

MARKING SCHEME

LITERATURE IN ENGLISH — GRADE 10

TASK 1: ORAL LITERATURE [20 MARKS]

(a) Genre Identification:

- ✗ **Genre:** Oral Narrative / Trickster Tale. (1 mk)
- ✗ **Reasons:** Use of animal characters with human traits (anthropomorphism); central theme of outwitting a stronger opponent (Hare vs. Elephant). (2 mks)

(b) Features of Oral Literature:

- ✗ **Opening Formula:** "In a time of great drought..." (Sets the stage and time).
- ✗ **Personification:** Animals talking, digging a well, and having a social hierarchy.
- ✗ **Repetition/Parallelism:** The rhythmic nature of the Hare's actions (sneaking, drinking, stirring mud). (Any 2: 4 mks)

(c) Character Traits of the Hare:

- ✗ **Lazy / Indolent:** Refuses to work with other animals, preferring to sit under a tree.
- ✗ **Cunning / Deceptive:** Tricks the Elephant into being tied up using honey as a bribe.
- ✗ **Arrogant:** Mocks the Elephant after tricking him ("Big body, small wit"). (Any 2: 4 mks)

(d) Moral Lesson & Application:

- ✗ **Lesson:** Greed and laziness lead to dishonesty, but wit can be used for both good and evil. Or: Intelligence is superior to physical strength. (2 mks)
- ✗ **Application:** Relate to integrity in Kenyan society—avoiding shortcuts (corruption) or using one's cleverness to help the community rather than exploit it. (2 mks)

(e) Non-Verbal Cues:

- ✗ **Facial expressions:** Smirking for the Hare, wide-eyed greed for the Elephant.
- ✗ **Gestures:** Miming the act of tying the ropes or grooming whiskers.
- ✗ **Tonal Variation:** High-pitched, squeaky voice for Hare; deep, slow voice for Elephant. (3 mks)

(f) Functions of Oral Narratives:

- ✗ To entertain/amuse.
- ✗ To educate/pass on moral values.
- ✗ To preserve cultural history and beliefs. (Any 2: 2 mks)

TASK 2: POETRY [10 MARKS]

(a) **Subject Matter:** The destruction of the environment (deforestation) and its devastating impact on nature and the future. (2 mks)

(b) Sound Patterns:

- ✗ **Onomatopoeia:** "Thud," "Scream," "Biting." These create a vivid sensory image of the violence against the tree. (2 mks)

✗ **Alliteration:** "Frantic, spiralling flight" or "Silver blade flashing." This emphasizes the speed and chaos of the destruction. (2 mks)

(c) **Metaphor:** "Gaping wound of blue." The "wound" is the hole left in the forest canopy (the missing trees), and the "blue" is the sky now visible where green leaves used to be. (2 mks)

(d) **Relation to Conservation:** The poem serves as a warning. It shows that cutting down a tree takes an hour but destroys a century of growth, leading to dry streams and lost biodiversity. (2 mks)

TASK 3: THE NOVEL [10 MARKS]

(a) **Historical Context:** Set during the colonial era in Kenya; touches on land alienation (ancestral land being mapped by strangers) and the clash between traditional life and colonial education. (3 mks)

(b) **Theme:**

- ✗ **Conflict of Cultures:** Migwi is torn between his father's stories/ancestral ties and his Western education.
- ✗ **Loss of Land:** The physical and emotional pain of colonial borders. (3 mks)

(c) **Character of Migwi:** He is **reflective** and **conflicted**. He feels the "weight of two worlds" and worries about the future of his people. (2 mks)

(d) **Significance of Title:** "Parting Clouds" symbolizes a transition or a moment of change. It suggests the end of an old era (tradition) and the uncertain beginning of a new one (modernity/colonialism). (2 mks)

TASK 4: AUTOBIOGRAPHY [10 MARKS]

(a) **Features of Non-Fiction:** First-person narration ("I remember"); based on real-life people and events; chronological recollection of facts. (2 mks)

(b) **Character of Mama:**

- ✗ **Resilient / Hardworking:** Her spine is "iron"; she wakes up at 4 AM to toil.
- ✗ **Selfless:** She lived entirely for her children's success.
- ✗ **Visionary:** She carried a dream for 20 years for her son. (3 mks)

(c) **Value of Life-Writing:** It allows for self-reflection, preservation of legacy, and inspires others by showing how challenges were overcome. (2 mks)

(d) **Stylistic Device:**

- ✗ **Metaphor:** "Spine made of iron" (shows strength) or "Certificate of victory" (shows the letter represents her life's work). (3 mks)

TASK 5: THE PLAY [10 MARKS]

(a) **Setting:** An urban slum living room. It represents poverty, hopelessness, and the "denied dreams" of the educated youth who have no opportunities. (3 mks)

(b) **Contrast:**

- ✗ **Leo:** Idealistic, bitter, and proud. He feels his degree makes him "too good" for manual labor.
- ✗ **Sarah:** Pragmatic, realistic, and resilient. She prioritizes survival and "unga" over academic pride. (4 mks)

(c) **Societal Concern:** Youth unemployment / Corruption ("connection" and "kitu kidogo"). (1 mk)

(d) **Role-Play Tone:** A **sarcastic** or **incredulous** tone. He should sound shocked and insulted by the suggestion of being a mason. (2 mks)

