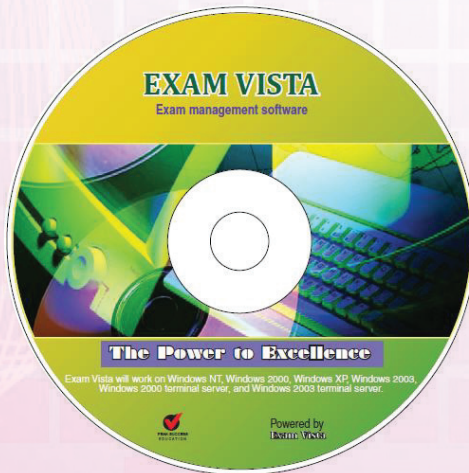




**PEAK SUCCESS
EDUCATION**

PEAK SUCCESS



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EDUCATION**

*empowering education
enabling careers*

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+254722813379

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Peak success deals in multi-media products and services- video, print and other interactive formats aimed at learners of all ages in Kenya. Currently, Peak Success's main focus is to provide media rich, digital learning products to schools and home learners, delivering E-Learning content and functionality for teachers and students through a range of DVD and DVD-ROM products and services.

E-learning is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.

A. EXAM GENERATOR

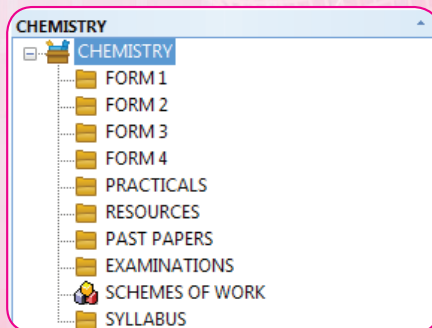
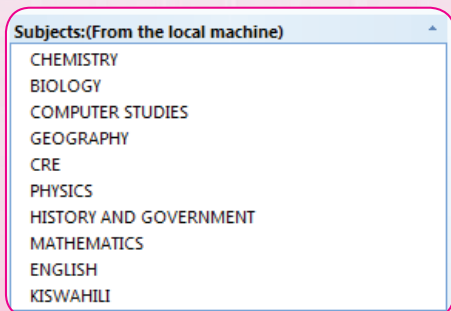
Exam Generator allows teachers to create standard exams, quizzes, and homework, complete with mark schemes, in minutes. Questions are organized by topics and subtopics in the question bank, enabling teachers to easily find the questions they need. This software package enables teachers to produce and print off unique Mock or End of Term Examinations according to the random selection criteria outlined in the K.C.S.E Syllabus.

Exam Generator is available in Chemistry, Physics, Mathematics, Biology, English Language, Kiswahili, Geography, History, C.R.E and Computer Studies. In each of these subjects, it provides all assessment resources for forms 1, II, III and IV.

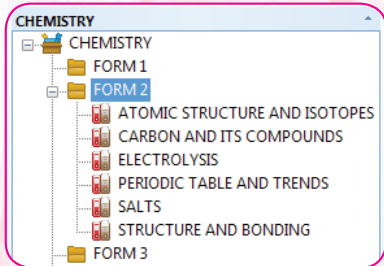
LOGIN

A. The software application will display the following on the left:

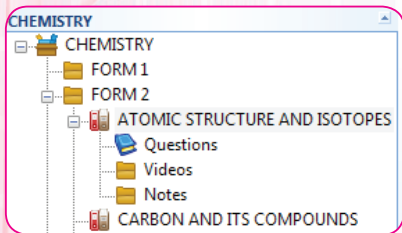
B. CLICK SUBJECT You will notice that the subject will display the following characteristics;



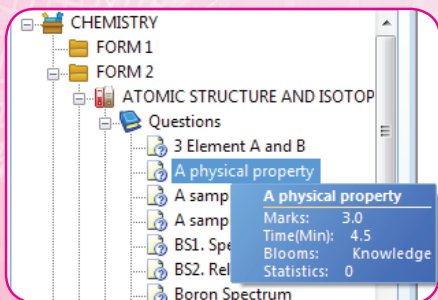
- C. If you now click FORM 2, the software application takes you to the topics that fall into FORM 2 category as displayed below;



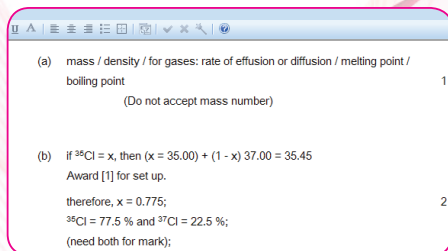
- D. If you now click a topic, it will display all the QUESTIONS, VIDEO LESSONS AND POWERPOINTS (NOTES) under this topic as shown below;



- E. Now, the EXAM GENERATOR takes over the application to help you set the Exam, Test Homework for your FORM. Click any question and the full window below opens. The blue icon shows the characteristics of each question. This means you can view and evaluate each question to select the criteria you wish to use to base your test on. This simply means you can create a test based on TOPIC or TIME, BLOOM'S TAXONOMY or CATEGORY (Short, long structured or Multiple choice) as you desire. It also shows you THE STATISTICS, or how many times the question has been used in your previous tests. On the bottom right, you can click ANSWER to view the marks distribution.

