TIONALISED INTERGRATED SCIENCE ACTIVITIES

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| 1.0 **SCIENTIFIC INVESTIGATIONS** | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **ENDT** | **P.L** |
|  | Introduction to integrated science |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Laboratory safety** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Laboratory apparatus and instruments** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.0 mixtures, elements and Compounds** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Mixtures |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Acids, bases and indicators |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.0 LIVING THINGS AND THEIR ENVIRONMENT** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Human reproductive system** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Human excretory organs** |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.0 FORCE AND ENERGY** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Electrical energy (consider all areas covered when assessing)** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Magnetism** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Total scores** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

RATIONALIZED MATHEMATICS ASSESSMENT

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **NUMBERS** |  |  |  |  |  |  |  |  |  |  |  |  |
| Whole Numbers |  |  |  |  |  |  |  |  |  |  |  |  |
| Factors |  |  |  |  |  |  |  |  |  |  |  |  |
| Fractions |  |  |  |  |  |  |  |  |  |  |  |  |
| Decimals |  |  |  |  |  |  |  |  |  |  |  |  |
| Squares and Square roots |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |
| TERM TWO | ALGEBRA |  |  |  |  |  |  |  |  |  |  |  |  |
| Algebraic Expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Linear Equations |  |  |  |  |  |  |  |  |  |  |  |  |
| Linear Inequalities |  |  |  |  |  |  |  |  |  |  |  |  |
| **MEASUREMENT** |  |  |  |  |  |  |  |  |  |  |  |  |
| Pythagorean Relationship |  |  |  |  |  |  |  |  |  |  |  |  |
| Length |  |  |  |  |  |  |  |  |  |  |  |  |
| Area |  |  |  |  |  |  |  |  |  |  |  |  |
| Volume and capacity |  |  |  |  |  |  |  |  |  |  |  |  |
| Time, Distance and speed |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |
| TERM THREE | Temperature |  |  |  |  |  |  |  |  |  |  |  |  |
| Money |  |  |  |  |  |  |  |  |  |  |  |  |
| GEOMETRY |  |  |  |  |  |  |  |  |  |  |  |  |
| Angles |  |  |  |  |  |  |  |  |  |  |  |  |
| Geometrical constructions |  |  |  |  |  |  |  |  |  |  |  |  |
| **DATA HANDLING AND**  **PROBABILITY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Data handling |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **PERSONAL RESPONSIBILITY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **SCIENCE & HEALTH EDU.** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **HYGIENE** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  |  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM TWO | **FAMILY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **DRUG & SUBST. ABUSE** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **NATURAL RES. - FORESTS** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TRAVEL** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **HEROES AND**  **HEROINES IN KENYA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | | **END T** | | **P.L** | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **MUSIC** |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Writing |  |  | |  | |  | |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  | |  | |  | |  |  |  |  |  |  |  |  |
|  | |  | | | | | | | | | | | | | | |
| TERM THREE | **PROFESSIONS** |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Writing |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **TRADITIONAL**  **FASHION** |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Writing |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **LAND TRAVEL** |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Writing |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **SPORTS- OUTDOOR**  **GAMES** |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  | |  | |  | |  |  |  |  |  |  |  |  |  |

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| TERM THREE | Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOURISTST ATTRACTION**  **SITES- KENYA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening and speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Extensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar in Use |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading (Intensive) |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

KISWAHILI ACTIVITIES

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **USAFI WA KIBINAFSI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **LISHE BORA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **UHURU WA**  **WANYANMA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **AINA ZA MALIASILI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  |  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM TWO | **UNYANYASAJI WA**  **KIJINSIA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **USALAMA SHULENI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **KUHUDUMUA JAMII**  **SHULENI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **ULANGUZI WA**  **BINADAMU** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **MATUMIZI YA**  **TEKNOLOJIA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **KUJITATHMINI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **MAJUKUMU YA**  **WATOTO** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **MAGONJWA**  **YANAYOAMBUKIZWA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **UTATUZI WA MIZOZO** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **MATUMIZI YA PESA** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  |  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
|  | **MAADILI YA MTU**  **BINAFSI** |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusikiliza na Kuzungumza |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Kuandika |  |  |  |  |  |  |  |  |  |  |  |  |
| Kusoma |  |  |  |  |  |  |  |  |  |  |  |  |
| Sarufi |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

