

END TERM 3 2026 — GRADE 10
LITERATURE IN ENGLISH
MARKING SCHEME & TEACHER'S GUIDE
TOTAL: 100 MARKS

GENERAL MARKING GUIDANCE

Award marks for correct ideas expressed in different but acceptable wording. Where a response requires textual support, the evidence must be relevant to the point being made. For analytical questions, reward interpretation that is logically supported by the stimulus. Do not penalise a candidate for a valid alternative interpretation merely because it differs from the sample answer.

For extended responses, the listed points are guides rather than a requirement for identical wording. Avoid double-awarding the same idea.

SECTION A — ORAL LITERATURE (25 MARKS)

1. Any two features: oral performance/retelling; formulaic opening/closing style; moral lesson; proverb-like saying; communal/social setting; use of dialogue; repetition. 1 mark each. **(2 marks)**
2. Moral: generosity/helping others remains valuable even when one has little; kindness should not depend on abundance; 3 marks for a clear lesson plus explanation/application. **(3 marks)**
3. The statement acts as a proverb-like concluding wisdom statement; reinforces the moral; memorable summary of generosity; links a small act to a significant positive effect. Award 1 mark per valid explained point, max 3. **(3 marks)**
4. Any two, 2 marks each: repetition/chorus; rhythm; coordinated movement; appropriate gesture; facial expression; voice variation; audience interaction; costumes/props where appropriate. Award for feature + relevant explanation. **(4 marks)**
5. 13 marks: objectives/purpose (2); preparation/planning (2); appropriate data-collection methods such as interviews, observation/recording (2); selection of participants/sources (1); ethical considerations such as consent, privacy, respect and accurate representation (3); fieldwork recording/documentation (1); analysis/interpretation of data (1); report writing/preservation/presentation of findings (1). **(13 marks)**

SECTION B — POETRY (25 MARKS)

6. Persona: a traveller/individual moving along the road at dawn (2). Mood: reflective/hopeful/quiet/contemplative; supported by details such as 'silver light', 'mist', and the reflective final lines (2). **(4 marks)**
7. Any two, 3 marks each: e.g. repetition of soft sounds/phrasing creates gentle rhythm; personification in 'road wakes', 'doors yawn', 'sunrise asks' makes the morning vivid; sound pattern/alliteration in phrases such as 'road remembers' adds emphasis; each requires identification, example and effect. **(6 marks)**
8. Subject matter: a journey/new beginning and the consequences of choices (2). Theme: personal growth/responsibility/hope/change; explain development with textual evidence (4). **(6 marks)**
9. Any two or more well-developed examples: 'road wakes' personification; 'bicycle whispers' personification; 'mothers call the morning into motion' personification; 'carry yesterday inside my footsteps' metaphor; road as a symbol of life/journey. Award up to 4 marks per developed example and 1 mark for overall link to effectiveness. **(9 marks)**

SECTION C — FICTION (35 MARKS)

10. Setting: bus stage/road at about half past five, with departure imminent (2). Importance: creates time pressure and suspense; places Kendi's interview journey in a realistic context; motivates the conflict (2). **(4 marks)**
11. Any two traits with evidence, 3 marks each: kind/helpful — she stops to help the boy; responsible/determined — she completed the application and is trying to reach the interview; self-aware — she recognises the value of kindness; compassionate. Must be supported by extract. **(6 marks)**

12. Any five: deadline/last bus; interview next morning; Kendi misses the bus momentarily while helping; conductor closes door; direct speech 'Wait!'; one-minute warning; uncertainty about journey. 1 mark each. **(5 marks)**

13. Any two explained: dialogue; imagery; short sentences; direct speech; contrast between urgency and kindness; symbolism of journey; descriptive detail. 1 mark identification + 1 mark effect per feature, with remaining mark for clarity/accuracy. **(5 marks)**

14. Any two themes/values, 3 marks each: kindness; responsibility; perseverance; compassion; balancing urgency with humanity. Award for identification plus explanation/evidence. **(6 marks)**

15. Any two, 2 marks each: tone/voice modulation; gesture; facial expression; pause/silence; movement/blocking; use of the empty chair as a prop; appropriate positioning. Award when technique is linked to meaning. **(4 marks)**

16. One thematic concern, 5 marks: identification (1); relevant dialogue/stage action (2); explanation of how it develops the concern (2). Accept responsibility, keeping promises, family expectations, communication, trust. **(5 marks)**

SECTION D — NON-FICTION (15 MARKS)

17. First-person point of view (2). One stylistic feature: dated entry, reflective tone, direct personal expression, short list, emotional language, chronological presentation. 1 mark. **(3 marks)**

18. Self-reflection: writer honestly examines the failure and identifies personal responsibility (2). Growth: converts failure into practical goals and hope for improvement (2). **(4 marks)**

19. Any two: factual reporting; date/time/place details; real event/account; named activity/community setting; direct attribution to organisers; chronological presentation; human-interest/community angle. 1.5 marks each, accept equivalent. **(3 marks)**

