THE KENYA NATIONAL EXAMINATIONS COUNCIL

HOME SCIENCE PROJECT
School Based Assessment
2026 Grade 10
PROJECT

Name: _____ Assessment No.: _____

School Name: _____Signature: _____

Instructions to Learners

*(a) This paper consists of **ONE** project task.*
(b) The project is scored out of 60 marks.
*(c) Answer **all t**he questions in English.*

SCORE GRID
Scores to be submitted by 31st October, 2026

S/No	Criteria/Tasks	Score
1	Making notes	8
2	Making a presentation	9
3	Choice of fruits	3
4	Writing the procedure of making a fruit salad	4
5	Sharing of tasks, equipment and materials	3
6	Choice of equipment, tools and materials	2
7	Cleaning of work surfaces, utensils and ingredients	4
8	Preparation of the fruit salad	10
9	Presentation of the salad	3
10	Final clearing up	2
11	Making a portfolio to include the procedure of making a salad, posters/charts/PowerPoints, pictures, photographs, videos and notes.	12

This paper consists of 4 printed pages

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INSTRUCTIONS TO THE HOME SCIENCE TEACHER

The teacher to:

a) guide each learner to individually search for information from print/digital media and make notes on:
   i) food groups and their sources,
   ii) food nutrients found in fruits and their functions in the body,
   iii) appropriate hygiene and safety practices when handling food.

b) put the learners in groups of up to 5 members.

c) guide each group to discuss, share roles, prepare and make presentations on:
   i) classification of food into food groups and give their sources,
   ii) food nutrients found in fruits and their functions in the body,
   iii) appropriate hygiene and safety practices when handling food in daily living.

d) guide each group to choose locally available fruits to use when making a salad.

e) guide each group to compile the procedure they will follow to make the fruit salad.

f) guide each group to assemble appropriate equipment, tools and materials they will use to make a fruit salad.

g) guide each group to prepare and present the fruit salad hygienically.

h) guide each group to take pictures, photographs and record videos during the project.

i) guide each group to make and present a physical or electronic portfolio for the project.

j) use the scoring guides provided to score the learners during the project.

Assessment Standards

The learner can:

A. classify the main food groups and give their sources; (slo-1.4 a)

B. identify the food nutrients found in fruits and their functions in the body; (slo-1.4 b)

C. explain the importance of observing appropriate hygiene and safety practices when handling food, using relevant day-to-day examples; (slo-1.3 a)

D. assemble appropriate equipment, tools and materials to make a fruit salad; (slo-1.2 b)

E. clean all work surfaces, utensils, and ingredients before use; (slo-1.2 d).

F. make and present a fruit salad while observing safety and hygiene practices;

G. take pictures, photographs and record videos as evidence of the project undertaken;

H. make a physical or electronic portfolio and present/share for scoring.

PROJECT

Theme: ***Promoting Nutrition and Food Hygiene and Safety for a Healthy School Community***

Task

You have been asked to support the school community health initiative during the Nutrition and Wellness Day. Your role is to plan, prepare, and serve a nutritious fruit salad to promote good nutrition among learners.

To accomplish the project:

1. Individually, use print and digital tools to search for information and make notes on:
    i) food groups and their sources;
    ii) food nutrients found in fruits and their functions in the body;
    iii) appropriate hygiene and safety practices when handling food.
2. In your group, discuss the notes made, prepare charts/posters/PowerPoints and make a presentation to the school community on:
    i) classification of food into food groups and give their sources;
    ii) food nutrients found in fruits and their functions in the body;
    iii) appropriate hygiene and safety practices when handling food in daily living.

    Note:

    Display (exhibit) and use the fruit salad prepared when making the presentation.
3. In your group:
    i) choose at least two locally available fruits to use when making a salad;
    ii) compile the procedure you will follow to make the fruit salad;
    Assign roles to each member and:
    iii) assemble appropriate equipment, tools and materials to make a fruit salad;
    iv) clean the work surfaces, utensils, and ingredients you will use;
    v) prepare the fruits and mix the fruit salad;
    vi) present the fruit salad in a clean environment using clean serving equipment and tools;
    vii) dispose of waste safely;
    viii) clean and clear the preparation area.

4. Individually, make and present a physical or electronic portfolio to include:
    i) procedure followed when making the fruit salad;
    ii) posters/charts/PowerPoints made;
    iii) pictures, photographs, videos and notes made during the project.

Note:

1. You are encouraged to improvise where possible, to be creative and innovative in carrying out the tasks.
2. You are required to take photographs/ record videos and collect pictures at every stage of the project for your portfolio. Do this with the assistance of your teacher.

Targeted Core Competencies

1. Digital literacy as the learners search for information using digital tools, take photographs and record videos as well as during the development of the e-portfolio.
2. Communication and collaboration as the learners discuss and make presentations.
3. Self-efficacy as they prepare the fruit salad and present their finished products.
4. Creativity and imagination as they prepare the posters, power points and portfolios.

Targeted Values

1. Social justice as they share the equipment, tools, and equipment during the project.
2. Responsibility as the learners complete the assigned tasks.
3. Unity as learners work together to make presentations.

Targeted Pertinent and Contemporary Issues (PCIs)

1. Health education as learners observe hygiene while making fruit salads.
2. Life skills as learners acquire skills in making nutritious fruit salads.

Community Service Learning as learners educate/sensitise the school community on good nutrition and well being.

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