KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

GRADE 10 THEATRE AND FILM (Theory) ENDTERM 1

PATHWAY: ARTS AND SPORTS

Time: 1 Hour 40 Minutes.

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name: _____

School: _____

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

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

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Manage your time well to complete all questions.

Performance Levels Grid

Q.No.	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	5e	6a	6b	6c	6d	7a	7b	7c	7d	7e	8a	8b	8c	9a	9b	9c	9d	9e	Total
Marks	2	3	4	3	3	4	2	4	2	3	5	4	2	5	2	2	4	2	2	2	4	2	2	2	2	2	2	2	2	3	2	5	2	2	2	2	2	70
Learner's Score																																						
Performance Level																																						

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

-THEATRE AND FILM-
-003-
-Senior

SECTION A: (70 Marks)

Answer all questions in this section.

1. A school wants to organize a cultural week showcasing traditional Kenyan theatre.

a) Define the following terms

i) **T**heatre. (2 marks)

_____

_____

ii) Film: (2 marks)

_____

_____

b) State **three functions** of traditional Kenyan theatre. (3 marks)

i)_____.

ii)_____.

iii)_____.

c) Identify **four forms of traditional Kenyan theatre**. (4 marks)

i)_____.

ii)_____.

iii)_____.

iv)_____.

d) Explain **how communal settings enhance audience participation**. (3 marks)

i)_____.

ii)_____.

iii)_____.

2. You are asked to create a performance for a community festival.

a) Describe **three characteristics of traditional Kenyan theatre forms**. (3 marks)

i)_____.

ii)_____.

iii)_____.

b) Create a **mini theatrical performance plan** incorporating storytelling, dance, and music. Include:

i. *Theme (1 mark)*
ii. *Setting (1 mark)*
iii. *Characters (1 mark)*
iv. *Audience engagement method (1 mark)*

_____
_____
_____
_____
_____
_____
_____
_____
_____

c) Explain **one way traditional theatre can be appreciated in modern theatre practice**. (2 marks)

_____
_____

d) Sketch a simple **stage layout** for the performance showing audience and performers. (4 marks)

3. A youth group wants to address road safety issues through theatre.

a) List **five elements of playwriting**. (2 marks)

i)_____.

ii)_____.

iii)_____.

iv)_____.

v)_____.

b) Explain **the purpose of a three-act structure**. (3 marks)

i)_____.

ii)_____.

iii)_____.

c) Develop a **story outline** for a three-act play addressing road safety. Include:

i. *Exposition (1 mark)*
ii. *Rising action (1 mark)*
iii. *Climax (1 mark)*
iv. *Falling action (1 mark)*
v. *Resolution (1 mark)*

4. A student writes a play about community awareness on traffic regulations.

a) Write **two dialogue exchanges** for the play that show character conflict. (4 marks)

b) Identify **one dramatic style** suitable for the play and explain why. (2 marks)

_____.

_____.

c) Create a **character bible** for one main character including:

i. *Name (1 mark)*
ii. *Physical traits (1 mark)*
iii. *Emotional traits (1 mark)*
iv. *Relationship with other characters (1 mark)*
v. *Character background (1 mark)*

d) State **one way artistic creation can address societal issues**. (2 marks)

_____.

_____.

5. A student wants to perform a spoken word poem for a school assembly.

a) Define **spoken word poetry**. (2 marks)

_____

_____

b) List

four characteristics of spoken word poetry. (2 marks)

i)_____.

ii)_____.

iii)_____.

iv)_____.

c) Explain **how persona is used** in a spoken word poem. (2 marks)

i)_____.

ii)_____.

d) Identify **two themes relevant to road safety** that could be used in a spoken word poem. (2 marks)

i)_____.

ii)_____.

e) Explain **the importance of word play and rhyme patterns** in enhancing the message. (2 marks)

i)_____.

ii)_____.