AGRICULTURE AND NUTRITION ACTIVITIES

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| 1.0 **CONSERVING OF RESOURCES** | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **ENDT** | **P.L** |
|  | Controlling of soil pollution |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Constructing water retention structures** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Conserving food nutrients** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Growing trees** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.0 FOOD PRODUCTION PROCESESS** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Preparing planting site and establishing crops |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Selected crop management process |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Preparing animal products e.g eggs and honey |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Cooking, roasting and steaming |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.0 Hygiene practices** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Hygiene in rearing animals** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Laundry: loose coloured items** |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.0 production techniques** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Sewing skills: knitting** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Constructing frames suspended gardens** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Adding value to crop produce** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Making homemade soap** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

**RATIONALIZED CREATIVE ARTS AND SPORT ASSESSMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| 1**.0 FOUNDATION OF CREATIVE ARTS AND SPORTS** | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **ENDT** | **P.L** |
|  | Introduction to creative arts and sports |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Components of creative arts and sports** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.0 CREATING AND PERFOMING IN CREATIVE ARTS AND SPORTS** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Composing rhythms** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Athletics |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Composing melody |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Handball |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Western solo instruments** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Football |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Story telling |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Kenyan folk songs |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Swimming (optional) |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Analysis of creative arts and Sports |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Total scores** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

RATIONALISED PRETECHNICAL ASSESSMENT

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| 1.0 FOUNDATION OF PRE- TECHNICAL STUDIES | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **ENDT** | **P.L** |
|  | Introduction to pre-technical studies |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Safety in the work environment** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Computer concept** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.0 COMMUNICATION** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Fundamentals of communication |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Introduction to drawing |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Plain geometry |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.0 materials for production** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Economic resources |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Metallic material |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Non- metallic materials |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.0 TOOLS AND PRODUCTION | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Measuring and marking out tools** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Production of goods and services** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Entrepreneurship** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Introduction to entrepreneurship** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Money** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Financial goals** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

# RATIONALISED SOCIAL STUDIES AND LIFE SKILLS ACTIVITIES

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| 1.0 PERSONAL DEVELOPMENT | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **ENDT** | **P.L** |
|  | Self-exploration |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Entrepreneurial opportunity in social studies** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.0 PEOPLE ,POPULATION AND RELATIONSHIPS** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Human origin |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Early civilization |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Slavery and servitude |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Origin of money |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Human diversity and interpersonal relationships |  |  |  |  |  |  |  |  |  |  |  |  |
| pea | Peace and conflict resolution |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.0 COMMUNITY SERVICE LEARNING PROJECTS** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Community service learning project |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.0 NATURAL HISTORIC BUILT ENVIRONMENT IN AFRICA | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Historic information** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Historical development of Agriculture** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Historical information** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Maps and map works** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Earth and the solar system** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Weather** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Fieldwork** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **5.0 POLITICAL DEVELOPMENT AND GOVERNANCE** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Political development in Africa until 1900** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Constitution of kenya** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Human rights** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **African diasporas** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Citizenships** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Total scores** |  |  |  |  |  |  |  |  |  |  |  |  |

