



## **TIONALISED INTERGRATED SCIENCE ACTIVITIES**

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

KEY = C1- CAT ONE

C2- CAT TWO    END T- END TERMP.L -  
Performance level

## **RATIONALIZED MATHEMATICS ASSESSMENT**

|                   | 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 |
| <b>TERM ONE</b>   | <b>NUMBERS</b>                       |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Whole Numbers                        |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Factors                              |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Fractions                            |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Decimals                             |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Squares and Square roots             |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                  |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM TWO</b>   | <b>ALGEBRA</b>                       |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Algebraic Expressions                |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Linear Equations                     |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Linear Inequalities                  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>MEASUREMENT</b>                   |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Pythagorean Relationship             |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Length                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Area                                 |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Volume and capacity                  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Time, Distance and speed             |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                  |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM THREE</b> | Temperature                          |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Money                                |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>GEOMETRY</b>                      |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Angles                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Geometrical constructions            |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>DATA HANDLING AND PROBABILITY</b> |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Data handling                        |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                  |          |    |       |     |          |    |       |     |            |    |       |     |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

## RATIONALISED ENGLISH ASSESSMENT

|                     | STRAND/SUB-STRAND                | TERM ONE |    |       |      | TERM TWO |     |       |      | TERM THREE |     |       |     |
|---------------------|----------------------------------|----------|----|-------|------|----------|-----|-------|------|------------|-----|-------|-----|
|                     |                                  | C1       | C2 | END T | P. L | C 1      | C 2 | END T | P. L | C 1        | C 2 | END T | P.L |
| TERM ONE            | <b>PERSONAL RESPONSIBILITY</b>   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Listening and speaking           |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Extensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Grammar in Use                   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Intensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Writing                          |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | <b>SCIENCE &amp; HEALTH EDU.</b> |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Listening and speaking           |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Extensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Grammar in Use                   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Intensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Writing                          |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | <b>HYGIENE</b>                   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Listening and speaking           |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Extensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Grammar in Use                   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Intensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Writing                          |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | <b>LEADERSHIP</b>                |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Listening and speaking           |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Extensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Grammar in Use                   |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Reading (Intensive)              |          |    |       |      |          |     |       |      |            |     |       |     |
|                     | Writing                          |          |    |       |      |          |     |       |      |            |     |       |     |
| <b>TOTAL SCORES</b> |                                  |          |    |       |      |          |     |       |      |            |     |       |     |
|                     |                                  |          |    |       |      |          |     |       |      |            |     |       |     |
|                     |                                  |          |    |       |      |          |     |       |      |            |     |       |     |
|                     |                                  |          |    |       |      |          |     |       |      |            |     |       |     |





|                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>TERM THREE</b> | Reading (Intensive)                              |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Writing  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | <b>TOURISTST<br/>ATTRACTION<br/>SITES- KENYA</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Listening and speaking                           |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Reading (Extensive)                              |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Grammar in Use                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Reading (Intensive)                              |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | Writing  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                   | <b>TOTAL SCORES</b>                              |  |  |  |  |  |  |  |  |  |  |  |  |  |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

## **KISWAHILI ACTIVITIES**

| 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 |  |
| <b>TERM ONE</b>   | <b>USAFI WA KIBINAFSI</b> |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusikiliza na Kuzungumza  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kuandika                  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Sarufi                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | <b>LISHE BORA</b>         |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusikiliza na Kuzungumza  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kuandika                  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Sarufi                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | <b>UHURU WA WANYANMA</b>  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusikiliza na Kuzungumza  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kuandika                  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Sarufi                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | <b>AINA ZA MALIASILI</b>  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusikiliza na Kuzungumza  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kuandika                  |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Kusoma                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | Sarufi                    |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   | <b>TOTAL SCORES</b>       |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   |                           |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   |                           |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   |                           |          |    |       |     |          |    |       |     |            |    |       |     |  |
|                   |                           |          |    |       |     |          |    |       |     |            |    |       |     |  |







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

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

## **AGRICULTURE AND NUTRITION ACTIVITIES**

|     | STRAND/SUB-STRAND                              | TERM ONE |    |       |     | TERM TWO |    |       |     | TERM THREE |    |      |     |
|-----|--|----------|----|-------|-----|----------|----|-------|-----|------------|----|------|-----|
|     |  | C1       | C2 | END T | P.L | C1       | C2 | END T | P.L | C1         | C2 | ENDT | P.L |
| 1.0 | CONSERVING OF RESOURCES                        |          |    |       |     |          |    |       |     |            |    |      |     |
|     | Controlling of soil pollution                  |          |    |       |     |          |    |       |     |            |    |      |     |
|     | Constructing water retention structures        |          |    |       |     |          |    |       |     |            |    |      |     |
|     | Conserving food nutrients                      |          |    |       |     |          |    |       |     |            |    |      |     |
|     | Growing trees                                  |          |    |       |     |          |    |       |     |            |    |      |     |
| 2.0 | FOOD PRODUCTION PROCESSES                      |          |    |       |     |          |    |       |     |            |    |      |     |
|     | 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                           |          |    |       |     |          |    |       |     |            |    |      |     |
|     | <b>TOTAL</b>                                   |          |    |       |     |          |    |       |     |            |    |      |     |
|     |  |          |    |       |     |          |    |       |     |            |    |      |     |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

