KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

MARKING SCHEME

GRADE 10: CSL – TERM 1 – JANUARY 2026

SECTION A: 40 Marks

1. Principle emphasizing reflection (1 mark)

- ✓ Reflective practice / Reflection
- ✓ Critical thinking about one's service experience
- ✓ Self-assessment of impact on the community
- ✓ Evaluation of personal growth and skills development

2. Two other principles of CSL (2 marks)

i) Reciprocity – mutually beneficial to students and community
ii) Civic responsibility – promoting active citizenship
iii) Collaboration – working with others to achieve common goals
iv) Service learning integrated with academic content
v) Sustainability – ensuring long-term positive impact
vi) Respect for diversity and culture

3. Two civic responsibilities during clean-up campaigns (2 marks)

i) Dispose of waste properly and responsibly
ii) Promote environmental awareness in the community
iii) Participate actively and responsibly in the project
iv) Respect instructions from leaders and local authorities
v) Avoid causing harm to community members or property

4. Define Community, Community Service, and CSL (3 marks)

a) **Community**:

- ✓ A group of people living in a defined area sharing common interests
- ✓ People with shared values, needs, and social ties
- ✓ Can also refer to virtual or online communities with shared goals

b) **Community Service**:

- ✓ Voluntary work done to benefit the community without expecting payment
- ✓ Activities aimed at improving the welfare of others or the environment
- ✓ Examples: Clean-ups, planting trees, mentoring children, health campaigns

c) **Community Service Learning (CSL)**:

- ✓ Educational approach combining community service with learning objectives
- ✓ Students gain knowledge, skills, and values through active participation
- ✓ Focuses on reflection, civic responsibility, and personal growth

5. Differences between Community Service and CSL (2 marks)

Community Service	Community Service Learning (CSL)
Voluntary service without academic focus	Service linked to learning objectives and curriculum
Focus on helping the community	Focus on learning outcomes and community benefit
May not include reflection	Includes reflection to improve understanding and impact
Activity-oriented	Learning-oriented

6. Roles of reflective practice (2 marks)
i) Helps evaluate impact of service activities
ii) Enhances personal growth and skill development
iii) Improves planning of future projects
iv) Encourages critical thinking and problem-solving

7. Type of community needs (3 marks)
a. Poor sanitation → Environmental need
b. Unemployment → Economic need
c. Lack of electricity → Technological need
d. Insecurity → Social need
e. Poor leadership → Political need

8. Four main categories of community needs (4 marks)
i) Environmental needs
ii) Economic needs
iii) Social needs
iv) Political needs
v) Technological needs
vi) Cultural needs