RATIONALISED C.R.E ASSESSMENT

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
|  | **CRE** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM ONE | Introduction |  |  |  |  |  |  |  |  |  |  |  |  |
| Importance of studying CRE |  |  |  |  |  |  |  |  |  |  |  |  |
| **CREATION** |  |  |  |  |  |  |  |  |  |  |  |  |
| Accounts of creation |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian responsibility over  animals, fish & birds |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian responsibility over  plants |  |  |  |  |  |  |  |  |  |  |  |  |
| African teaching on  responsibility over plants & animals |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | **THE BIBLE** |  |  |  |  |  |  |  |  |  |  |  |  |
| Functions of the bible |  |  |  |  |  |  |  |  |  |  |  |  |
| Divisions of the bible |  |  |  |  |  |  |  |  |  |  |  |  |
| Bible translation |  |  |  |  |  |  |  |  |  |  |  |  |
| Leadership in the bible |  |  |  |  |  |  |  |  |  |  |  |  |
| **THE LIFE AND MINISTRY**  **OF JESUS CHRIST** |  |  |  |  |  |  |  |  |  |  |  |  |
| Background to the birth of Jesus  Christ |  |  |  |  |  |  |  |  |  |  |  |  |
| The Birth & childhood of Jesus  Christ |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **THE CHURCH** |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected forms of worship |  |  |  |  |  |  |  |  |  |  |  |  |
| Role of the church in  education and Health |  |  |  |  |  |  |  |  |  |  |  |  |
| **CHRISTIAN LIVING**  **TODAY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Christian and marriage  family |  |  |  |  |  |  |  |  |  |  |  |  |
| Gambling as a form of  addiction |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **MANIFESTATION OF**  **SUPREME BEING (PARAMATMA)** |  |  |  |  |  |  |  |  |  |  |  |  |
| Enlightened beings |  |  |  |  |  |  |  |  |  |  |  |  |
| **SCRIPTURES** |  |  |  |  |  |  |  |  |  |  |  |  |
| Scriptural texts |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | SCRIPTURES |  |  |  |  |  |  |  |  |  |  |  |  |
| Scriptural texts |  |  |  |  |  |  |  |  |  |  |  |  |
| PRINCIPLES OF DHARMA |  |  |  |  |  |  |  |  |  |  |  |  |
| Fundamental principles |  |  |  |  |  |  |  |  |  |  |  |  |
| **RELIGIOUS PRACTICES** |  |  |  |  |  |  |  |  |  |  |  |  |
| Buddhist practices |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **RELIGIOUS PRACTICES** |  |  |  |  |  |  |  |  |  |  |  |  |
| Places of worship |  |  |  |  |  |  |  |  |  |  |  |  |
| **YOG** |  |  |  |  |  |  |  |  |  |  |  |  |
| Concepts of Yog |  |  |  |  |  |  |  |  |  |  |  |  |
| Path of devotion |  |  |  |  |  |  |  |  |  |  |  |  |
| **RITES OF PASSAGE**  **(sanskaars)** |  |  |  |  |  |  |  |  |  |  |  |  |
| Religious ceremonies |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
| **1.0 Qur’an** | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **QUR’AN** |  |  |  |  |  |  |  |  |  |  |  |  |
| Ulumul Qur’an |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected scriptures (surah) |  |  |  |  |  |  |  |  |  |  |  |  |
| **HADITH** |  |  |  |  |  |  |  |  |  |  |  |  |
| Ulumul hadith |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected hadith |  |  |  |  |  |  |  |  |  |  |  |  |
| PILLARS OF IMAN |  |  |  |  |  |  |  |  |  |  |  |  |
| Significance of Tawheed |  |  |  |  |  |  |  |  |  |  |  |  |
| Shirk |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | DEVOTIONAL ACTS |  |  |  |  |  |  |  |  |  |  |  |  |
| Swalah |  |  |  |  |  |  |  |  |  |  |  |  |
| Zakat |  |  |  |  |  |  |  |  |  |  |  |  |
| Saum |  |  |  |  |  |  |  |  |  |  |  |  |
| AKHALQ (Moral values) |  |  |  |  |  |  |  |  |  |  |  |  |
| Dimensions of morality |  |  |  |  |  |  |  |  |  |  |  |  |
| Virtues in Islam |  |  |  |  |  |  |  |  |  |  |  |  |
| Prohibition in Islam – drug  abuse |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **MUAMALAT (Social**  **relationships)** |  |  |  |  |  |  |  |  |  |  |  |  |
| Marriage |  |  |  |  |  |  |  |  |  |  |  |  |
| Trade & finance in Islam |  |  |  |  |  |  |  |  |  |  |  |  |
| Contemporary issues |  |  |  |  |  |  |  |  |  |  |  |  |
| **ISLAMIC HERITAGE &**  **CIVILIZATION** |  |  |  |  |  |  |  |  |  |  |  |  |
| Reforms introduced by  Prophet Muhamad S.A.W |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