# **RATIONALIZED CREATIVE ARTS AND SPORT ASSESSMENT**

| STRAND/SUB-STRAND  |   | TERM ONE |    |       |      | TERM TWO |    |       |      | TERM THREE |    |      |     |
|--|---|----------|----|-------|------|----------|----|-------|------|------------|----|------|-----|
|  |   | C1       | C2 | END T | P. L | C1       | C2 | END T | P. L | C1         | C2 | ENDT | P.L |
| <b>1.0 FOUNDATION OF CREATIVE ARTS AND SPORTS</b>              |   |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Introduction to creative arts and sports      |          |    |       |      |          |    |       |      |            |    |      |     |
|  | <b>Components of creative arts and sports</b> |          |    |       |      |          |    |       |      |            |    |      |     |
|  |   |          |    |       |      |          |    |       |      |            |    |      |     |
| <b>2.0 CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS</b> |   |          |    |       |      |          |    |       |      |            |    |      |     |
|  | <b>Composing rhythms</b>                      |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Athletics                                     |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Composing melody                              |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Handball                                      |          |    |       |      |          |    |       |      |            |    |      |     |
|  | <b>Western solo instruments</b>               |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Football                                      |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Story telling                                 |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Kenyan folk songs                             |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Swimming (optional)                           |          |    |       |      |          |    |       |      |            |    |      |     |
| <b>3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS</b>            |   |          |    |       |      |          |    |       |      |            |    |      |     |
|  | Analysis of creative arts and Sports          |          |    |       |      |          |    |       |      |            |    |      |     |
|  | <b>Total scores</b>                           |          |    |       |      |          |    |       |      |            |    |      |     |

**KEY = C1- CAT ONE**

**C2- CAT TWO END T- END TERMP.L -**

**Performance level**

## **RATIONALISED PRETECHNICAL ASSESSMENT**

|  | 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 |
| <b>1.0 FOUNDATION OF PRE-TECHNICAL STUDIES</b> |   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Introduction to pre-technical studies   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Safety in the work environment</b>   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Computer concept</b>                 |          |    |       |      |          |    |       |      |            |    |       |     |
| <b>2.0 COMMUNICATION</b>                       |   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Fundamentals of communication           |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Introduction to drawing                 |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Plain geometry                          |          |    |       |      |          |    |       |      |            |    |       |     |
| <b>3.0 materials for production</b>            |   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Economic resources                      |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Metallic material                       |          |    |       |      |          |    |       |      |            |    |       |     |
|  | Non- metallic materials                 |          |    |       |      |          |    |       |      |            |    |       |     |
| <b>4.0 TOOLS AND PRODUCTION</b>                |   |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Measuring and marking out tools</b>  |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Production of goods and services</b> |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Entrepreneurship</b>                 |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Introduction to entrepreneurship</b> |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Money</b>                            |          |    |       |      |          |    |       |      |            |    |       |     |
|  | <b>Financial goals</b>                  |          |    |       |      |          |    |       |      |            |    |       |     |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level







## **RATIONALISED C.R.E ASSESSMENT**

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

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

# HINDU RELIGIOUS EDUCATION ASSESSMENT

|                   | 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 |
| <b>TERM ONE</b>   | <b>MANIFESTATION OF SUPREME BEING (PARAMATMA)</b> |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Enlightened beings                                |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>SCRIPTURES</b>                                 |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Scriptural texts                                  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                               |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM TWO</b>   | SCRIPTURES  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Scriptural texts                                  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | PRINCIPLES OF DHARMA                              |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Fundamental principles                            |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>RELIGIOUS PRACTICES</b>                        |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Buddhist practices                                |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                               |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM THREE</b> | <b>RELIGIOUS PRACTICES</b>                        |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Places of worship                                 |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>YOG</b>  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Concepts of Yog                                   |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Path of devotion                                  |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>rites of passage (samskaars)</b>               |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | Religious ceremonies                              |          |    |       |     |          |    |       |     |            |    |       |     |
|                   | <b>TOTAL SCORES</b>                               |          |    |       |     |          |    |       |     |            |    |       |     |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level

# ISLAMIC RELIGIOUS EDUCATION ASSESSMENT

|                     | 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 |
| <b>TERM ONE</b>     | <b>QUR'AN</b>                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Ulumul Qur'an                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Selected scriptures (surah)                 |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | <b>HADITH</b>                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Ulumul hadith                               |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Selected hadith                             |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | PILLARS OF IMAN                             |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Significance of Tawheed                     |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Shirk                                       |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TOTAL SCORES</b> |   |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM TWO</b>     | DEVOTIONAL ACTS                             |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Swalah                                      |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Zakat                                       |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Saum  |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | AKHALQ (Moral values)                       |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Dimensions of morality                      |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Virtues in Islam                            |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Prohibition in Islam – drug abuse           |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | <b>TOTAL SCORES</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TERM THREE</b>   | <b>MUAMALAT (Social relationships)</b>      |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Marriage                                    |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Trade & finance in Islam                    |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Contemporary issues                         |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | <b>ISLAMIC HERITAGE &amp; CIVILIZATION</b>  |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | Reforms introduced by Prophet Muhamad S.A.W |          |    |       |     |          |    |       |     |            |    |       |     |
|                     | <b>TOTAL SCORES</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |

**KEY = C1- CAT ONE**

**C2- CAT TWO END T- END TERMP.L -**

Performance level



|  | TERM ONE |    |       |     | TERM TWO |    |       |     | TERM THREE |    |       |     |
|--|----------|----|-------|-----|----------|----|-------|-----|------------|----|-------|-----|
|  | C1       | C2 | END T | P.L | C1       | C2 | END T | P.L | C1         | C2 | END T | P.L |
| <b>INDIGENOUS TRADE</b>                |          |    |       |     |          |    |       |     |            |    |       |     |
| Listening for information              |          |    |       |     |          |    |       |     |            |    |       |     |
| Reading                                |          |    |       |     |          |    |       |     |            |    |       |     |
| Language structure                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Writing                                |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>CAREERS</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |
| Listening for information              |          |    |       |     |          |    |       |     |            |    |       |     |
| Reading                                |          |    |       |     |          |    |       |     |            |    |       |     |
| Language structure                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Writing                                |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TOTAL SCORES</b>                    |          |    |       |     |          |    |       |     |            |    |       |     |
|  |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>INDIGENOUS KNOWLEDGE/ EDUCATION</b> |          |    |       |     |          |    |       |     |            |    |       |     |
| Listening for information              |          |    |       |     |          |    |       |     |            |    |       |     |
| Reading                                |          |    |       |     |          |    |       |     |            |    |       |     |
| Language structure                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Writing                                |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>HEALTH &amp; NUTRITION</b>          |          |    |       |     |          |    |       |     |            |    |       |     |
| Listening for information              |          |    |       |     |          |    |       |     |            |    |       |     |
| Reading                                |          |    |       |     |          |    |       |     |            |    |       |     |
| Language structure                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Writing                                |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>LEISURE</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |
| Listening for information              |          |    |       |     |          |    |       |     |            |    |       |     |
| Reading                                |          |    |       |     |          |    |       |     |            |    |       |     |
| Language structure                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Writing                                |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TOTAL SCORES</b>                    |          |    |       |     |          |    |       |     |            |    |       |     |

**TERM THREE**

**KEY = C1- CAT ONE**

**C2- CAT TWO END T- END TERMP.L -**

Performance level



|   | TERM ONE |    |       |     | TERM TWO |    |       |     | TERM THREE |    |       |     |
|---|----------|----|-------|-----|----------|----|-------|-----|------------|----|-------|-----|
|   | C1       | C2 | END T | P.L | C1       | C2 | END T | P.L | C1         | C2 | END T | P.L |
| <b>WRITING (Under the following themes)</b> |          |    |       |     |          |    |       |     |            |    |       |     |
| Social interaction                          |          |    |       |     |          |    |       |     |            |    |       |     |
| Immediate family                            |          |    |       |     |          |    |       |     |            |    |       |     |
| Our room                                    |          |    |       |     |          |    |       |     |            |    |       |     |
| Media                                       |          |    |       |     |          |    |       |     |            |    |       |     |
| School                                      |          |    |       |     |          |    |       |     |            |    |       |     |
| Shopping                                    |          |    |       |     |          |    |       |     |            |    |       |     |
| Hobbies                                     |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TOTAL SCORES</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level





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

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.L -

Performance level



|   | TERM ONE |    |       |     | TERM TWO |    |       |     | TERM THREE |    |       |     |
|---|----------|----|-------|-----|----------|----|-------|-----|------------|----|-------|-----|
|   | C1       | C2 | END T | P.L | C1       | C2 | END T | P.L | C1         | C2 | END T | P.L |
| <b>WRITING (Under the following themes)</b> |          |    |       |     |          |    |       |     |            |    |       |     |
| School community                            |          |    |       |     |          |    |       |     |            |    |       |     |
| Describing professions                      |          |    |       |     |          |    |       |     |            |    |       |     |
| My home                                     |          |    |       |     |          |    |       |     |            |    |       |     |
| Restaurant                                  |          |    |       |     |          |    |       |     |            |    |       |     |
| Hospital                                    |          |    |       |     |          |    |       |     |            |    |       |     |
| Social interactions                         |          |    |       |     |          |    |       |     |            |    |       |     |
| Land transport                              |          |    |       |     |          |    |       |     |            |    |       |     |
| <b>TOTAL SCORES</b>                         |          |    |       |     |          |    |       |     |            |    |       |     |

**KEY = C1- CAT ONE**

**C2- CAT TWO END T- END TERM P.L -**

**Performance level**



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

KEY = C1- CAT ONE

C2- CAT TWO END T- END TERMP.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:**.....

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:**.....

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:**.....

# GENERAL TRANSITION REPORT

Areas of weakness to be observed in the learner.

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Areas of strengths to be emphasized

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Talk About Learners Ability and Talent Acquisition.

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