9. Three examples of community stakeholders (3 marks)
i) Local government / county officials
ii) Community leaders / elders / chiefs
iii) NGOs and CBOs
iv) Religious institutions / churches / mosques
v) School management / teachers
vi) Parents and local businesses
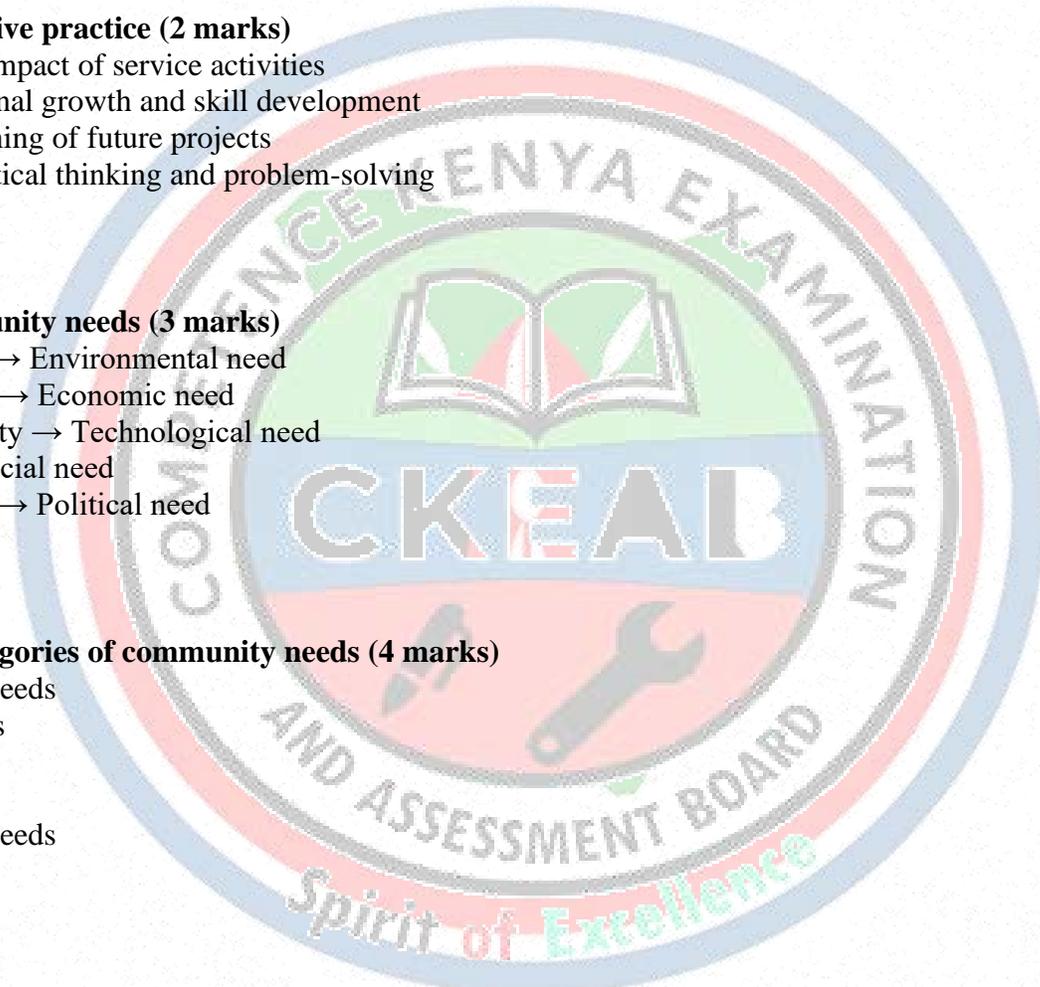
10. Three qualities of an effective leader (3 marks)

i) Communication skills

ii) Integrity and honesty

iii) Empathy and understanding

iv) Decision-making ability

v) Accountability and responsibility

vi) Ability to motivate and inspire

vii) Organizational skills

viii) Conflict resolution skills

11. Leadership style matching (4 marks)

Leadership Style	Characteristic
Transformative	Inspires change and innovation
Democratic	Encourages participation and decision-making
Servant	Prioritizes the needs of others
Situational	Adapts approach depending on context

