

K.J.S.E.A Sample Paper Twos

Scoring Guide

General instructions to examiners

1. Award marks only for correct, relevant and sequential responses.
2. Award marks independently for each criterion.
3. Where alternatives are given, award marks for any correct response.
4. Observe the learner throughout the practical session and award marks according to performance.

Assessment notes for teacher

1. Assessment should be continuous throughout the planning and practical sessions, not a one-off event.
2. Use multiple assessment tools such as direct observation, learner explanations, photographs or videos, project journals and written or oral reflections.
3. Award marks strictly according to the indicators shown; part-marks may be given where an indicator is partially met.
4. Emphasise skill development, safety practices and proper care of tools, equipment and protective wear throughout every task.
5. Ensure learners work individually or in groups as specified in each sample paper's instructions.

Practical Assessment Score Sheet

Centre Name: Centre No.:

Assessment Number	Learner's Name	Sample Paper Used	Planning marks	Practical marks

Teacher's Name: TSC No.: Signature:

Head Teacher: TSC No.: Signature:

Official Rubber Stamp

Date:

Sample paper I

Task I: Controlling Soil Pollution and conserving soil fertility in the community

Expected time: 2½ Hours / Total: 30 marks

Planning session – 15 marks

Criterion	Indicators	Marks
Identification of soil pollutants	Correctly identifies the soil pollutants present in the affected area.	1
Removal methods and importance	States an appropriate method of safely removing the identified pollutants and explains the reason for restoring soil fertility.	3
Identification of human activities causing pollution	Identifies at least three relevant human activities that contribute to soil pollution in the school environment.	3
Identification of tools, equipment and protective wear.	Correctly identifies the tools, equipment and protective wear required for safely handling and controlling soil pollution.	3
Preparing a step-by-step procedure	Prepares a clear, logically sequenced procedure showing how to remove and sort pollutants, dispose of waste appropriately and restore soil fertility in the affected area.	5
Total		15

Practical Session – 15 marks

Criterion	Indicators	Marks
Removal and sorting of pollutants.	Safely removes surface and buried pollutants and sorts them into the appropriate waste categories.	5
Application of organic manure.	Applies organic manure uniformly on the designated plot to restore soil fertility.	4
Observing safety practices	Observes appropriate safety practices throughout the activity.	3
Care of tools and equipment	Cleans, dries and stores all tools, equipment and protective wear appropriately after use.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15	12	8	4
Practical session	15	12	8	4
Grand total	30	24	17	8

Task 2: Laundering loose coloured clothes

Expected time: 2 Hours / Total: 25 marks

Planning session – 10 marks

Criterion	Indicators	Marks
Interpretation of care label.	Correctly states the meaning of the care instructions provided on the garment label.	2
Reason for washing separately.	Explains why the loose coloured garment should be washed separately from light-coloured clothes.	2
Identification of materials.	Correctly identifies the equipment and materials required for laundering the garment.	2
Preparation of laundering procedure.	Prepares a clear, logical step-by-step procedure showing the correct washing, rinsing, drying and finishing of the garment.	4
Total		10

Practical Session – 15 marks

Criterion	Indicators	Marks
Sorting the garment.	Correctly sorts the loose coloured garment before washing according to the care instructions.	2
Washing the garment.	Washes the garment using the correct laundering method and appropriate detergent while observing the care label instructions.	4
Rinsing and drying.	Rinses thoroughly and dries the garment using the appropriate method according to the care label.	3
Finishing the garment	Irons the garment correctly, observing the care label instructions, and airing the garment before storage.	3
Care of equipment and materials.	Cleans, dries and stores all equipment and materials appropriately after use.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	10	8	5	2
Practical session	15	12	8	4
Grand total	25	20	13	6

Sample paper 2

Task 1: Crop establishment and management

Project duration: 2½ / Total: 30 marks

Planning session: 10 marks

Criterion	Indicators	Marks
Identification of the most suitable type of tilth for the vegetable crop (Kales).	Correct type of tilth identified as fine tilth.	1
	Correct reason given as small-sized seeds that require fine tilth for proper germination.	1
Identification of the most suitable planting method for the vegetable crop (Kales).	Most suitable planting method identified as drilling in furrows or broadcasting.	1
	Drilling or broadcasting given as the best methods of planting small-sized seeds for proper germination.	1
Listing the tools and equipment required for establishing the vegetable plot.	Correct items identified as follows: Kale seeds, compost manure, protective clothing (gumboots, gloves), jembes or hoes, panga or slasher and a rake.	2
Preparing a step-by-step procedure.	For correctly mentioning the sequence below: 1. Wear protective clothing. 2. Identify, measure and mark the planting site. 3. Clear vegetation using suitable tools such as a slasher. 4. Dig the soil to the required depth and remove stones and stumps.	4

	5. Break soil lumps into fine particles. 6. Level the soil using a rake. 7. Make planting holes or furrows at the correct spacing and depth. 8. Apply manure in the holes or furrows. 9. Plant kale seeds using drilling or broadcasting method. 10. Cover the seeds lightly with soil.	
Total		10

Practical session: 20 marks

Criterion	Indicators	Marks
Preparing the seedbed following the correct procedure.	For following the correct procedure sequentially to prepare the seedbed	9
Establishing the vegetable crop using the appropriate spacing, depth and planting method.	Making planting holes or furrows at the correct spacing and depth; Applying manure in the holes or furrows; Planting kale seeds using drilling or broadcasting method; Covering the seeds lightly with soil.	5
Maintaining the recommended spacing and planting depth.	The recommended spacing is maintained throughout the plot. The recommended depth is maintained throughout the plot.	2
Firming the soil around the planted seeds or seedlings where necessary.	If all the planted seeds are covered with light soil or soil is firmed around the planted seedlings.	1
Watering the crop appropriately after planting.	For appropriate watering of the crop after planting.	1
Observing appropriate safety practices throughout the activity.	Safety practices appropriately observed throughout the activity when working with tools to avoid injuries to self and others.	1
Cleaning drying and storing all tools and equipment after use.	For appropriately cleaning, drying and storing all tools and equipment.	1