# INDIGINEOUS LANGUAGE ASSESSMENT

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **INFORMATION**  **COMMUNICATION TECHNOLOGY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **UNITY & CITIZENSHIP** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **SAFETY & SECURITY** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | ENVIRONMETAL  CONSERVATION |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| CULTURE |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
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| TERM THREE |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **INDIGENOUS TRADE** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **CAREERS** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **INDIGENOUS**  **KNOWLEDGE/EDUCATION** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **HEALTH & NUTRITION** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **LEISURE** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for information |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Language structure |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

FRENCH LANGUAGE ASSESSMENT

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **LISTENING AND SPEAKING (Under the following themes)** | | | | | | | | | | | | |
| Social interaction |  |  |  |  |  |  |  |  |  |  |  |  |
| Immediate family |  |  |  |  |  |  |  |  |  |  |  |  |
| Our room |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Shopping |  |  |  |  |  |  |  |  |  |  |  |  |
| Hobbies |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | **READING (Under the following themes)** | | | | | | | | | | | | |
| Social interaction |  |  |  |  |  |  |  |  |  |  |  |  |
| Immediate family |  |  |  |  |  |  |  |  |  |  |  |  |
| Our room |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Shopping |  |  |  |  |  |  |  |  |  |  |  |  |
| Hobbies |  |  |  |  |  |  |  |  |  |  |  |  |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| Social interaction |  |  |  |  |  |  |  |  |  |  |  |  |
| Immediate family |  |  |  |  |  |  |  |  |  |  |  |  |
| Our room |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Shopping |  |  |  |  |  |  |  |  |  |  |  |  |
| Hobbies |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| Social interaction |  |  |  |  |  |  |  |  |  |  |  |  |
| Immediate family |  |  |  |  |  |  |  |  |  |  |  |  |
| Our room |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Shopping |  |  |  |  |  |  |  |  |  |  |  |  |
| Hobbies |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

GERMAN LANGUAGE ASSESSMENT

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **LISTENING AND SPEAKING (Under the following themes)** | | | | | | | | | | | | |
| Market |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Leisure time |  |  |  |  |  |  |  |  |  |  |  |  |
| Family |  |  |  |  |  |  |  |  |  |  |  |  |
| Home |  |  |  |  |  |  |  |  |  |  |  |  |
| Human body |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | **READING (Under the following themes)** | | | | | | | | | | | | |
| Market |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Leisure time |  |  |  |  |  |  |  |  |  |  |  |  |
| Family |  |  |  |  |  |  |  |  |  |  |  |  |
| Home |  |  |  |  |  |  |  |  |  |  |  |  |
| Human body |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| Market |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Leisure time |  |  |  |  |  |  |  |  |  |  |  |  |
| Family |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |
| Home |  |  |  |  |  |  |  |  |  |  |  |  |
| Human body |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| Market |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |
| Leisure time |  |  |  |  |  |  |  |  |  |  |  |  |
| Family |  |  |  |  |  |  |  |  |  |  |  |  |
| Home |  |  |  |  |  |  |  |  |  |  |  |  |
| Human body |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

