END TERM 3 2026
GRADE 10
COMMUNITY SERVICE LEARNING
WRITTEN SUMMATIVE ASSESSMENT
TIME: 2 HOURS

Name:	_____
Assessment Number:	_____
Class / Stream:	_____
Date:	_____

INSTRUCTIONS TO CANDIDATES

1. Write your name and assessment details in the spaces provided.
2. Read all questions carefully before answering.
3. Answer all questions.
4. Give clear, relevant and well-organised responses based on Community Service Learning concepts.
5. Where a scenario is provided, apply the principles of the curriculum to the situation described.
6. Use examples from community contexts where required.
7. Write clearly and legibly.
8. Check the question paper to ensure that all questions are present.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A	1–4	20	
B	5–7	20	
C	8–10	20	

TOTAL: 60 MARKS

SECTION A — ACTION RESEARCH

1. Define action research and state two characteristics that distinguish it from ordinary research. **(4 marks)**

_____

_____

2. A Grade 10 class notices that littering around the school gate is increasing. State four reasons why clearly identifying the problem is important before beginning an action research project. **(4 marks)**

_____

_____

3. State the four main stages in the action research cycle given in the curriculum and briefly explain what happens at each stage. **(8 marks)**

_____

_____

_____

_____

4. Differentiate between primary and secondary data, then give one suitable example of each that learners could use when investigating a community problem. **(4 marks)**

_____

SECTION B — PROBLEM IDENTIFICATION AND INTERVENTION

5. A school community identifies frequent water wastage as a problem.

(a) State three appropriate data-collection tools that could be used to investigate the problem. (3 marks)

(b) For each tool, state one type of information it could provide. (3 marks)

(c) Explain one way of analysing the collected data before deciding on an intervention. (2 marks)

6. A learner team has identified poor waste segregation as a community problem. Propose a suitable intervention and prepare an implementation outline showing: the objective, two activities, people responsible, resources required, a time frame, and one indicator that could be used to monitor progress. **(6 marks)**

7. Explain three ways reflective meetings can help a team improve an action research intervention while it is being implemented. **(6 marks)**

SECTION C — SOCIAL ENTREPRENEURSHIP

8. Distinguish between social entrepreneurship and an ordinary business enterprise. Give two features of a social enterprise. **(6 marks)**

_____

_____

_____

9. A community has many unemployed young people but also produces a large amount of agricultural waste.

(a) Identify one viable social enterprise opportunity arising from this situation. (2 marks)

_____

_____

_____

_____

(b) Give three reasons for selecting the opportunity. (3 marks)

_____

_____

_____

_____

(c) State one possible social or environmental benefit. (1 mark)

_____

_____

10. A learner group plans to establish a low-cost social enterprise.

(a) State four major components that should appear in their social enterprise plan. (4 marks)

_____

_____

_____

_____

(b) Explain two ways of mobilising resources for the enterprise. (2 marks)

_____

_____

_____

_____