Total		20
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Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	10	8	5	2
Practical session	20	15	10	5
Grand total	30	23	15	7

Task 2: Conserving food nutrients]

Expected time: 2½ Hours/ Total: 25 marks

Planning session: 10 marks

Criterion	Indicators	Marks
Identification of the vegetable to be prepared.	Correctly identifies the vegetable.	1
Comparison and selection of the most suitable cooking method.	Correctly compares boiling and steaming. Correctly selects steaming and gives two valid reasons for the choice.	4
Listing the tools and equipment required.	Correct items identified as follows: saucepan with lid or steamer, knife, chopping board, colander/sieve, serving spoon, bowl and heat source.	2
Preparing a step-by-step procedure.	For correctly mentioning the sequence below: • Select fresh vegetables and wash them under running water before cutting. • Remove damaged leaves and chop the spinach into medium-sized pieces. • Put a small amount of water in a saucepan and bring it to the boil.	3

	- Place the spinach in a steamer or above the boiling water and cover with a lid. - Steam for 3–5 minutes until just tender. - Remove from heat immediately and serve while hot using clean serving utensils.	
Total		10

Practical session: 15 marks

	Criterion	Marks
1.	Prepared the selected vegetable by washing before cutting.	2
2.	Avoided excessive peeling, soaking or chopping to minimise nutrient loss.	1
3.	Cooked the vegetable while conserving its nutrients by: (a) using the appropriate cooking method. (b) cooking for the recommended time to avoid overcooking. (c) covering the cooking utensil where appropriate to reduce nutrient loss.	2 2 1
4.	Served the cooked vegetable using appropriate serving utensils and clean serving dishes.	2
5.	Observed good personal hygiene, food safety and kitchen safety practices throughout the activity.	2
6.	Cleaned, dried and stored all tools and equipment after use.	2
7.	Cleaned the working area after completing the task.	1
	TOTAL	15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	10	8	5	2
Practical session	15	12	8	4
Grand total	25	20	13	6

Sample paper 3

Task 1: Crop management practices

Expected time: 2½ Hours/ Total: 25 marks

Planning session: 10 marks

Criterion	Indicators	Marks
Identifying the crop management practices required in the kitchen garden.	Identifying the correct crop management practice such as thinning, gapping and weeding.	2
Listing the tools required to carry out the management practices.	Correct item identified as follows: Protective clothing (gumboots, gloves), garden trowel, jembes or hoes, panga or slasher and watering can.	2
Writing the procedure to carry out the crop management practices safely and effectively.	A maximum of 2 marks each for thinning, gapping and weeding. Carrying out thinning: 11. Identify a crop field with overcrowded seedlings. 12. Put on protective clothing. 13. Water the soil before uprooting where necessary to reduce root damage. 14. Uproot excess seedlings to maintain correct spacing. Remove weak, diseased and stunted seedlings first. Retain strong, healthy and	6

	well-spaced plants. Ensure the remaining plant roots are not disturbed. 15. Clean tools after use and maintain hygiene. Carrying out gapping: • Identify empty spaces in a crop field caused by poor germination or seedling death. • Put on protective clothing. • Replace missing plants using healthy seedlings or viable seeds. Maintain original planting spacing. Use seedlings removed during thinning where appropriate. Ensure replacement plants are of similar growth stage for uniformity. Avoid disturbing existing crops during replacement. • Clean and store tools properly after use. Carrying out weeding by slashing: • Identify a weed-infested crop field. • Use a slasher or panga to remove weeds at ground level. Ensure weeds are cut before flowering to prevent seed dispersal. • Leave the weeds between rows to decompose and improve soil fertility. • Clean and store tools after use. Carrying out weeding by tilling: • Identify weeds in a crop field. • Use a hoe or jembe to loosen soil and uproot weeds. Ensure existing crop roots are not exposed or damaged. Control weed regrowth by removing roots effectively. • Spread weeds between rows to decompose.	
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	• Clean and store tools properly after use. Carrying out weeding by uprooting: 1. Identify weeds in closely spaced crops. 2. Pull weeds out manually. Water the soil to ease uprooting. 3. Remove weeds without disturbing existing crop roots. 4. Dispose weeds between rows for decomposition. 5. Wash your hands after the work.	
Total		10

Practical session: 15 marks

Criterion	Indicators	Marks
Thinning the overcrowded seedlings.	Carried out correct thinning and maintained the recommended spacing.	3
Carrying out gapping.	Carried out correct gapping and maintained the recommended spacing.	3
Weeding the crop using the most appropriate method.	For correct choice of an appropriate method of weeding, explanation for its suitability and correct execution of the chosen method.	4
Carrying out earthing up on the crop.	For carrying out earthing up on the crop by heaping soil firmly around the base of the plant without covering the growing point.	3
Observing appropriate safety practices throughout the activity.	Safety practices appropriately observed throughout the activity when working with tools to avoid injuries to self and others.	1
Cleaning, drying and storing all tools and equipment after use.	For appropriately cleaning, drying and storing all tools and equipment.	1
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	10	8	5	2
Practical session	15	12	8	4
Grand total	25	20	13	6

Task 2: Constructing a framed suspended garden

Project duration: 9 Days / Total: 30 marks

Planning Session: Day 1 and 2 – 15 marks

Criterion	Indicators	Marks
Site identification.	Identifies a suitable site within the school compound.	2
Drawing a labelled sketch.	Draws a labelled sketch clearly showing the frame, containers and crop arrangement, and the location of the garden.	3
Preparing a work plan.	Prepares a simple, clear work plan showing the activities to be carried out each day, recorded in the project journal.	2
Gathering tools and inspecting the required materials.	Gathers and inspects all the required materials and tools needed for the project.	4
Pre-establishment preparations.	Clearly describes two relevant preparations to be carried out before establishing the crops.	4
Total		15

