

END TERM 3 2026
GRADE 10
THEATRE AND FILM
MARKING SCHEME
TOTAL: 80 MARKS

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CURRICULUM TRACEABILITY

Question	Sub-strand	Assessed content	Marks	Mode
1	1.1 Introduction to Traditional Kenyan Theatre	Functions and characteristics	5	Figure + response
2	1.2 Play Writing	Play structure, theme, PCI	7	Figure + application
3	1.3 Poetry Writing – Spoken Word	Poetic elements and expression	5	Creative response
4	2.1 Acting	Actor's tools and de-roling	5	Structured response
5	2.2 Theatre Directing	Stage areas and director responsibilities	5	Figure + response
6	2.3 Theatre Design	Design components and resources	5	Figure + response
7	3.1 Theatre Adjudication	Criteria, feedback, reports	6	Figure + response
8	3.2 Theatre and Community	Role and community engagement	5	Figure + response
9	2.1–2.3 Production	Planning through presentation	5	Scenario
10	2.1–2.3 Production	Technology applications	5	Application
11	1.2 Play Writing	Three-act outline	6	Creative response
12	1.3 + 2.1	Character bible	6	Creative response
13	2.1–2.2	Blocking, tools, rehearsal, feedback	5	Application
14	2.3 Theatre Design	Resource/equipment responsibility	5	Scenario
15	3.2 Theatre and Community	Community advocacy concept	5	Creative application

GENERAL MARKING GUIDANCE

Accept equivalent wording where the meaning is correct and curriculum-consistent.

For creative tasks, award marks for the specified required elements; do not require identical wording to the sample response.

For practical/design/application responses, award valid responses grounded in the curriculum outcomes.

M = relevant method/process; A = accurate application; C = correct curriculum/content point.

Q1 — Traditional Kenyan Theatre (5 marks)

(a) Any TWO functions: entertainment; education; socialisation/community integration; preservation/transmission of culture; moral function; ritual/ceremonial function. 1 each. [2]

(b) Any THREE characteristics: storytelling; music; dance; rituals; costume; communal settings; audience participation; moral function. 1 each. [3]

Q2 — Play Writing (7 marks)

(a) Exposition; rising action; climax; falling action; resolution, in that sequence. 1 each. [5]

(b) Relevant road-safety theme. 1. Relevant Pertinent and Contemporary Issue. 1. [2]

Q3 — Spoken Word (5 marks)

Creative poem Award 1 mark each for: identifiable social issue/theme; appropriate spoken-word form; effective poetic element; coherent structure; expressive/appropriate language and voice/original expression. [5]

Q4 — Acting (5 marks)

(a) Voice, body and imagination. 1 each. [3]

(b) Any TWO correctly explained uses of the actor's tools in character/performance. 1 each. [2]

Q5 — Theatre Directing (5 marks)

(a) Any THREE stage areas visible/derivable from the figure: up stage, down stage, centre stage, stage left, stage right, mid-stage, apron, back stage, wings. 1 each. [3]

(b) Any TWO director responsibilities: develop/direct vision; assign/direct actors; blocking; rehearsal guidance; feedback; coordinate production elements. 1 each. [2]

Q6 — Theatre Design (5 marks)

- (a) Any THREE components: costumes, make-up, props, backdrop/set, lighting, sound. 1 each. [3]
- (b) Any TWO benefits of using available/improvised resources: cost reduction, accessibility, creativity, responsible reuse/resource management, enabling production with limited resources. 1 each. [2]

Q7 — Theatre Adjudication (6 marks)

- (a) Any THREE criteria: script/theme, voice/body, movement, lighting, sound, costume, make-up, set, creativity, originality, improvisation, overall impression. 1 each. [3]
- (b) Any TWO qualities of effective feedback: clear, constructive, respectful, specific, useful for improvement, balanced. 1 each. [2]
- (c) One valid reason for a clear, organised adjudication report, e.g. accurate communication/record/follow-up. 1. [1]

Q8 — Theatre and Community (5 marks)

- (a) Any TWO roles: entertainment, education, health awareness, advocacy, occupation, social cohesion, communication of social issues. 1 each. [2]
- (b) Any THREE community-engagement actions: performances, feedback sessions, community issue pieces, club participation, community-space performances, mobilisation. 1 each. [3]

Q9 — Integrated Production Scenario (5 marks)

Steps Any FIVE logical steps from planning to presentation: identify issue/purpose, research, script/concept, roles, design/resources, rehearsal, feedback, refinement, presentation/recording, reflection. 1 each. [5]

Q10 — Film/Digital Technology Application (5 marks)

Applications Any FIVE: recording, video/audio editing, sound, lighting, documentation, digital presentation, performance review, editing/special effects software. 1 each. [5]

Q11 — Three-act Play Outline (6 marks)

Title Suitable title linked to the selected issue. 1. [1]

Act 1 Clear exposition/introduction. 1. [1]

Act 2 Development/rising action/conflict. 1. [1]

Act 3 Climax/resolution/conclusion. 1. [1]

Coherence Logical connection among acts and relevance to the issue. 1. [1]

Creativity Original and suitable theatrical concept. 1. [1]

Q12 — Character Bible (6 marks)

Required elements Name, role, physical characteristics, emotional characteristics, relationships and character background. Award 1 for each adequately developed element. [6]

Q13 — Directing and Performance (5 marks)

Application Any FIVE valid applications: blocking improves positioning; actor's tools strengthen portrayal; rehearsal develops readiness; feedback identifies strengths/weaknesses; practice refines timing/movement/delivery; director coordinates these elements. 1 each. [5]

Q14 — Theatre Design and Production (5 marks)

Decisions Any FIVE: reuse suitable materials; select suitable props/costumes; plan safe lighting; manage sound equipment; create effective backdrop/set; mobilise resources; protect equipment; minimise environmental waste. 1 each. [5]

Q15 — Community Advocacy Performance (5 marks)

Issue Clearly stated community/contemporary issue. 1. [1]

Audience Identified target audience. 1. [1]

Purpose Clear advocacy/educational/social purpose. 1. [1]

Approach Suitable theatre/performance approach. 1. [1]

Participation/response Clear audience/community participation or response mechanism. 1. [1]

TOTAL-MARK VERIFICATION

$5 + 7 + 5 + 5 + 5 + 5 + 6 + 5 + 5 + 5 + 6 + 6 + 5 + 5 + 5 = 80$ marks.

FIGURE / VISUAL MARKING NOTES

Figure 1: accept characteristics that correctly relate to traditional Kenyan theatre practices described in the curriculum.

Figure 2: mark the five dramatic stages in their correct sequence.

Figure 3: accept the stage-part terminology used in the curriculum, including up stage, mid-stage, down stage, stage left/right, centre stage, apron, back stage and wings.

Figure 4: accept valid theatre-design components supported by the curriculum, including props, costumes, make-up, backdrop/set, lighting and sound.

Figure 5: accept adjudication criteria explicitly supported by the curriculum, including script/theme, voice/body, movement, lighting, sound, costume, make-up, stage set, creativity, originality, improvisation and overall impression.

Figure 6: accept valid roles and community-engagement strategies consistent with the Theatre and Community sub-strand.

