIA/ONION SAME PEPPER// GARDEN
MANURE ADD SAME WATER SPRINKLE ⁹⁰ CROP FAST GROW // HARVEST GOOD
SAME MUCH FAMILY FOOD¹⁰⁰ ENOUGH / OTHER SELL MONEY GET// ¹⁰⁶



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

SOCIAL STUDIES

Grade 6 - 2022

LEARNER'S NAME: _____ GRADE: _____

ASSESSMENT NUMBER: _____ DATE: _____

SCHOOL NAME: _____

INSTRUCTIONS TO LEARNERS

1. This paper consists of 12 questions.
2. Answer all the questions in the spaces provided.
3. Schools with learners with visual impairment have been provided with an adapted tool, download and Braille it at the school level.

FOR ASSESSORS USE ONLY

Question	1	2	3	4	5	6	7
Mark (s)	2	2	1	2	1	1	2
Score							

Question	8	9	10	11	12	TOTAL SCORE
Mark (s)	2	1	2	2	2	20
Score						

*This paper consists of 5 pages.
Learners should check the question paper to ascertain all the pages are printed as indicated and that no questions are missing.*

TURN OVER



1. During the class education tour, grade six learners came across the vegetation shown in the photograph above.

Identify two characteristics of the vegetation. 2 marks

2. After the lesson on preservation of culture, Mary found an old pot at home and brought it to class to add to the items in the cultural corner.

Give two ways in which her class would care for the cultural artefacts. 2 marks

3. Some Grade six learners have joined the local ‘‘ kazi kwa vijana ‘‘group in their community to take care of the local environment.

In which way are they likely to benefit from this interaction? 1 mark

4. Jeremiah, a Grade 6 Social Studies teacher has invited a clan elder to talk to the learners about the functions of a clan in the traditional community.

Which two functions of the clan could the elder have talked about? 2 marks



5. Your class has visited a farm near the school locality to learn about horticulture farming.

How is the local community likely to benefit from this farm?

1 mark

6. Tom, a Grade six learner visited his friend Juma and found him fishing in a river near his home. He took him the photograph shown below.



Which method of fishing is Juma using?

1 mark

7. Your Class teacher has provided you with a table of minerals and where they are mined.

Match each mineral with the place where it is mined.

2 marks

Mineral	Mining area
Soda Ash	Turkana
Diatomite	Athi River
limestone	Lake Magadi
petroleum	Kariandusi



8. Job, a deaf poultry farmer intends to advertise his produce using a popular means of communication in the area.

Draw a diagram of the most suitable means of communication that Job may use to reach out to many people. 2 marks

9. During the self-directed activities, Grade six learners decided to fill in the word puzzle below.

Circle one quality of a good citizen from the puzzle. 1 mark

L	S	B	A	D	I	R	O
O	I	R	D	A	I	R	G
Y	B	A	F	A	R	M	T
A	D	V	F	P	O	L	T
L	L	H	O	N	E	S	T
O	K	R	U	G	A	N	T

10. Grade five learners were asked to gather information on traditional leaders in Kenya. One learner was told by the grandfather about Kivoi wa Mwendwa.

Give **two** contributions of chief Kivoi that the learner learnt? 2 marks

11. Your school has planned a world Human Rights Day. You have asked to present a short poem on respect for human rights.

Write two ways of promoting respect for human rights that you will put in the poem. 2 marks



12. The diagram below represents the composition of the judiciary in Kenya.

Fill in the empty branches the missing members of the judiciary.

2 marks