Practical Session: Day 3 to 9 – 15 marks

Criterion	Indicators	Marks
Site selection and frame construction.	Constructs the framed structure at the selected site using suitable wood or metal; the frame is stable, strong enough to support the weight of filled containers, of correct dimensions, with secure joints, neat workmanship and uses tools safely.	5
Container preparation.	Makes adequate and correctly positioned drainage holes; fills containers with the pre-	2

	mixed soil and manure in the correct ratio, evenly and completely.	
Arrangement of containers and crop establishment.	Arranges containers securely on the framed structure; establishes the selected crops correctly with appropriate spacing.	1
Care practices.	Carries out regular, adequate watering; weeding; pest and disease control and timely replacement of dead seedlings where necessary.	4
Monitoring and repairs.	Monitors crop growth and the condition of the frame throughout the project; identifies and carries out necessary repairs on the structure.	1½
Writing and submission of reports.	Submits a complete project report, journal and design sketches; overall neatness and completeness of documentation.	1½
Total		15

Scoring Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Planning Session: Day 1 and 2	15	12	8	4
Practical Session: Day 3 to 9	15	12	8	4
Grand total	30	24	16	8

Task 3: Making homemade soap using natural ingredients

Project duration: 1 week/Total: 30 marks

	Criterion	Indicators	Marks
1.	Planning session	Identifies and lists appropriate and adequate materials, equipment and ingredients used in making homemade soap.	2
2		Lists at least five safety precautions to observe when making homemade soap.	5
3		Writes the correct procedure showing the steps of making homemade soap safely.	8
1.	Practical session	Assemble all the materials, equipment and ingredients.	1
2.		Measure the ingredients accurately.	2
3.		Prepare and make lye following the correct procedure.	3
4.		Make the soap following the correct procedure.	3

5.		Pour the soap into suitable moulds or containers and allow it to set for a few days.	3
6.		Remove the soap from the moulds and trim or shape if necessary.	2
7.		Clean the materials and equipment used, dry and store appropriately.	1
		Total	30

Scoring Rubrics

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15 Makes accurate, well detailed and organised notes.	12 Makes clear and relevant notes.	8 Makes relevant but incomplete notes.	5 Makes some notes that are not clear.
	6 Assembles all the appropriate materials and equipment, measures the ingredients accurately and makes lye following the correct procedure.	5 Assembles materials and equipment, measures the ingredients and makes lye following the correct procedure.	3 Assembles some materials and equipment, does not measure ingredients and makes lye without following the correct procedure.	2 Assembles a few materials and equipment, does not measure ingredients and is not able to makes lye following the correct procedure.
Practical session	15 Accurately makes the soap following the correct procedure, pours the soap into suitable moulds, allows it to set, trims or shape it, cleans, dries and stores the materials and equipment used appropriately.	13 Makes the soap following the correct procedure, pours the soap into suitable moulds, allows it to set, trims or shape it, cleans, dries and stores the materials and equipment used appropriately.	8 Makes the soap following the correct procedure, Does not use suitable moulds, does not allow it to set properly. Trims or shapes it, cleans, dries and stores the materials and equipment used appropriately.	6 Makes the soap without following the correct procedure, Does not use suitable moulds, does not allow it to set properly, does not trim or shape it.

Sample paper 4

Task 1: Planting trees to conserve the environment

Expected time: 2½ Hours / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Identification of the tree seedling to be planted.	Correctly identifies the type of tree seedling to be planted.	1
Selection of a suitable planting site.	Selects a suitable site with appropriate characteristics such as adequate space, well-drained soil and sufficient sunlight.	1
Reasons for planting the selected tree seedling.	Correctly states any three reasons for planting the selected tree seedling such as provides shade, source of timber/firewood/fruits, windbreak, beautification, medicinal value, fodder.	3
Ways trees conserve the environment.	Correctly states any three ways trees conserve the environment such as prevent soil erosion, improve air quality, conserve water, provide wildlife habitat, reduce global warming, improve biodiversity.	3
Listing the tools, equipment and materials required.	Correct items identified as follows: tree seedling, organic manure, watering can, spade or jembe, mulch, tape measure or pegs and protective clothing (gumboots and gloves).	3
Preparing a step-by-step procedure.	For correctly mentioning the sequence below: • Wear appropriate protective clothing. • Select and prepare the planting site by clearing weeds and debris. • Dig a planting hole of the recommended size. • Mix topsoil with organic manure and return some of the mixture into the hole. • Remove the seedling carefully from the container without damaging the roots. • Place the seedling upright in the centre of the hole. • Fill the hole with soil and firm it gently around the seedling. • Water the seedling. • Apply mulch around the seedling, leaving space around the stem.	4

	Protect the seedling, if necessary, by fencing or shading.	
Total		15

Practical Session – 15 marks

Criterion	Indicators	Marks
Preparation of the planting site.	Correctly clears the site, digs the planting hole and mixes topsoil with organic manure.	4
Planting the tree seedling.	Correctly plants the seedling upright, handles the roots carefully, firms the soil and waters immediately after planting.	5
Carrying out management practices.	Correctly applies mulch and carries out appropriate management practices such as watering, shading or fencing where necessary.	3
Care of tools and equipment.	Cleans, dries and stores all tools, equipment and protective wear appropriately after use.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15	12	8	4
Practical session	15	12	8	4
Grand total	30	24	16	8

Task 2: Knitting a simple bookmark

Expected time: 2½ Hours/Total: 30 marks

Planning session: 15 marks

1. Type of yarn (1 mark)

Cotton yarn or acrylic yarn because it is durable, lies flat and does not stretch out of shape easily when used in a book.

2. Three safety precautions (3 marks)

- Sit with good posture in a well-lit area to avoid straining your eyes and back.
- Keep the needles points away from your face and eyes to prevent accidental punctures.
- Store tools safely in a container when taking a break so others do not step on them.

3. Materials and tools (4 marks)

- Knitting needles: One pair of medium-sized needles (e.g., size 4.0 mm).
- Yarn: One small ball of cotton or acrylic yarn.
- Scissors: To cut the yarn neatly when finishing the work.

