

END TERM 3 2026
GRADE 10
COMMUNITY SERVICE LEARNING
MARKING SCHEME & TEACHER'S GUIDE

TOTAL: 60 MARKS

MARKING CODES

C — Concept / curriculum point; A — Accuracy / acceptable response; M — Method / process where applicable.

QUESTION 1 — 4 MARKS

Definition of action research — systematic inquiry undertaken to understand and improve a real situation/problem through action and reflection. (2) Any two characteristics: cyclical; practical/problem-focused; involves participants; includes reflection; aims at improvement. (2)

QUESTION 2 — 4 MARKS

Any four valid reasons: establishes the exact nature/scope of the problem; prevents solving the wrong problem; provides a basis for collecting relevant data; helps set clear objectives; supports selection of an appropriate intervention; provides a baseline for measuring change. (1 each)

QUESTION 3 — 8 MARKS

Accept: Plan — decide the issue, objectives and proposed action. (2); Act — implement the planned intervention. (2); Observe — collect information/evidence on what happens. (2); Reflect — examine findings, lessons and possible improvements/next cycle. (2).

QUESTION 4 — 4 MARKS

Primary data: information collected first-hand for the specific investigation (2). Example: questionnaire/interview/observation conducted by learners (1). Secondary data: information already collected/published by another source (2). Example: report, school record, published statistics or relevant document (1).

QUESTION 5 — 8 MARKS

(a) Any three: questionnaire, interview, observation/checklist, document/record review, measurement/other suitable data tool. (3). (b) One relevant information type for each selected tool, e.g. reported water-use practices; reasons for wastage; observed leakage/behaviour; recorded consumption. (3). (c) Any sound analysis method: organise/classify data, count frequencies, compare patterns, summarise findings, identify trends/relationships and use findings to define the extent of the problem. (2).

QUESTION 6 — 6 MARKS

Suitable intervention linked to waste segregation problem (1). Objective stated clearly (1). Two feasible activities (2). Responsible persons/groups identified (1). Resources required (1). Time frame (1). Monitoring indicator (1).

QUESTION 7 — 6 MARKS

Any three explained points, 2 marks each: identify what is working/not working; compare progress with objectives; use evidence/feedback to adjust activities; identify emerging challenges; improve resource use or roles; document lessons for the next action cycle.

QUESTION 8 — 6 MARKS

Social entrepreneurship: enterprise activity that seeks to address a social/community problem while using sustainable enterprise approaches (2). Ordinary business: primarily organised around provision of goods/services and financial/commercial objectives (2). Two features of a social enterprise, e.g. defined social purpose; opportunity identification; sustainable income generation; community impact; reinvestment/use of resources toward social purpose. (1 each)

QUESTION 9 — 6 MARKS

(a) Viable example such as production of briquettes/compost from agricultural waste, recycling enterprise, or another defensible community-focused enterprise. (2). (b) Any three justified reasons: available raw material/resources; demand; low cost; employment potential; environmental benefit; sustainability; community need. (1 each). (c) One valid social/environmental benefit, e.g. employment, reduced waste, cleaner environment, income generation. (1).

QUESTION 10 — 6 MARKS

(a) Any four: enterprise opportunity/purpose; target community/beneficiaries; product/service; key activities; responsibilities; resources; budget/costs; marketing/implementation; impact/monitoring; timeline. (1 each). (b) Any two explained: donations; cost sharing; income-generating activities; partnerships; fundraising; grants/sponsorship; locally available materials; stakeholder support. (1 each).

CURRICULUM TRACEABILITY

Question	Strand/Sub-strand	Learning Outcome Focus	Cognitive Level	Marks
1	3.1 Introduction to Action Research	Define and analyse characteristics of action research	Understand	4
2	3.2 Problem Identification	Explain importance of identifying a problem	Understand/Analyse	4
3	3.1 Introduction to Action Research	Illustrate the action research cycle	Understand/Apply	8
4	3.2 Problem Identification	Use data collection to investigate a community problem	Understand/Apply	4
5	3.2 Problem Identification	Use data collection tools and analyse data	Apply/Analyse	8
6	3.3 Designing and Implementing an Intervention	Create an implementation plan	Create/Apply	6
7	3.3 Designing and Implementing an Intervention	Reflect on implementation and improvement	Analyse/Evaluate	6
8	4.1 Introduction to Social Entrepreneurship	Distinguish social entrepreneurship and other enterprises	Understand/Analyse	6
9	4.2 Opportunity Identification	Develop/select viable social enterprise ideas	Apply/Evaluate	6
10	4.3 Social Enterprise Planning; 4.4 Resource Mobilisation	Analyse plan components and resource mobilisation	Analyse/Create	6

TEACHER / EXAMINER GUIDANCE

- Accept equivalent wording where the learner demonstrates the intended curriculum concept.
- For open-ended community scenarios, award marks for relevant, feasible responses even where examples differ from those listed, provided they satisfy the question.
- Do not double-award marks for repeated versions of the same idea.
- Questions 6, 9 and 10 should be marked for relevance, feasibility and clear application of the curriculum rather than for one prescribed enterprise.

- Total marks: 60.

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