ARABIC LANGUAGE ASSESSMENT

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **LISTENING AND SPEAKING (Under the following themes)** | | | | | | | | | | | | |
| School community |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing professions |  |  |  |  |  |  |  |  |  |  |  |  |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Restaurant |  |  |  |  |  |  |  |  |  |  |  |  |
| Hospital |  |  |  |  |  |  |  |  |  |  |  |  |
| Social interactions |  |  |  |  |  |  |  |  |  |  |  |  |
| Land transport |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | **READING (Under the following themes)** | | | | | | | | | | | | |
| School community |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing professions |  |  |  |  |  |  |  |  |  |  |  |  |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Restaurant |  |  |  |  |  |  |  |  |  |  |  |  |
| Hospital |  |  |  |  |  |  |  |  |  |  |  |  |
| Social interactions |  |  |  |  |  |  |  |  |  |  |  |  |
| Land transport |  |  |  |  |  |  |  |  |  |  |  |  |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| School community |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing professions |  |  |  |  |  |  |  |  |  |  |  |  |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Restaurant |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |
| Hospital |  |  |  |  |  |  |  |  |  |  |  |  |
| Social interactions |  |  |  |  |  |  |  |  |  |  |  |  |
| Land transport |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| School community |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing professions |  |  |  |  |  |  |  |  |  |  |  |  |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Restaurant |  |  |  |  |  |  |  |  |  |  |  |  |
| Hospital |  |  |  |  |  |  |  |  |  |  |  |  |
| Social interactions |  |  |  |  |  |  |  |  |  |  |  |  |
| Land transport |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

**KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level**

MANDARIN CHINESE LANGUAGE ASSESSMENT

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|  | **STRAND/SUB-STRAND** | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| TERM ONE | **LISTENING AND SPEAKING (Under the following themes)** | | | | | | | | | | | | |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing food |  |  |  |  |  |  |  |  |  |  |  |  |
| Transport |  |  |  |  |  |  |  |  |  |  |  |  |
| Weather |  |  |  |  |  |  |  |  |  |  |  |  |
| School schedules |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical appearance |  |  |  |  |  |  |  |  |  |  |  |  |
| Money |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM TWO | **READING (Under the following themes)** | | | | | | | | | | | | |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing food |  |  |  |  |  |  |  |  |  |  |  |  |
| Transport |  |  |  |  |  |  |  |  |  |  |  |  |
| Weather |  |  |  |  |  |  |  |  |  |  |  |  |
| School schedules |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical appearance |  |  |  |  |  |  |  |  |  |  |  |  |
| Money |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing food |  |  |  |  |  |  |  |  |  |  |  |  |
| Transport |  |  |  |  |  |  |  |  |  |  |  |  |
| Weather |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |
| TERM THREE | **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |
| School schedules |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical appearance |  |  |  |  |  |  |  |  |  |  |  |  |
| Money |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **TERM ONE** | | | | **TERM TWO** | | | | **TERM THREE** | | | |
|  | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** | **C1** | **C2** | **END T** | **P.L** |
| **WRITING (Under the following themes)** | | | | | | | | | | | | |
| My home |  |  |  |  |  |  |  |  |  |  |  |  |
| Describing food |  |  |  |  |  |  |  |  |  |  |  |  |
| Transport |  |  |  |  |  |  |  |  |  |  |  |  |
| Weather |  |  |  |  |  |  |  |  |  |  |  |  |
| School schedules |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical appearance |  |  |  |  |  |  |  |  |  |  |  |  |
| Money |  |  |  |  |  |  |  |  |  |  |  |  |
| Media |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE C2- CAT TWO END T- END TERM P.L – Performance level

END OF TERM ONE YEAR 20

Facilitator /Teacher comments on competencies Achieved:

Comments on Behaviour/Social Report:

Feedback on Acquisition of Values: **Total Average Term Scores**: Out of **General Performance Level:** Next Term Begins: Closing date: Head Teacher Stamp:

END OF TERM TWO YEAR 20

Facilitator /Teacher comments on competencies Achieved:

Comments on Behaviour/Social Report:

Feedback on Acquisition of Values: **Total Average Term Scores**: Out of **General Performance Level:** Next Term Begins: Closing date: Head Teacher Stamp:

END OF TERM THREE YEAR 20

Facilitator /Teacher comments on competencies Achieved:

Comments on Behaviour/Social Report:

Feedback on Acquisition of Values: Learner End Year Report/Transition report:

**Total Average Term Scores**: Out of **General Performance Level:** Next Term Begins: Closing date: Head Teacher Stamp:

**GENERAL TRANSITION REPORT**

Areas of weakness to be observed in the learner

Areas of strengths to be emphasized

Talk About Leaners Ability and Talent Acquisition