- Tape measure: To check the dimensions of the bookmark during the process.
- Darning needle: To weave in loose yarn ends securely at the end.

4. Procedure (7 marks)

- Cast on 10 to 12 stitches onto one needle.
- Knit every stitch across the first row using the knit stitch.
- Turn the work and continue knitting every row to maintain a flat, non-curling texture.
- Check the length regularly with your tape measure until the article reaches roughly 6 to 7 inches.
- Cast off all stitches loosely once the desired length is reached to secure the edge.
- Cut the yarn tail leaving a short 4-inch length, then pull it through the final loop.
- Weave in all remaining loose tails into the body of the bookmark using the darning needle.

Practical session: 15 marks

Criterion	Marks
Assemble the required materials and tools.	1
Cast on the required number of stitches correctly.	2
Knit the bookmark using the appropriate knitting technique while maintaining even tension throughout.	4
Cast off neatly to secure the finished work.	2
Trim any loose ends and present the finished article.	2
Observe appropriate safety practices throughout the activity.	2
Quality of finished bookmark with even tension.	2
Total	15

Sample paper 5

Task 1: Preparing animal products for various purposes

Project duration: 2½ Hours/Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Identification of the animal product to be prepared.	Correctly identifies one animal product to be prepared (eggs or honey).	1
Reasons for choosing the animal product.	Correctly states three reasons for choosing the selected animal product. Eggs: Easily available, nutritious, high market demand, easy to prepare, easy to store, generates income. Honey: Long shelf life, high nutritional/medicinal value, good market demand, easy to package, generates income.	3
Purposes of preparing the animal product.	Correctly states three purposes of preparing the selected animal product (home consumption, storage, sale, value addition, reducing spoilage, improving quality, maintaining hygiene and safety).	3
Listing the tools, equipment and materials required.	Correct items identified as follows: Eggs: Basin, clean water, soft cloth, egg tray/carton, packaging materials, gloves. Honey: Strainer/sieve, funnel, food-grade container, clean bottle, lid, gloves, clean cloth.	3
Preparing a step-by-step procedure.	Eggs • Assemble tools and materials. • Clean eggs using the appropriate method. • Inspect for cracks and defects. • Sort and grade according to size and quality. • Package and store correctly. OR Honey • Assemble tools and materials. • Crush and strain the honey combs. • Fill into clean, dry containers. • Seal and label appropriately.	5
Total		15

Practical session: 15 marks

Criterion	Indicators	Marks
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Assembly of tools, equipment and materials.	Correctly assembles all necessary materials and organises the work station appropriately.	3
Preparation of the animal product.	Correctly cleans, inspects, sorts, grades, packages and stores the eggs. OR Correctly strains, removes impurities, fills containers, seals, packages and arranges for storage.	6
Observing hygiene and safety practices.	Maintains personal hygiene, handles equipment safely and protects the product from contamination throughout the activity.	3
Quality of the final product.	Final product is clean, neatly packaged and sealed where applicable and is suitable for home use, storage or sale.	3
Total		15

Scoring Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Planning session	Detailed, accurate plan with logical sequence and correct tools.	Complete plan with minor omissions.	Incomplete plan requiring guidance.	Minimal planning with many errors.
Practical session	Performs independently, hygienically and accurately, produces excellent quality product.	Performs correctly with few errors; product acceptable.	Performs with assistance; product of fair quality.	Unable to complete procedure correctly; poor quality product.

Task 2:

(a) Construct a fold for rearing poultry

(b) Rear poultry in a fold

Project duration: 2½ Hours/Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
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Identification of the type of poultry suitable for rearing in the fold.	Correctly identifies a suitable type of poultry such as chicken (layers or broilers), ducks, turkeys or quails.	1
Advantages of rearing poultry in a fold.	Correctly states three advantages of rearing poultry in a fold (protects poultry from predators, prevents theft, reduces disease spread, makes feeding and watering easier, facilitates cleaning and egg collection, provides shelter and improves management).	3
Features of a good poultry fold.	Correctly states three features of a good poultry fold (well ventilated, secure from predators, waterproof roof, adequate lighting, easy to clean, proper drainage, spacious, wire mesh sides, good access door).	3
Listing the tools, equipment and materials required.	Correct items identified as follows: timber, nails, chicken wire mesh, roofing materials, hammer, saw, tape measure, pliers, feeders, waterers, bedding materials (wood shavings/sawdust), feed, water and disinfectant.	3
Preparing a step-by-step procedure.	For correctly mentioning the sequence below: • Assemble the required tools, equipment and materials. • Measure and mark the construction site. • Construct the framework and attach the wire mesh securely on the run section. • Install feeders, drinkers and bedding before introducing the poultry.	5
Total		15

Practical session: 15 marks

Criterion	Indicators	Marks
Construction of the poultry fold.	Constructs a strong fold and demonstrates safe workmanship throughout the construction.	5
Preparation of the fold for use.	Correctly installs feeders and drinkers, provides suitable bedding and cleans and disinfects the fold where necessary before use.	3
Inspection of the completed fold.	Fold is secure and predator-proof, clean and suitable for poultry rearing.	2
Placement of poultry in the fold.	Handles the poultry carefully without causing injury and places them correctly into the prepared fold.	2
Poultry management practices.	Correctly feeds and waters the poultry, maintains hygiene and sanitation and observes the poultry for health, comfort and welfare.	3

Total		15
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Sample paper 6

Task 1: Constructing a water retention ditch

Project duration: 1 Week / Total: 30 marks

Planning Session: Day 1 – 15 marks

Criterion	Indicators	Marks
Site identification.	Identifies a suitable site in the school land for constructing the water retention ditch.	2
Identification of tools and materials needed.	Lists appropriate tools and materials needed for construction.	3
Drafting a step-by-step procedure.	Clearly describes the procedure to measure, dig and complete the water retention ditch, in a logical and complete sequence.	5
Selecting a suitable crop.	Selects three suitable crops ideal for planting in the established retention structures.	3
Assigning duties.	Fairly assigns duties for maintaining the completed water retention ditch.	2
Total		15