20. Any two ways, 2.5 marks each: factual details such as time, number of books and repaired shelves establish accuracy; human-interest element is shown through volunteers, younger readers and community purpose; chronological action gives the report a narrative flow; attributed statement adds a human voice. Award for a clear explanation. **(5 marks)**

CURRICULUM TRACEABILITY

Code	Sub-strand	Assessed in	Learning outcome focus
1.1.1	Introduction to Oral Literature	Q1–3	Features, functions, appreciation of oral literature
1.2.1	Introduction to Poetry	Q6–9	Sources/elements, subject matter, appreciation
1.3.1	Novel from Kenya	Q10–14	Setting, character, language/style, values and literary analysis
1.3.2	Non-fiction: Introduction	Q17–18	Features and significance of non-fiction
2.1.1	Oral Narratives: Introduction	Q1–3	Features, types/functions and importance of narratives
2.2.1	Appreciation of Poetry	Q6–9	Free verse/blank verse/sonnet/narrative poetry; analysis
2.3.1	Fiction: Novel from Kenya	Q10–14	Characters, language/style, values and promotion of values
2.3.2	Non-fiction: Personal Journal	Q17–18	Structure, form, content and importance
3.1.1	Songs/Oral Poetry	Q4	Features, types, functions and performance
3.2.1	Appreciation of Poetry	Q7–9	Categories, process of writing and composing poetry

Code	Sub-strand	Assessed in	Learning outcome focus
3.3.1	Fiction: The Novel from Kenya	Q10–14	Themes, history/culture and lessons
3.3.2	Non-fiction: Personal Journal	Q17–18	Language/style and personal experience
4.1.1	Short Forms of Oral Literature	Q1–5	Features, functions, composition/performance
4.2.1	Appreciation of Poetry	Q7–9	Sound patterns: onomatopoeia, idio-phones, rhyme
4.3.1	Fiction: The Play from Kenya	Q15–16	Structure, features, performance, value
4.3.2	Non-fiction: Autobiography	Q17–18	Structure/content and relation to real life
5.1.1	Oral Narratives: Trickster Narrative	Q1–3	Features, style, performance and moral lessons
5.2.1	Appreciation of Poetry	Q7	Alliteration, assonance, consonance
5.3.1	Fiction: Play from Kenya	Q15–16	Setting, plot, characters, themes, language/style
5.3.2	Non-fiction: Autobiography	Q17–18	Themes, values and relation to life
6.1.1	Songs/Oral Poetry: Lullabies and Play Songs	Q4	Form, features, functions and performance
6.2.1	Appreciation of Poetry	Q7	Repetition, refrain, chorus
6.3.1	Fiction: Anthology of Short Stories	Q10–14	Features, culture, history and interpretation
6.3.2	Non-fiction: Autobiography	Q17–18	Language/style and influence of history/culture
7.1.1	Performance in Oral Literature	Q4, Q15	Features, qualities and performance techniques
7.2.1	Appreciation of Poetry	Q6–9	Persona, subject matter, themes
7.3.1	Fiction: Anthology of Short Stories from Kenya	Q10–14	Plot, setting, character, characterisation, lessons
7.3.2	Non-fiction: Autobiography	Q17–18	Values, culture and writing process
8.1.1	Songs/Oral Poetry: Initiation Songs	Q4	Form, subject matter, functions and performance
8.2.1	Appreciation of Poetry	Q7–9	Imagery, simile and metaphor
8.3.1	Fiction: The Play from Kenya	Q15–16	Performance techniques and acting a scene
8.3.2	Non-fiction prose: Literary/Narrative Journalism	Q19–20	Form, features and subject matter
9.1.1	Oral Literature Fieldwork	Q5	Objectives, methods, ethics, preparation, fieldwork and reporting
9.2.1	Appreciation of Poetry	Q6–9	Tone, mood, subject matter and themes
9.3.1	Fiction: Anthology of Short Stories	Q10–14	Themes, language/style and values
9.3.2	Non-fiction prose: Literary/Narrative	Q19–20	Language/style, themes and values

Code	Sub-strand	Assessed in	Learning outcome focus
	Journalism		

TOTAL-MARK VERIFICATION

Section A = 25 marks; Section B = 25 marks; Section C = 35 marks; Section D = 15 marks. TOTAL = 100 MARKS.

The assessment is cumulative across the Grade 10 Literature in English Curriculum Design. The curriculum design identifies Oral Literature, Poetry, and Fiction and Non-Fiction as the principal strands, with progression through oral narratives, poetry, novels, plays, short stories, journals, autobiographies, performance, fieldwork and literary/narrative journalism. The source also provides assessment rubrics for Oral Literature, Poetry, Fiction and Non-Fiction, which informed the analytical and extended-response design. □filecite□turn5file0□L15-L16□

The curriculum design is the authoritative source for scope. No external set text has been assumed where the supplied design does not specify a particular title; original classroom stimuli are therefore used to assess the stated literary skills without introducing unsupported text-specific content.

