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SET 2

GRADE 10 END OF YEAR EXAMS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

GRADE 10 – THEATRE AND FILM

Time: 2 Hours

LEARNER'S DETAILS

Name: _____. **School:** _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature:** _____.

INSTRUCTIONS TO CANDIDATES

1. Write all the details as required above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in the paper.
6. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Three learners at **Kenya High School** are brainstorming a script about "Environmental Conservation."

   Zavai: "The **Exposition** must show the village before the drought."

   Moraa: "The **Climax** is when the community finally fights the loggers at the forest edge."

   Otieno: "We need a **Resolution** to show the trees growing back."

(a) **Identify** the element of plot described by Moraa. (1 mark)

_____

(b) **Name** the three-act structure component where Zavai's "Exposition" usually falls. (1 mark)

i. _____

ii. _____

iii. _____

(c) **Explain** the difference between **Dialogue** and **Monologue** in a script. (3 marks)

Dialogue	Monologue

2. Study the image of a Spoken Word artist performing at the **Kenya National Theatre**.

(a) **Define** a "Character Bible" as used in creating a persona for a poem. (2 marks)

_____

_____

(b) **List** three poetic elements used to convey messages in spoken word. (3 marks)

i. _____

ii. _____

iii. _____

3. At **Alliance High School**, a drama teacher uses the following illustration to teach "The Actor's Tools."

(a) **Identify** the three tools of an actor shown in the diagram. (3 marks)

i. _____

ii. _____

iii. _____

(b) **State** whether the following is **True** or **False**:

De-roling is unnecessary after a high-energy performance. [_____] (1 mark)

(c) **Mention** one vocal exercise an actor can do before a rehearsal. (1 mark)

_____

_____

4. Below is a floor plan of a **Proscenium Arch Stage** used during the **Kenya Schools and Colleges Drama Festival**.

(a) **Identify** the parts of the stage labeled: (5 marks)

UR: _____

C: _____

DL: _____

Apron:

_____

_____

Wings:

_____

_____

(b) **Distinguish** between a **Proscenium Stage** and a **Thrust Stage**. (2 marks)

Proscenium stage	**Thrust stage**

(c) **Outline** two main responsibilities of a Theatre Director during a "Blocking" session. (3 marks)

i. _____

ii. _____

iii. _____

5. Study the adjudication score sheet sample used by judges in **Nakuru**.

(a) **Identify** two criteria used to judge an actor's physical performance. (2 marks)

i. _____

ii. _____

(b) **Explain** why "Originality" is important in theatre adjudication. (3 marks)

i. _____

ii. _____

iii. _____

SECTION B (50 MARKS)

6. The Drama Club at **Sameta Boys' Centre** is setting up for a play. Study the technical equipment below.



i



ii



iii

(a) **Name** the equipment shown and **describe** their functions in a production. (6 marks)

i. _____

ii. _____

iii. _____

(b) **Identify** the lighting technique where light comes from behind the actor to create a silhouette. (2 marks)

i. _____

ii. _____

(c) **Explain** the role of "Props" and "Make-up" in establishing the **Setting** and **Character** of a play. (4 marks)

i. _____

ii. _____

iii. _____

(d) **Sketch** a simple stage set for a play set in a **Marketplace in Kisumu**. (3 marks)

7. Learners from **Rongai Girls** are performing a "Theatre for Development" piece in a market in **Murang'a**.

(a) **Define** a "Found Space" as used in community theatre. (2 marks)

_____

_____

(b) **Describe** how theatre acts as a tool for **Advocacy** in the society. (3 marks)

i. _____

ii. _____

iii. _____

(c) **Compare** the roles of the **Stage Manager** and the **Club Chairperson** in managing a Theatre and Film club. (4 marks)

Stage Manager	**Club Chairperson**

(d) **Outline** three principles guiding the management of a School Theatre and Film Club. (6 marks)

i. _____

ii. _____

iii. _____

8. Grade 10 Learners studied the structure used for a play addressing "Drug Abuse" among youth.

(a) **Describe** what happens during the **Rising Action** in Act II. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

(b) **Identify** a "Pertinent and Contemporary Issue" (PCI) in Kenya today that can be scripted into a play. (2 marks)

i. _____

ii. _____

(c) **Explain** the importance of a **Reflective Logbook** for a Grade 10 Playwriting student. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

9. Four learners are preparing for a performance.

Wekesa: "I must use **Physical Theatre** games to warm up."

Atieno: "I am creating a **Prompt Book** to record all the cues."

Juma: "The **Directorial Concept** for this play is 'African Futurism'."

Nanjala: "I need to **Interpret the Script** to find my character's motivation."

(a) **Identify** who is performing the role of the **Director** among the four learners. (2 marks)

_____

(b) **Name** the document Atieno is preparing and **list** two things found inside it. (3 marks)

_____

_____

_____

_____

(c) **Explain** why Juma's "Directorial Concept" is necessary for the design team. (3 marks)

i. _____

ii. _____

iii. _____

(d) **Mention** two theatre games used for **Vocal** preparation. (2 marks)

i. _____

ii. _____