Practical Session: Day 2 to 5 – 15 marks

Criterion	Indicators	Marks
Measuring and marking the contour.	Accurately measures and marks the contour line using pegs and string.	3
Digging the ditch.	Digs the ditch to the recommended depth and width; correctly aligned along the contour; neatly excavated.	4
Forming the ridge.	Heaps soil on the downhill side to form a ridge; the ridge is stable and well-formed.	3
Compacting the sides and planting grass.	Compacts the sides of the ditch; plants grass on the ridge to prevent soil erosion.	2
Testing the ditch and writing a report.	Tests the effectiveness of the ditch by pouring water and observing the flow; records observations; prepares a brief report with labelled sketches.	3
Total		15

Scoring Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Planning Session: Day 1	15	12	8	4
Practical Session: Day 2 to 5	15	12	8	4
Grand total	30	24	17	8

Task 2: Harvesting and storing water for domestic use

Planning session: 15 marks

Criterion	Indicators	Marks
Method identification	Correctly identifies an appropriate water harvesting and storage method (For example, runoff harvesting into a shallow water pan/pond).	1
Importance of water conservation	Explains three reasons for harvesting and storing water in school (Ensuring a reliable water supply, reducing school water bills, promoting environmental conservation/preventing erosion).	3
Knowledge of methods	States three alternative methods used for harvesting and storing water (roof rainwater harvesting, surface runoff harvesting, rock catchment harvesting). Three methods of storing water (tanks, water pans, dams, ponds)	3
4. Resource identification	Lists appropriate tools, equipment, and materials needed: Excavation tools (jembes, spades), Lining/conveyance materials (dam liner/polythene sheet, pipes), Storage containers (clean jerrycans, small tanks with lids).	3

5. Procedural planning	Outlines a logical, step-by-step sequence for harvesting and storing water for domestic use. • Site selection and clearing. • Excavation of the shallow pan/pond • Directing water into the structures. • Filtering/safe collection mechanism. • Transferring to covered storage containers.	5
Sub total		15

Practical session: 15 marks

Criterion	Indicators	Marks
Water harvesting technique	Prepares of a shallow water pan/pond. Correctly redirects and captures surface runoff/rainwater into the structure.	4
Safe transfer and contamination control	Demonstrates clean transfer methods (using clean jugs/pipes). Prevents debris, soil or dirty runoff from mixing during transfer.	4
Safety, covering and storage	Uses suitable containers. Securely covers containers to prevent breeding of mosquitoes/contamination. Properly stores the water in an appropriate designated school storage area.	4
Tool Safety and site clearing	Uses tools correctly and safely. Cleans tools and restores/clears up the workspace after the practical session.	3
Sub total		15

Scoring Rubric

Assessment Strand	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session (15 marks)	14 – 15 marks: Comprehensive, highly logical steps outlined; precise resource mapping and deep understanding of water conservation.	11 – 13 marks: Complete answers provided; steps follow a logical sequence with appropriate tool selection.	7 – 10 marks: Incomplete tool list or missing steps in the procedure; partial understanding of conservation values.	0 – 6 marks: Major gaps in the procedure; fails to identify correct tools or standard harvesting methods.
Practical session (15 marks)	14 – 15 marks: Flawless execution of pond building; exceptionally hygienic handling, secure storage, and pristine tool maintenance.	11 – 13 marks: Successfully constructs the pan and collects water safely; covers containers tightly and cleans up work station.	7 – 10 marks: Water harvested, but minor contamination observed during transfer or containers left loosely covered.	0 – 6 marks: Fails to construct a working setup or harvest water safely; unhygienic practices or careless tool handling.

Task 3: Preserving milk

Expected time: 2½ Hours

Planning session: 1 Hour

Criterion	Indicators	Marks
Identification of the milk preservation method.	Correctly identifies the milk preservation method as boiling.	2
Identification of hygiene practices.	Correctly states three hygiene practices to be observed while preserving milk (wash hands thoroughly with soap and clean water before handling the milk; use clean, dry utensils and a sterilised storage container; cover the milk after heating to prevent contamination).	3
Identification of safety precautions.	Correctly states three safety precautions to be observed while preserving milk (handle the hot saucepan carefully to avoid burns; use a dry cloth or pot holder when lifting the hot saucepan; switch off the heat source after use and keep the work area dry to prevent accidents).	3
Preparing a step-by-step procedure.	- Wash hands and ensure all utensils and the storage container are clean and dry. - Pour the fresh milk into a clean saucepan.	7

	• Heat the milk and bring it to boiling without allowing it to boil vigorously, stirring gently. • Lower the heat and let the milk boil for about one minute. • Remove the milk from the heat immediately. • Allow the milk to cool. • Pour the cooled milk into a clean, dry container and cover it tightly with a lid.	
Total		15

Practical session: 15 marks

Criterion	Marks
Prepares the milk correctly using the selected preservation method.	4
Transfers the preserved milk into a clean, dry storage container and covers it properly.	2
Stores the preserved milk appropriately for later use	2
Observes good personal hygiene throughout the activity.	2
Observes safety precautions while using the heat source and handling hot utensils.	2
Cleans and stores tools, equipment and the working area after the activity.	3
Total	15

Sample paper 7

Task 1: Constructing innovative animal waterer

Project duration: 1 week / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Identification of the type of domestic animal.	Correctly identifies the type of domestic animal the waterer will serve (cattle, goats, sheep, poultry, rabbits or pigs).	2
Listing the tools and materials required.	Correctly identifies the tools and materials required for constructing the innovative animal waterer (plastic container/jerry can, wire, nails, knife, saw, hammer, pliers, drill, rope, bucket or basin and locally available materials).	3
Drawing and labelling the proposed animal waterer.	Produces a neat, correctly labelled sketch showing the main parts of the proposed animal waterer.	5
Preparing a step-by-step construction procedure.	For correctly mentioning the sequence followed.	5
Total		15