12. Three responsibilities of a CSL group leader (3 marks)

i) Coordinate group activities and meetings

ii) Represent the group in community discussions

iii) Ensure members adhere to rules and project objectives

iv) Motivate and encourage group members

v) Monitor and evaluate progress

13. Two procedures for conducting elections (2 marks)

i) Nomination of candidates followed by voting

ii) Use of secret ballots or show of hands to ensure fairness

iii) Announcing results transparently

iv) Allowing appeals or objections to election results

14. Two ways to manage rotation of roles (2 marks)

i) Create a roster or schedule assigning roles weekly

ii) Encourage members to swap roles periodically

iii) Rotate leadership roles to allow experience for all members

15. Importance of leadership transition (1 mark)

- ✓ Ensures continuity and sustainability of group activities
- ✓ Allows new leaders to gain experience and bring fresh ideas
- ✓ Maintains motivation and prevents burnout of current leaders
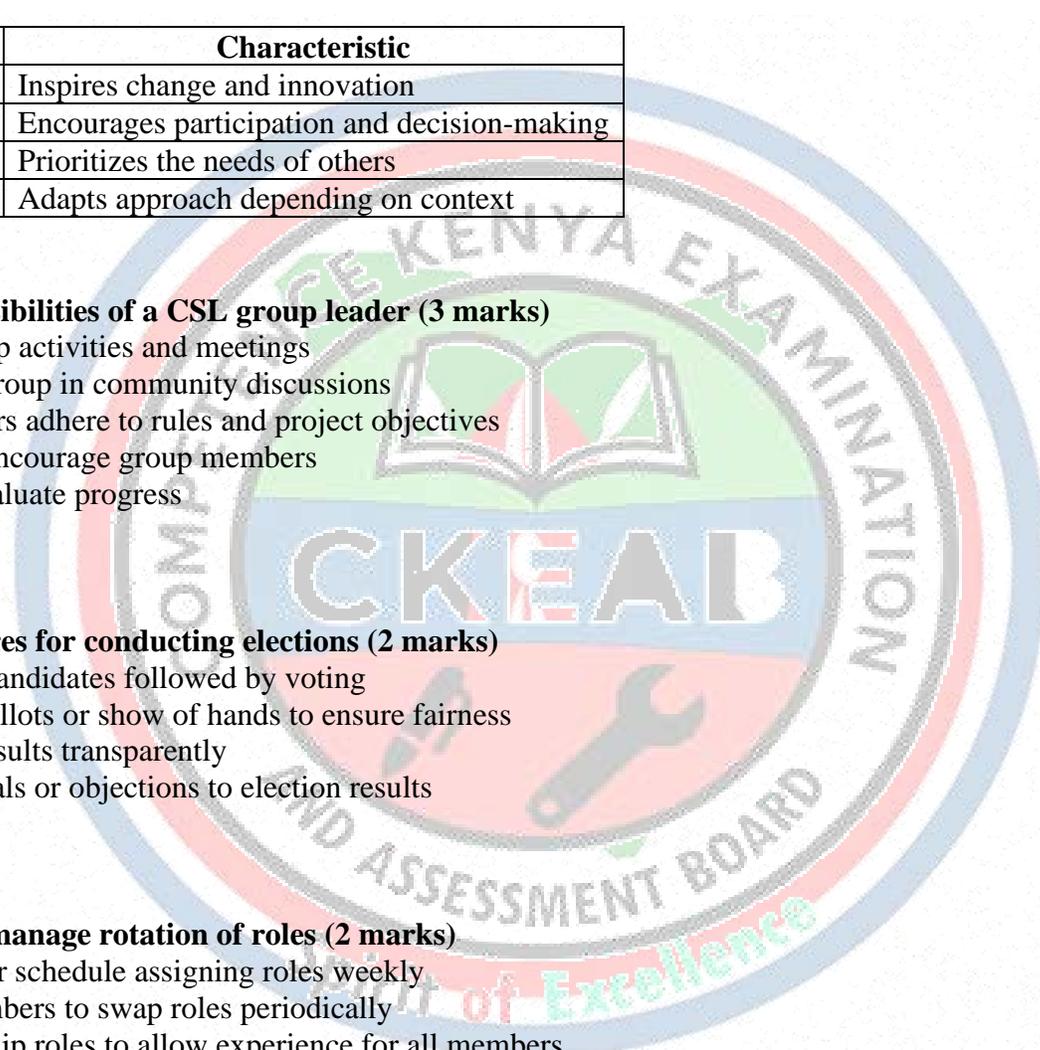
16. Two common challenges faced by CSL groups (2 marks)

i) Lack of resources or funding

ii) Low participation / poor commitment from members

iii) Conflict or disagreements among members

iv) Poor communication and coordination

17. Strategy to overcome challenges (1 mark)

- Fundraising and resource mobilization
- Encourage teamwork and motivation
- Conduct regular meetings and clear communication
- Conflict resolution mechanisms