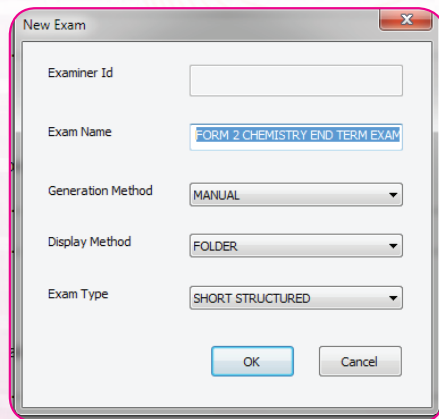


- F. Mark scheme



CREATING THE REAL EXAM

- a. On the left window of the subject, click EXAMINATION, then right click and select ADD. The window below appears. You can type the EXAM NAME, select that you will save it in your FOLDER. It also provides an option for E-MAIL in case you wish to send it to your students ONLINE. Then OK.

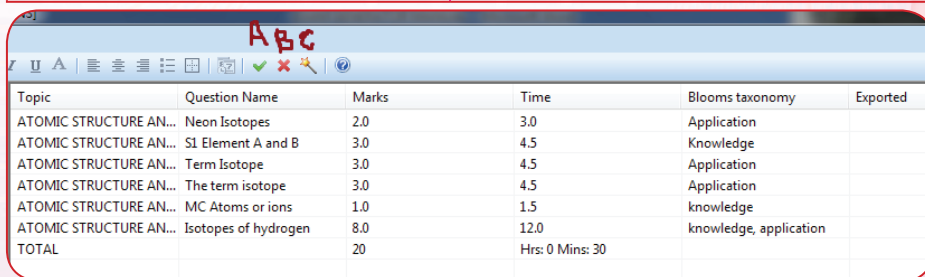


SELECTING QUESTION FOR YOUR EXAM

The window above is replaced by the one below the Bloom's Taxonomy. If you click a question of the left, you can view it to see if it fits your preference. You can also view the MARKSCHEME for this question by clicking answer at the bottom. If you decide to select it as your number one, you click the GREEN icon A shown in RED. You keep repeating this process as you add more and more questions to your EXAMINATION. If you wish to remove a question, you click RED icon B. The spreadsheet displays the results showing

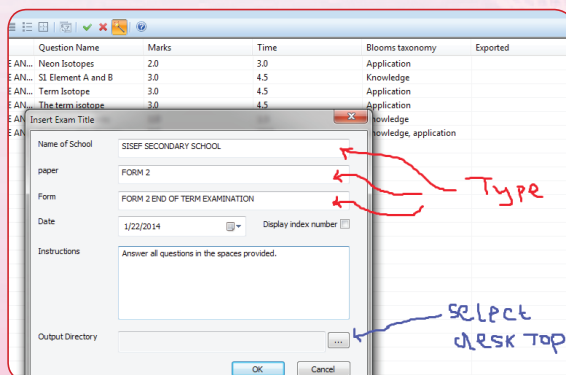
- Topic
- Marks
- Bloom's Taxonomy
- Question name
- Time

Remembering: can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	Assemble, construct, create, design, develop, formulate, write.



Topic	Question Name	Marks	Time	Blooms taxonomy	Exported
ATOMIC STRUCTURE AN...	Neon Isotopes	2.0	3.0	Application	
ATOMIC STRUCTURE AN...	S1 Element A and B	3.0	4.5	Knowledge	
ATOMIC STRUCTURE AN...	Term Isotope	3.0	4.5	Application	
ATOMIC STRUCTURE AN...	The term isotope	3.0	4.5	Application	
ATOMIC STRUCTURE AN...	MC Atoms or ions	1.0	1.5	knowledge	
ATOMIC STRUCTURE AN...	Isotopes of hydrogen	8.0	12.0	knowledge, application	
TOTAL		20	Hrs: 0 Mins: 30		

Once you are satisfied with all the criteria of your exam, you can export it by pressing icon below C. Type your exam particulars and select saving location as shown, then OK. The complete EXAMINATION and MARKING SCHEME go to DESKTOPE of your computer. Close the software, go to desktop and print your EXAMINATION.



Insert Exam Title

Name of School: SISEF SECONDARY SCHOOL

Paper: FORM 2

Form: FORM 2 END OF TERM EXAMINATION

Date: 1/22/2014

Instructions: Answer all questions in the spaces provided.

Output Directory: ...

OK Cancel

Type

select DESK TOP

QUESTION PAPER

NAME:

SCHOOL NAME: SISEF SECONDARY SCHOOL

DATE: 1/22/2014

FORM 2
FORM 2 END OF TERM EXAMINATIONCHEMISTRY
THEORY
TIME: 30

INSTRUCTIONS TO CANDIDATES

1. Write your name and Index Number in the spaces provided above.
2. Sign and write date of examination in the spaces provided above.