Practical session: 15 marks

Criterion	Indicators	Marks
Construction of the innovative animal waterer.	Correctly constructs the animal waterer according to the planned design using appropriate tools, materials and workmanship.	6
Installation of the waterer.	Correctly installs the waterer securely and fills it with clean water.	3
Testing and improvement of the waterer.	Tests the waterer to ensure effective water supply with minimal wastage and makes appropriate improvements where necessary.	3
Observing safety practices and care of tools.	Observes appropriate safety practices throughout the activity and cleans, dries and stores all tools and equipment properly after use.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15	12	8	4
Practical session	15	12	8	4
Grand total	30	24	17	8

Task 2: Carrying out hygiene practices in rearing domestic animals

Expected time: 2½ Hours / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Identification of the animal house.	Correctly identifies a suitable animal house (e.g. poultry house, cattle shed, goat house, sheep pen or rabbit hutch).	1
Importance of hygiene practices in rearing domestic animals.	Correctly states three importance of hygiene practices (prevents the spread of diseases, promotes healthy growth, reduces parasite infestation, improves production, minimises bad odour, reduces mortality, improves animal welfare, produces clean and safe animal products).	3
Identification of hygiene practices carried out in animal rearing.	Correctly states three hygiene practices (cleaning feeders, cleaning waterers, cleaning animal houses, removing manure regularly, disinfecting equipment and housing, replacing bedding materials, proper waste disposal, cleaning drainage channels).	3
Listing the tools, equipment and materials required.	Correctly identifies the tools, equipment: Broom, scrubbing brush, shovel, wheelbarrow, bucket, watering hose, rake, mop, water, detergent, disinfectant, protective gloves, gumboots and face mask.	3
Preparing a step-by-step procedure	For correctly mentioning the correct steps for dry and wet cleaning.	5
Total		15

Practical session: 15 marks

Criterion	Marks
Cleaning and disinfecting feeders and waterers.	4
Cleaning the animal house.	4
Waste disposal and sanitation.	3
Hygiene and safety practices.	2
Cleaning, drying and storage of tools and equipment.	2
Total	15

Scoring Rubrics

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session (15 marks)	Provides detailed, accurate and well-organised responses demonstrating excellent understanding of hygiene practices in animal rearing.	Provides correct and relevant responses with minor omissions.	Provides incomplete responses requiring guidance.	Provides few or inaccurate responses and demonstrates limited understanding.
Practical session (15 marks)	Independently cleans and disinfects feeders, waterers and the animal house thoroughly; disposes of waste correctly, observes all hygiene and safety measures and cleans and stores tools properly.	Correctly performs the required hygiene practices with minor errors and maintains acceptable standards of cleanliness and safety.	Completes the activity with assistance; some hygiene practices or safety measures are incomplete or incorrect.	Unable to complete the task correctly; poor cleaning, unsafe practices and improper handling or storage of tools and equipment.

Sample paper 8

Task 1: Preparing animal products: fish and poultry

Project time: 2½ / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Identification of animal product.	Correctly identifies one product they will prepare (fish or poultry).	1
Hygiene measures	Correctly states three hygiene measures. Thoroughly washing hands with clean running water and soap before starting; cleaning and sanitising all work surfaces, knives and cutting boards; wearing appropriate	3

	protective gear (clean apron, hairnet/chef's hat); separating raw products from other surfaces to avoid cross-contamination; using clean, safe water for washing the product.	
Purpose of processing/dressing	States three correct purposes. To remove contaminants, micro-organisms and inedible parts; to extend shelf life and prevent rapid spoilage; to make the product visually appealing and ready for consumers, fetching a higher price; to make it ready for immediate cooking and storage.	3
Listing of required items	Fish: Sharp knife, scaling tool/back of a knife, clean cutting board, clean bowls/trays, salt, clean water. Poultry: Sharp knife, clean cutting board, hot water container (for scalding), clean bowls/hooks, string, clean water.	3
Description of the procedure	The student must outline correct sequential 5-step process for their chosen product. Fish Processing: Scaling, gutting; gilling, cleaning, washing, salting, frying. Poultry dressing Beheading, defeathering, removal of offals, cleaning, finishing.	5
Total		15

Practical session: 15 marks

Criterion	Indicators	Marks
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Assemble items.	All required tools, materials and safety gear are gathered and set up efficiently before starting.	2
Preparation and execution of procedure.	For fish: Clean removal of scales without tearing the skin; clean removal of internal organs and gills; thorough washing to eliminate blood and slime; correct application of salt. For poultry: Humane slaughtering; complete defeathering without tearing or bruising the skin; correct removal of offals without puncturing the digestive tract/gallbladder; thorough interior and exterior washing of the carcass.	5
Presentation of the finished product.	Product looks highly appealing, is properly portioned or shaped, neatly arranged on a clean tray/package and perfectly ready for market or storage.	3
Hygiene and safety practices.	Maintains an immaculate workstation throughout; frequently washes hands/tools; avoids cross-contamination; handles knives safely; disposes of waste immediately.	5
Total		15

Task 2: Preparing French toast

Expected time: 2½ Hours (30 marks)

	Criterion	Indicators	Marks
1.	Planning session	Correctly writes a recipe on how to make French toast.	7
2		Lists at least four hygiene practices to observe when making the French toast.	4
3		Lists at least four safety measures to observe when making the French toast.	4
1.	Practical session	Assembles the required foodstuff, materials and equipment.	1
2.		Prepares the egg mixture using the ingredients provided.	4
3.		Dip the slices of bread in the egg mixture correctly.	2
4.		Cook the French toast until both sides are evenly browned.	5
5.		Serve the French toast appropriately.	3
		Total	30

Scoring Rubrics

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15 marks: Makes accurate, well detailed and organised notes.	12 marks: Makes clear and relevant notes.	8 marks: Makes relevant but incomplete notes.	6 marks: Makes few and unclear notes.
	7 marks: Assembles the required materials and equipment, systematically prepares the egg mixture using the ingredients provided and creatively dips the slices of bread in the egg mixture.	6 marks: Assembles the required materials and equipment, prepares the egg mixture using the ingredients provided and dips the slices of bread in the egg mixture.	3 marks: Assembles some materials and equipment, prepares the egg mixture with only some of the ingredients provided and applies some egg mixture on the slices of bread.	2 marks: Assembles some materials and equipment, does not prepare the egg mixture using the ingredients provided and does not dip the slices of bread in the egg mixture.
Cooking the French toast	8 marks: Cooks the French toast accurately until both sides are evenly browned, serves the French toast attractively.	7 marks: Cooks the French toast until both sides are evenly browned, serves the French toast appropriately.	4 marks: Cooks the French toast but both sides are not evenly browned, serves the French toast appropriately.	2 marks: Cooks the egg separately and laces it on the slices of bread.