SECTION B: 60 Marks – Answer any 4 questions

17. Campaign on water conservation

(a) Purpose of CSL (5 marks)

i) Educate community members about conserving water

ii) Promote sustainable water use practices

iii) Develop student leadership and organizational skills

iv) Foster civic responsibility and community involvement

v) Solve community environmental problems collaboratively

(b) Community needs addressed

i) Environmental protection

ii) Access to clean water

iii) Health improvement through hygiene

iv) Education on natural resource management

v) Reduction of water wastage

(c) Involving stakeholders

i) Engage local leaders and chiefs to mobilize the community

ii) Involve school administration and teachers in planning

iii) Collaborate with NGOs or CBOs for materials and support

iv) Include parents and local businesses for sponsorship

v) Assign roles to students for organization and supervision

18. CSL group electing new leaders

(a) Four leadership styles

i) Transformative

ii) Democratic

iii) Servant

iv) Situational

v) Autocratic
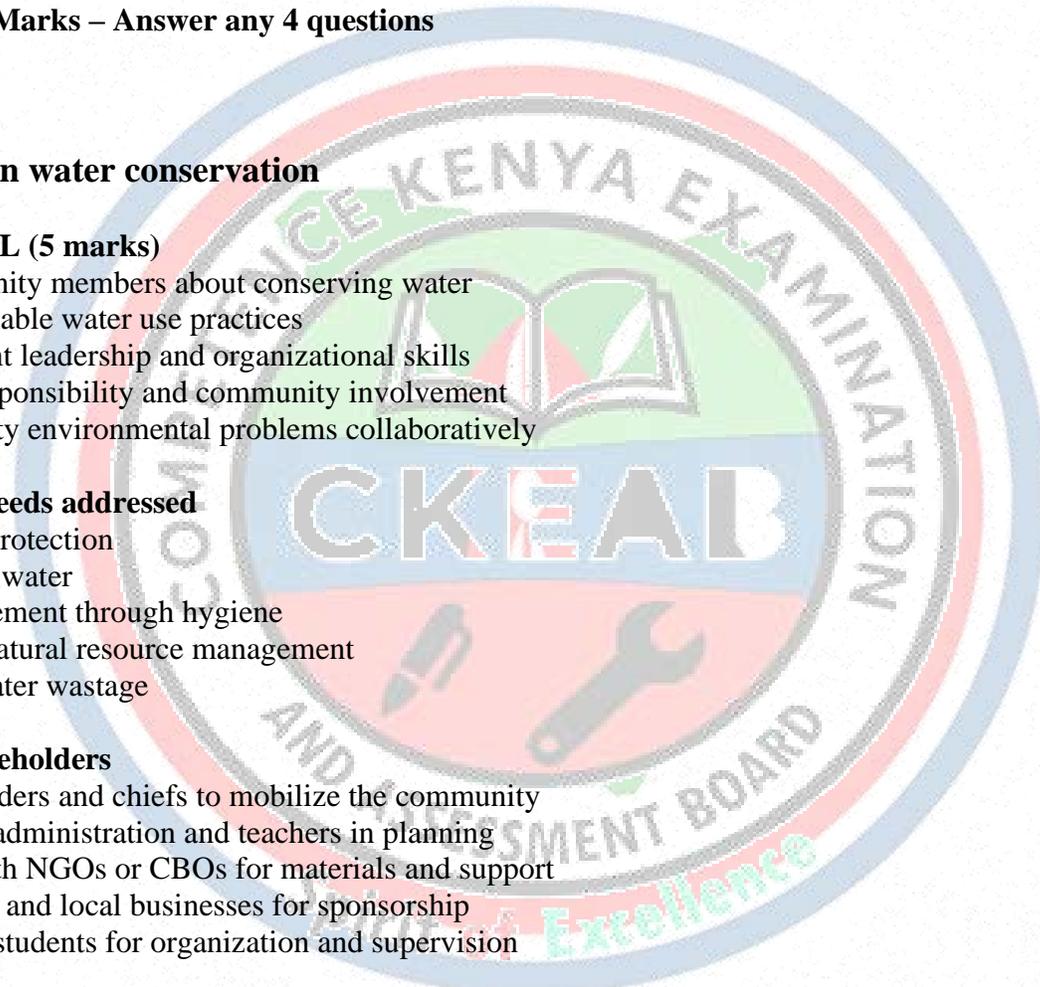
(b) Characteristics of one style – Democratic

