



THE KENYA NATIONAL EXAMINATIONS COUNCIL
SCHOOL BASED ASSESSMENT – SCIENCE AND TECHNOLOGY
GRADE 5 – 2026 SCORING GUIDE

Question No.	Expected response	Comments
1	a) Plant A. b) Fern, moss or a similar plant in the same group as Plant B. c) Classification groups plants according to similarities and differences, making them easier to identify and study.	a) 1 mark. b) 1 mark for a correct example. c) 1 mark for a valid reason. Accept equivalent responses.
2	a) C is brightly coloured to attract pollinators such as bees and butterflies. b) D protects the flower, especially the developing flower bud. c) Fruit and seed production would be greatly reduced or may not occur because flowers are needed for reproduction.	a) 1 mark. b) 1 mark for protection of the flower/bud. c) 1 mark. Accept 'no fruits/seeds' or 'reduced fruits/seeds'.
3	a) Cow – mammal; Fish – fish; Eagle – bird; Frog – amphibian. b) A frog can breathe using lungs on land and through its moist skin in water; its webbed feet also help it swim.	a) 1 mark for the classifications shown correctly. b) 2 marks: 1 mark for a valid land adaptation/explanation and 1 mark for a valid water adaptation/explanation. Accept equivalent responses.
4	a) i. No, I do not agree. ii. H is the diaphragm. Its movement changes the volume of the chest cavity and enables air to move into and out of the lungs. If it stops moving, normal breathing cannot continue. b) Blockage of the air passages at G would restrict airflow to/from the lungs, causing difficulty in breathing.	a)(i) 1 mark; (ii) 1 mark. b) 1 mark for restricted airflow/difficulty in breathing.
5	a) i. Agree. ii. Iron filings are attracted to a magnet, while beans and sand are not. b) First use a magnet to remove the iron filings, then use a sieve to separate the larger beans from the sand.	a)(i) 1 mark; (ii) 1 mark. b) 1 mark for the correct sequence/method. Accept hand-picking of beans instead of sieving.
6	a) i. Examples: plastic waste, bottles, bags, garbage or other visible solid waste. ii. The pollutant may have entered through careless dumping/littering, sewage discharge, industrial waste or surface run-off.	a)(i) 1 mark; (ii) 1 mark. b) 1 mark for a valid effect. c) 1 mark for a practical control

	b) Water-borne diseases, death of fish, reduced fish catch, or unsafe water for domestic use. c) Proper waste disposal, treating sewage/industrial waste, or preventing dumping into the river.	measure. Accept equivalent responses.
7	a) Filtering removes insoluble solid particles such as sand and dirt, making the water clearer. b) i. No, I do not agree. ii. Filtering may not remove dissolved substances or disease-causing microorganisms; the water may therefore still be unsafe to drink.	a) 1 mark. b)(i) 1 mark; (ii) 1 mark. Accept 'boil/disinfect after filtering' as supporting explanation.
8	a) Boat J floats because the water pushes it up. b) Boat K sank because the added load made it too heavy. c) Floaters help people remain above water and can help rescue/transport people safely during floods.	a) 2 marks: 1 mark for buoyant force/upthrust and 1 mark for relation to weight/displacement. b) 1 mark. c) 1 mark for a valid importance.
9	a) The sound becomes louder because hitting the drum harder makes it vibrate more strongly. b) Possible effects include hearing damage, discomfort, headache, or difficulty concentrating.	a) 1 mark for 'louder' (or greater volume) and acceptable explanation if given. b) 1 mark for a valid effect.
10	a) The wooden spoon. b) Wood is a poor conductor of heat, so heat from the hot tea is transferred more slowly to the handle.	a) 1 mark. b) 1 mark for poor conductivity/slow heat transfer.

ASSESSMENT RUBRIC

S/N	Tasks	Maximum Score	Score's Range	Performance Level	Description
1	Living Things	12	10-12	4	Exceeding Expectation
			6-9	3	Meeting Expectation
			3-5	2	Approaching Expectation
			0-2	1	Below Expectation
2	Matter	10	8-10	4	Exceeding Expectation
			5-7	3	Meeting Expectation
			3-4	2	Approaching Expectation
			0-2	1	Below Expectation
3	Force and Energy	8	6-8	4	Exceeding Expectation
			4-5	3	Meeting Expectation
			2-3	2	Approaching Expectation
			0-1	1	Below Expectation

GRADE 5 SCORE SHEET

S/ N	Assessment Number	Learner's Name	Task 1	Task 2	Task 3
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

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