Sample paper 9

Task 1:

- (a) Prepare an existing storage structure in readiness for storing crop produce.
- (b) Manage stored crop produce to reduce spoilage.

Expected time: 2½ Hours / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
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Identification of storage structure.	Correctly names any suitable storage structure (modern granary, traditional granary, store room, hermetic bag or storage container).	1
Reasons for preparing a storage structure.	States that preparation removes old crop residues that harbour pests and pathogens. States that preparation prevents dampness/moisture that causes mould growth. States that preparation allows repair of cracks, holes or leaks to keep out rodents, insects and rain.	3
Measures for reducing spoilage.	States that crop produce should be dried to safe moisture content. States the use of hermetic bags or recommended storage insecticides. States that produce should be stored on wooden pallets or in a well-ventilated store.	3
Materials, tools and equipment required.	Lists cleaning equipment. Lists repair materials. Lists storage equipment and chemicals.	3
Procedure for preparing and managing stored crop produce.	Inspects and repairs the storage structure. Cleans and sanitises the storage structure. Carries out pest proofing. Prepares and treats crop produce before storage. Arranges and stores produce correctly.	5
Total		15

Practical Session: 15 marks

Criterion	Indicators	Marks
Structure inspection and cleaning.	Sweeps the floor, corners and ceiling thoroughly. Removes old grain residues and debris. Disposes of waste safely away from the store.	3
Structural maintenance and pest proofing.	Repairs holes, cracks or leaks correctly. Installs or checks rodent guards or seals entry points with wire mesh.	3
Ventilation and moisture control.	Ensures ventilation openings are protected with wire mesh. Places wooden pallets correctly away from walls.	3
Grain handling and preparation.	Sorts damaged or diseased grains. Checks moisture content or confirms proper drying. Treats produce appropriately or stores it in hermetic containers.	3

Storage and stack management.	Packs produce into suitable containers or bags. Stacks bags neatly on pallets away from walls. Maintains cleanliness and safety throughout the activity.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15	12	8	4
Practical session	15	12	8	4
Grand total	30	24	17	8

Task 2: Conserve forage to cope with drought

Expected time: 2½ Hours / Total: 30 marks

Planning session: 15 marks

Criterion	Indicators	Marks
Methods of conserving forage.	Identifies any three suitable forage conservation methods such as hay making, silage making, standing forage (deferred grazing) or stacking.	3
Identification of forage conservation method.	Correctly identifies hay making (baling or stacking) as the selected conservation method.	1
Reasons for conserving forage.	States that forage conservation ensures feed during drought. States that it reduces wastage of excess forage. States that it maintains livestock productivity or provides additional income.	3
Materials, tools and equipment required.	Lists suitable cutting tools. Lists handling tools and equipment. Lists storage or protection materials.	3
Procedure for conserving forage as hay.	Harvests forage at the correct stage. Wilts or cures forage correctly. Turns forage during drying. Bales or compacts the hay correctly. Stores hay properly in a suitable structure.	5
Total		15

Practical Session – 15 marks

Criterion	Indicators	Marks
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Forage selection and cutting.	Selects healthy forage at the correct stage. Uses appropriate cutting tools safely. Cuts forage at the correct height.	3
Wilting, drying and turning.	Spreads forage evenly for drying. Turns forage regularly using a rake. Determines the correct moisture level for baling.	3
Baling or stacking technique.	Compresses forage evenly. Ties bales securely using sisal twine. Produces uniform bales or stacks.	3
Storage and protection.	Places pallets correctly to prevent moisture absorption. Stacks hay neatly and securely. Stores or covers hay in a dry, well-ventilated structure.	3
Work safety, hygiene and clean-up.	Uses tools safely throughout the activity. Cleans the work area after completing the task. Cleans and stores tools properly.	3
Total		15

Scoring Rubric

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Planning session	15	12	8	4
Practical session	15	12	8	4
Grand total	30	24	17	8

Task 3: Disinfecting clothing and household articles

Expected time: 2½ Hours / Total: 30 marks

	Criterion	Indicators	Marks
I.	Planning session	1. Suitable article for disinfection by: (a) Boiling - kitchen wiping cloth; cotton dish cloth; cotton face towel (b) Chemical disinfectant - Baby's cotton clothing, white cotton socks. (c) Ironing - Cotton pillowcase, white cotton vest and cotton table napkin. (d) Salting – cotton handkerchief 2. List of tools, equipment and materials required (a) Boiling - tongs/stirring wooden spoon; sufuria; basins/buckets; heat source); pegs; clothesline; water; laundry detergent.	4 marks

