



KENYA NATIONAL EXAMINATIONS COUNCIL

**BASED ASSESSMENT
SCIENCE AND TECHNOLOGY PROJECT
GRADE 5 2026**

SCORING GUIDE

CHECKLIST FOR THE TASK

NAME OF THE LEARNER

STRAND 3.0: FORCE AND ENERGY

SUB STRAND 3.2: SOUND ENERGY

The project assesses the following:

Core competencies:

- Creativity and imagination Learners will make a sound producing instrument or device using locally available resources
- Digital literacy: Learners will search for information in the internet on how to make a sound producing instrument or device.
- Critical thinking and problem solving: Learners will search for and identify locally available materials to make a sound producing instrument or device.
- Communication and collaboration: Learners will discuss with peers the role of the sound producing instrument or device in day to day life.

Core values:

- Unity as the learners work in groups to make the sound producing instrument or device
- Responsibility as learners device ways of minimizing the effects of loud sound in the environment

Pertinent and Contemporary Issues (PCI):

- Citizenship: Learners develop awareness of human rights and responsibilities as they discuss the role of government in controlling sound pollution and how they can help in controlling sound pollution in their locality.
- Socioeconomic: Learners will discuss how they can generate income by selling the sound producing instruments or device to earn cash.

Standards:

- The learner can identify sources of sound in nature.
- The learner can describe the effects of sound in day to day life.
- The learner can appreciate the role of sound in day to day life.

Turn over

INSTRUCTIONS TO THE TEACHER

This paper consists of one performance task: **Making a sound producing instrument**

- a) The teacher to guide learners in groups to:
 - i. source for information on making a sound producing instrument or device
 - ii. share collected information on how to make a sound producing instrument or device.
 - iii. agree on the sound producing instrument they will make.
 - iv. identify and collect materials required to make the sound producing instrument or device they want to make.
 - v. make the sound producing instrument or device.
 - vi. observe safety measures and precautions while using the various tools, materials, equipment and digital devices
 - vii. select appropriate tools, materials, equipment and digital devices for carrying out the project
 - viii. use locally available environmentally friendly resources as much as possible
 - ix. share tools, materials, equipment and digital devices where applicable
 - x. work as a team
 - xi. use the sound producing instrument as a learning resource to discuss the
 - sources of sound in nature
 - effect of sound in day to day life
 - role of sound in day to day life
 - xii. keep a journal
- b) The teacher will use the scoring guide provided to assess group's performance of the project
- c) The teacher will use the group's score as the individual learner's score
- d) The teacher will key in the project score in the score sheet provided.
- e) The teacher will upload the learner individual score to the KNEC CBA portal

Note: The teacher will assess the task right from the start using the scoring guide provided.

Criteria	Indicators	Maximum score	Learner's score	Teacher's remarks
1. Sourcing and recording information	Aspects - Information on how sound is produced. - Information on how to make sound producing instruments and devices. Score allocation - Writes down relevant information on two of the aspects (2) - Writes down relevant information on one of the aspects (1)	2		
2. Sharing the information collected.	- confidently shares all the relevant information collected on sound producing instruments and devices, how they work and how they can be made and generally how sound is produced (3) - shares information on sound producing instruments and devices but not how they produce sound (2) - shares some information on sound producing instruments and devices but not how they work or can be made (1)	3		
3. Identifying and collecting materials required to make a sound producing instrument or device.	- materials identified and collected are environmentally friendly and sufficient 2) - materials identified and collected are environmentally friendly but not sufficient (1)	2		
4. Making a sound producing instrument or device	Aspects - it is functional and proportional in size - It is easy to handle Score allocation The sound producing instrument or device - Meets any 2 of the aspects (2) - Meets any 1 of the aspects (1)	2		
5. Observing safety	- Demonstrated safe handling of materials and tools throughout the project (2) - Demonstrated safe handling of materials and tools sometimes during the project (1)	2		
6. Displaying finished	The learner confidently displays the sound producing	1		

sound producing instrument or device.	instrument or device (1)			
7. Using the sound producing Instrument or device to produce sound.	Aspects 1. Identifying the type of instrument or device made (eg. Electric bell, guitar, xylophone, drum, whistle, flute etc) 2. Demonstrating how the instrument or device works. 3. Explaining how the instrument or device works (eg by plucking the strings, blowing, switching on current, hitting etc) 4. Explaining when the instrument or device is normally used (eg. for entertainment, communication, alarm/warning etc) 5. Describing the type of sound produced by the instrument or device (eg. Soft or loud sound, low or high sound) Score allocation The learner uses the instrument or device to discuss: a) all the 5 aspects (5) b) any 4 of the aspects (4) c) any 3 of the aspects (3) d) any 2 of the aspects (2) e) any 1 of the aspects (1)	5		
8. Using the instrument or device to discuss the sources of sound in nature, role and effects of sound in day to day life.	Aspects 1. communication 2. music 3. health care diagnosis 4. signaling systems 5. determining depth of holes and oceans (water bodies) 6. removing gases from liquids 7. sound pollution 8. sterilization by killing bacteria. 9. echoes Score allocation The learner confidently discusses any: a) 5 of the aspects (5)	5		

	b) 4 of the aspects (4) c) 3 of the aspects (3) d) 2 of the aspects (2) e) 1 of the aspects (1)			
9. Teamwork	Aspects 1. Evidence of collaboration 2. Evidence of commitment by everyone in the team Score allocation a) Both aspects are evident (2) b) Only one of the aspects is evident (1)	2		
10. Keeping journal	Record of chronological occurrence of activities in a journal (1)	1		
TOTAL		25		



THE KENYA NATIONAL EXAMINATION COUNCIL
GRADE 5 SCHOOL BASED ASSESSMENT
SCIENCE AND TECHNOLOGY PROJECT SCORE SHEET

S/N	Name of Learner	Learner's Score
1		
2		
3		
4		
5		
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21		

ASSESSMENT SUMMARY

SCORE RANGE	PERFORMANCE LEVEL	DESCRIPTION
21-25	4	Exceeding Expectation
14-20	3	Meeting Expectation
7-13	2	Approaching Expectation
0-6	1	Below Expectation

Teacher's general comments on the group's performance

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