MARK SCHEMES

1. $20(0.9048) + 21(0.0027) + 22(0.0925)$ [1m]
= 20.18 amu [1m] [Total 2m]
2. (a) A: 2, 8, 2 (1mk)
B: 2, 8, 7 (1mk)
(b) AB_2 (1mk)
3. (a) atoms of the same element / same atomic number / same number of protons;
different numbers of neutrons / mass numbers; 2
Award only [1] max if reference made to elements but not atoms.
(b) $\text{relative atomic mass} = \frac{(69 \times 61.2 + 71 \times 38.8)}{100} = 69.8$; 1
-1 (SF) possible (treat 69 and 71 as integers) [3]

INTERACTIVE LEARNING: RESEARCH FOUNDATION

Improves Learning

Numerous studies over the years have shown that interactive multimedia learning takes less time, is enjoyed more and increases learning. In a review of numerous meta-analysis studies Najjar (1996:30) found that "learning was higher when information was presented via computer-based multimedia systems than traditional classroom lectures".

Interactive

Interactivity is mutual action between the learner, the learning system, and the learning material. Numerous studies have found that interactivity has a strong positive effect on learning (Bosco, 1986, Fletcher, 1989, 1990, Stanford, 1990). For example, Bosco (1986) reviewed 75 learning studies and found that learners learn faster, and have better attitudes toward learning when using interactive multimedia.

Practical

It is capable of presenting true-to-life situations that learners face every day. Students are very Practical learners—they learn best when faced with real problems that have real consequences. Decision tree simulation, video simulations or simple animations allow learners to learn-by-viewing, learn-by-doing or learn-by-coaching. All are effective methods for developing practical skill and increasing information retention.

Consistent

All learners learn the same principles and skills. Computer-based courseware typically forces instructional designers to better organise and structure learning materials, and this alone can result in learning advantages.

Timely

Learners can turn to the program when situations arise, or when they are faced with new or increased challenges. This is critical, since research has shown that learning is enhanced and better retained when the topic is relevant to current needs.

Engaging

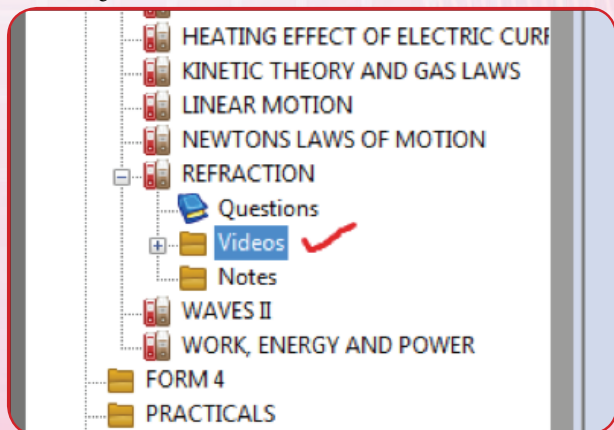
Interactive learning with live-action video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforces skills. Because it is exciting, challenging, and fun to use, it encourages learners to return to the program

1. INTERACTIVE VIDEO LESSONS

If you open CHEMISTRY, PHYSICS or BIOLOGY, you will notice that each has an active VIDEO appropriate for that topic.

2. VIRTUAL CLASSROOM

The Virtual Classroom software is designed to complement secondary school science curriculum. Teachers will find ready-to-use demonstrations, experiments, illustrations, games, puzzles, analogies, lessons, activities, and strategies.



3. BRAIN POWER LEARNING SUITE

Teachers can use Brain Power to enhance the effectiveness of classroom instruction in many ways and in every subject area. Teachers will save time on handing out instructional material, writing on blackboard, repeated speech and so on. Main points can be emphasized by using its graphics, animation and sound. In each of these subjects, brain power provides all resources for forms 1, II, III and IV.



SCHEMES OF WORK

No teacher can effectively teach without schemes of work, worse still the syllabus and lesson plans. A scheme of work is the candle light which guides the teacher to follow the education curriculum designed in the society to educate its own members.

The scheme is the breakdown of syllabus into teachable units for a specifically given time frame. For example week, month or term. In other words it is the amount of materials the teacher prepares and intends to teach during a stipulated period of time.

The reflective teacher has to plan a scheme of work in advance for the coverage of subjects topics or concepts as drafted in the syllabus. It's basically the teacher's own personal plan of what he /she intends to teach why and how will teach over a period of time thus aims, methods and activities.

Characteristics of good schemes of work should take into account the pupils' needs and interests which allow plenty of activities and involvement suited to their age, experiences and stage of cognitive development.

The Grand Master, hence, provides powerful template to reduce the time teachers take to design Schemes. All teachers have to do is simply scroll to subject and save scheme of work for editing.

SYLLABUS

The Grand Master, also provides an online link to view the syllabus document that are stored on our website at www.peaksuccesseducation.com



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