i) Encourages participation of all members

ii) Promotes shared decision-making

iii) Listens to ideas and suggestions

iv) Builds teamwork and collaboration

(c) Ensuring fair elections

i) Use transparent procedures (nomination and voting)

ii) Provide equal opportunity for candidates

iii) Monitor the process with impartial observers

(d) Managing leadership transitions

i) Mentorship of new leaders by outgoing leaders

ii) Provide handover notes or documents

iii) Gradually delegate responsibilities

iv) Organize training for new leaders

19. Reflective practice in CSL

(a) Importance (5 marks)

i) Improves understanding of personal and group performance

ii) Enhances problem-solving and critical thinking skills

iii) Promotes accountability

iv) Helps identify successes and areas for improvement

v) Encourages lifelong learning and continuous improvement

(b) Reflection improves future activities (3 marks)

i) Adjust planning and strategies based on past experiences

ii) Develops better communication and teamwork

iii) Enhances project relevance and impact

(c) Reflection activity examples (4 marks)

i) Group discussion / debriefing sessions

ii) Keeping a service journal or diary

iii) Peer evaluation and feedback

iv) Community feedback surveys

20. Civic responsibilities and leadership

(a) Five civic responsibilities (10 marks)

i) Participation in community projects

ii) Respect laws and regulations

iii) Volunteerism

iv) Promoting environmental conservation

v) Assisting vulnerable community members

vi) Encouraging peace and harmony

vii) Upholding fairness and equality

viii) Educating peers on civic duties

ix) Reporting unethical behavior

x) Promoting public health and safety

(b) Effective leadership contribution (3 marks)

i) Provides direction and vision for community projects

ii) Motivates and coordinates members

iii) Ensures accountability and efficient use of resources

(c) Strategies to encourage participation (2 marks)

i) Sensitization campaigns and awareness programs

ii) Incentives, recognition, and rewards for active members

21. Community needs and interventions

(a) Classify community needs (7 marks)

Community Challenge	Category
Poor roads	Environmental / Infrastructure
Limited access to clean water	Environmental / Social
Lack of telephone boosters	Technological
Lack of recreational centres	Social / Cultural
Poor leadership	Political
Lack of worship centres	Social / Cultural
No computers in schools	Technological / Educational

(b) Interventions (4 marks)

i) Poor roads – community advocacy, petition government, volunteer repair work

ii) Clean water – drill boreholes, water conservation campaigns

iii) Telephone boosters – involve telecom companies, install community boosters

iv) Recreational centres – build playgrounds, organize sports programs

v) Poor leadership – leadership training, mentorship programs

vi) Worship centres – mobilize resources for construction

vii) Computers in schools – donations, partnerships with NGOs

(c) Stakeholder involvement enhances effectiveness (4 marks)

i) Provides expertise and resources

ii) Encourages ownership and commitment

iii) Ensures accountability

iv) Promotes sustainability and long-term impact

22. Managing weekly reading sessions

(a) Efficient daily running (8 marks)

i) Prepare schedules and allocate roles

ii) Assign tasks to each member (registration, teaching, materials)

iii) Keep attendance and progress records

iv) Conduct pre-activity briefings

v) Ensure materials and resources are ready

vi) Monitor and evaluate sessions

vii) Coordinate with school administration and parents
viii) Encourage discipline and punctuality

(b) Rotation of roles (4 marks)
i) Ensures all members gain experience and responsibility
ii) Prevents burnout and monotony
iii) Promotes teamwork and collaboration
iv) Builds versatile skills in members