		(b) Using disinfectant - basins/buckets; pegs; clothesline; measuring cup/spoon; chemical disinfectant; laundry detergent; water. (c) Ironing - basins/buckets; pegs; clothesline; ironing box; ironing board/table; laundry detergent; water. (d) Salting - basins/buckets; pegs; clothesline; measuring cup/spoon; stirring wooden spoon or tongs; salt; laundry detergent; water. 3. Procedures for laundering and disinfecting Boiling • Wash the item in hot soapy water using friction method. • Rinse in warm water. • Final rinse in cold water. • Put item in a <i>sufuria</i> with water, place in source of heat and bring to boil. • Leave to boil for 10 minutes, occasionally turning with a wooden spoon. • Remove carefully and transfer to a basin of cold water for the final rinse. • Dry in the sun. Using chemical disinfectant • Wash the article according to the type of fibre. • Rinse in warm water. • Final rinse in cold water for cotton; warm water for woollen. • Add a chemical disinfectant in the final rinse. • Squeeze out excess water for cotton; roll in a towel to remove excess water for woollen. • Hang under direct sunlight for cotton. Dry flat under a shade for woollen. Ironing • Wash the cotton article in hot soapy water using friction method. • Rinse in warm water. • Final rinse in cold water. • Turn inside out and dry under the sun until completely dry. • Iron. Salting	4 marks Any one correct procedure 7 marks
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		- Put the handkerchief in cold water that has salt added to it. - Soak for a few minutes, remove and squeeze out excess water. - Wash thoroughly in hot soapy water using the appropriate method. - Rinse in warm water. - Final rinse in cold water that has enough salt added to disinfect. - Dry under a shade if coloured and in the sun for whites.	
Practical session			
2.	Assembling materials and equipment for laundry.	Assembled appropriate tools and equipment for laundry.	1 mark
3.	laundering and disinfecting of articles.	Correctly follows the procedures for laundering and disinfecting using the selected disinfection method.	7 marks
4.	Finishing	Well pressed/iron using correct temperature and aired.	2 marks
5.	Clearing up	Cleaned laundry equipment according to type. Cleaned laundry area. Disposed of waste appropriately.	2 marks
6.	Presentation	Well-ironed without creases. Neatly folded/hang.	2 marks
7.	Economy of resources.	Used materials sparingly.	1 mark
	Total		30 marks

Sample paper 10

Task 1: Adding value to cassava by frying

Expected Time: 2½ Hours/ Total: 25 marks

Planning session: 10 marks

Criterion	Indicators	Marks
Stating two safety precautions to observe while carrying out the activity.	Correctly: (a) observes high standards of hygiene such as cleaning hands and using clean equipment.	2

	(b) handles hot oil with care to avoid burning self and others. (c) handles fire with care to avoid burning self, others and the surrounding. (d) works safely with sharp tools such as knife when peeling cassavas.	
Preparing a work plan for processing the cassava by arranging the stages in the correct order.	Correctly arranges the sequence as follows. (a) Wash the cassava. (b) Peel the cassava. (c) Cut the cassava into thin slices. (d) Fry the cassava in oil. (e) Package the fried cassava.	6
Stating two characteristics of good quality fried cassava that you aim to achieve	States the following: (a) Golden brown in colour. (b) Crispy on the outside and soft on the inside. (c) Pieces or strips of cassava are whole and hold their shape. (d) Free from black burnt spots.	2
Total		10

Practical session: 15 marks

Criterion	Indicators	Marks
Learner using the materials provided to prepare fried cassava suitable for packaging.	Correctly follows the step in the correct sequence. <i>[Refer to the steps outlined in the preparation]</i>	6
Observing food safety and personal hygiene practices throughout the activity.	Correct safety and personal hygiene practices observed.	4
Applying appropriate preparation and frying techniques.	Appropriate preparation, frying techniques as outlined and exemplary performance.	3
Packaging the finished product appropriately.	Used appropriate packaging material such as brown kraft paper bags and perforated plastic bags and appealing general outlook after packaging.	2
Total		15

Task 2: Constructing a farm model to demonstrate soil conservation measures

Project duration: 5 Days / Total: 30 marks

Planning: Day 1 – 5 Marks

Criterion	Indicators	Marks
Drawing and labelling the sketch of a farm model	Draws a labelled sketch showing farm boundaries, cultivated land, buildings and access roads or paths at least three soil conservation measures correctly identified and appropriately placed; overall neatness and clarity of the sketch.	5
Total		5

Practical Session: Day 2 to 5 – 25 Marks

Criterion	Indicators	Marks
Constructing the base	Constructs the base using cardboard or carton; correct proportion/scale; neat construction; sturdy base; good overall workmanship.	5
Creating a sloped landscape	Applies soil and paper-mâché evenly; creates a realistic slope gradient; smooth finish; stability of the landscape.	5
Securing a stable base	Secures the base to ensure it is stable before adding other features.	3
Construction and positioning of conservation measures	Correctly constructs and positions stone lines along marked contours; trash lines using dry plant residues; grassed waterways or strip cropping using grass slips; overall correct placement of at least three measures within the farm layout.	8
Making presentations	Presents the model in class; clearly and accurately explains how each structure protects the land from degradation; communicates with confidence.	4
Total		25

Scoring Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Planning: Day 1	5	4	3	1
Practical Session: Day 2 to 5	25	20	14	6
Grand total	30	24	17	8

Task 3: Using ICT Support services in farming

Expected time: 3 Days / Total: 30 marks

Planning Session: Day 1 – 10 marks

Criterion	Indicators	Marks
Assembling materials and ICT devices	Assembles appropriate materials and ICT devices required for the project.	2
Identifying agricultural support services	Correctly identifies four relevant agricultural support services accessible using ICT.	4
Writing a simple data collection plan	Writes a simple and clear data collection plan showing the information to be collected (1); covers each identified service; logically organised.	4
Total		10

Practical Session: Day 2 and 3 – 20 marks

Criterion	Indicators	Marks
Selection of produce	Selects one relevant agricultural produce or animal product that is locally available.	2
Market search and mapping	Uses correct search terms, e.g. market + produce name; searches across different regions; identifies price choices; identifies potential buyers; data gathered is relevant and accurate; thoroughness of the search.	6
Organisation of data	Organises data in a table showing farm input suppliers and prices; market prices from different locations; price differences; the most suitable supplier; the most suitable market; table is clear and well organised.	6
Digital mock advertisement	Includes all required elements: product name, quantity, price, location and contact information; correctly formatted; includes a brief description highlighting the quality of the product; overall creativity and presentation.	4
Making presentations	Presents the market charts in class; clearly explains how online data collection saves a farmer time and travelling money.	2
Total		20

Scoring Rubric

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Planning Session: Day 1	10	8	6	3
Practical Session: Day 2 and 3	20	16	11	5
Grand total	30	24	17	8