

**SCHOOL BASED ASSESSMENT
GRADE 7
INTEGRATED SCIENCE PROJECT
MAY 2026**



**THE KENYA NATIONAL EXAMINATIONS COUNCIL
SCHOOL BASED ASSESSMENT**

Integrated Science Project

Learner's Name: _____

Assessment No. _____ **Grade: 7**

Date: _____

This paper consists of 4 printed pages.

Background:

Many learners encounter skin-related experiences such as cuts, burns, sweating, and hair growth, yet may not fully understand how the skin works. As a science learner, you have been invited to participate in a school science exhibition where models are used to explain the structure and function of the human skin.

Your task is to design and construct a model of the human skin that can be used to educate other learners and members of the community. You will then present your model, clearly explaining the role of each part in simple and understandable terms.

INSTRUCTIONS TO THE TEACHER

(a) This paper consists of two performance tasks.

Task 1: Making a model of the human skin.

Task 2: Developing a portfolio on making the model of a human skin.

(b) Learners will carry out task 1 in groups of 5 to 8 members.

(b) Learners to carry out task 2 individually.

(c) The teacher will guide learners in selecting appropriate tools, materials, equipment, and digital devices for the project.

(d) Learners should be encouraged to use locally available resources as much as possible.

(e) The teacher should ensure that learners observe safety measures and precautions when using tools, materials, equipment, and digital devices.

(f) Learners may share tools, materials, equipment, and digital devices where appropriate.

(g) The teacher will use the provided scoring guide to assess the group's performance.

(h) The group score will be awarded to each individual learner.

(i) The teacher will record the project marks in the provided score sheet.

Note: The teacher should assess the task continuously from the beginning using the provided scoring guide.

TASK 1: MAKING A MODEL OF THE HUMAN SKIN

(a) Individually, learners will source information from textbooks, resource persons, parents or guardians, digital devices, and the internet, among others, on how to model the human skin.

(b) Individually, learners will take short notes and draw and label the human skin.

(c) In groups of 5 to 8 members, learners will share the information collected and discuss how to model the human skin.

(d) Learners will identify and collect the materials required to model the human skin.

(e) Learners will construct a model of the human skin using the materials identified and collected.

(f) Learners will display their finished product (model of the human skin).

(g) Learners will observe, comment on, and reflect on their peers' work, making suggestions for improvement.

(h) The teacher will assess the suitability of the model of the human skin.

(i) The teacher will orally ask learners to identify the parts of the human skin involved in excretion.

(j) The teacher will orally ask learners to describe to others the functions of the parts of the model of the human skin involved in excretion.

(k) The teacher will orally ask learners to explain how the parts of the human skin work together to excrete wastes from the body.

TASK 2: MAKING A PORTFOLIO ON THE MODEL OF THE HUMAN SKIN

Learners should compile a portfolio that documents their work throughout the task. The portfolio should include:

(a) Cover Page

- Project title
- Learner's name
- Class and school
- Date of submission

(b) Introduction

- Brief description of the human skin
- Purpose of the project

(c) Brief Notes

- Information gathered from various sources
- Short notes on the structure of the human skin

(d) Labelled Diagram

- A neat, well-labelled drawing of the human skin showing key parts

(e) Materials and Tools

- List of materials and tools used
- Reasons for choosing them

(f) Procedure

- Step-by-step description of how the model was constructed

(g) Photographic and Video Evidence

- Pictures and videos showing stages of model construction

(h) Finished Model Description

- Explanation of the final model
- Identification of all labelled parts

(i) Functions of Parts

- Simple explanation of the roles of each part of the skin included in the model
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(j) Challenges and Solutions

- Difficulties encountered
- How they were addressed

(k) Reflection

- What was learned from the task
- Skills developed (e.g., teamwork, creativity)

(l) Conclusion

- Summary of key learning points

(m) References

- List of sources used (books, internet, resource persons)

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