(c) Challenges and solutions (3 marks)
i) Low attendance – encourage participation and parent engagement
ii) Lack of resources – mobilize donations or community support
iii) Conflicts among members – mediation and clear guidelines
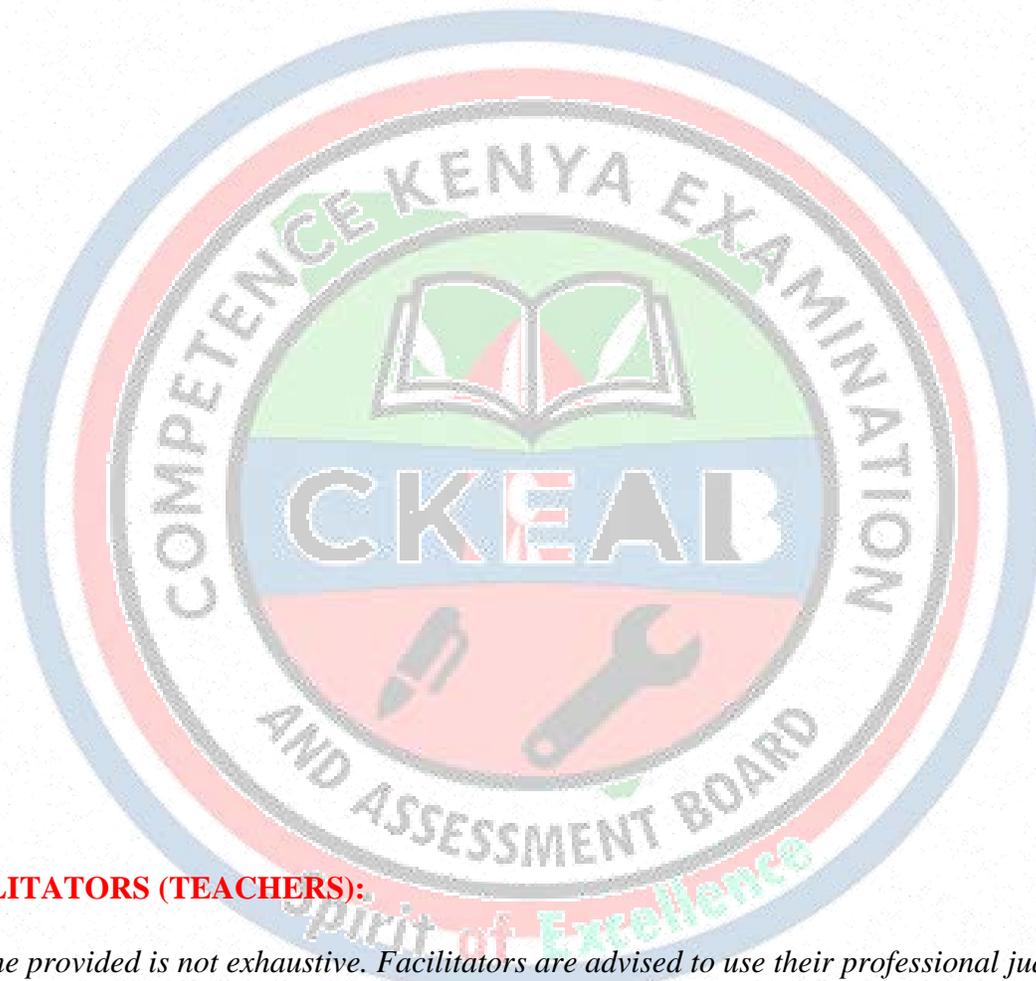
NOTE TO FACILITATORS (TEACHERS):

The marking scheme provided is not exhaustive. Facilitators are advised to use their professional judgment when awarding marks. Any correct, relevant, and scientifically or contextually acceptable answer that demonstrates understanding of the concepts should be credited. Where examples are required, learners may provide other valid examples apart from those listed in the scheme.

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