6. Students are asked to perform poems addressing contemporary societal issues.

a) Compose **four lines** of a spoken word poem about road safety. (4 marks)

_____.

_____.

_____.

_____.

b) Identify the **form and style** used in your lines. (2 marks)

i)_____.

ii)_____.

c) Explain **how your poem can raise awareness among peers**. (2 marks)

i)_____.

ii)_____.

Present a **performance plan**: stance, tone, gestures, and audience interaction. (2 marks)

i)_____.

ii)_____.

7. **Read the spoken word poem and answer the questions below.**

"THIS IS KENYA, AND I AM STILL STANDING"

I come from a land
where the sun rises early
not because it wants to
but because **hustle never sleeps**.

I come from red soil
that stains our shoes
and reminds us
where we come from—
even when we try to forget.

I come from **matatu graffiti dreams**,
where loud music teaches courage,
where courage hangs from the door,
and hope shouts,
"shukisha hapo!"

This is Kenya.
Where a child can walk barefoot to school
and still outrun fear.
Where education is not just a right—
it is a **weapon**,
sharpened with books,
exams,
and prayers whispered by mothers at dawn.

I have seen classrooms
with cracked walls
but unbroken dreams.
Chalk dust in the air,
hands raised—not because we know the answer,
but because we believe we could.

They tell us,
"You are the future."
But no one tells us
how heavy the future feels
when carried on an empty stomach,
or when school fees stand taller than our parents.

Still—
we

rise.

Because this is the land
where grandmothers plant maize
and faith at the same time.
Where fathers return home tired
but still ask,
"Umesoma?"

This is Kenya.
Where talent is born in villages,
polished in classrooms,
and tested on stages
with one microphone
and a brave heart.

We dance stories.
We sing history.
We act out pain
until it learns our name.

I am from a generation
that refuses to be silent.
We speak through spoken word,
through theatre,
through film,
because sometimes the truth
needs a spotlight.

I have seen girls
told to shrink their voices—
but we teach them to **project**.
I have seen boys
taught not to cry—
but the stage teaches them
that tears are not weakness,
they are **honesty**.

This is Kenya.
Where we argue politics loudly,
but greet each other politely.
Where tribes divide maps,
but music unites hearts.

We are learning—
that unity is not silence,
it is listening.

So when I stand here,
spoken word on my tongue,
Kenya in my chest,
I am

just performing.

I am reminding you
that greatness does not always wear suits.
Sometimes it wears a uniform,
sometimes it wears dust,
sometimes it stands on stage shaking—
but still speaks.

Because this is Kenya.
And from classrooms to theatres,
from villages to cities,
from silence to spotlight—

We are still standing.
Still speaking.
Still becoming.

Read the spoken word poem and answer the questions below.

a. Identify two challenges facing young people in Kenya as brought out in the poem. (2 marks)
   i. _____.
   ii. _____.
b. Explain how spoken word is used as a tool for expression in the poem. (2 marks)
   i. _____.
   ii. _____.
c. State one theme presented in the poem and illustrate it using an example. (2 marks)

   _____.
   _____.

d. Describe two performance techniques a performer would use to effectively present this poem on stage. (2 marks)
   i. _____.
   ii. _____.
e. Explain the message of the poem to Kenyan youth. (2 marks)
   i. _____.
   ii. _____.

8. The school wants to organize a combined event of theatre, playwriting, and poetry.

a) Explain **how theatre, playwriting, and poetry can work together** to educate the community. (3 marks)

   i. _____.
   ii. _____.
   iii. _____.

b) Identify **two challenges** in organizing such performances and suggest a solution. (2 marks)

   i. _____.
   ::

_____.

c) Draw a **concept diagram** showing connections between traditional theatre, modern playwriting, and spoken word poetry. (5 marks)

9. Read the play *"Shadows of the Stage"* and answer the questions below.

PLAY: Shadows of the Stage

Characters

i. **Amina** – A confident but conflicted Form Three student who loves drama.
ii. **Brian** – Amina's best friend; practical and supportive.
iii. **Mrs. Njeri** – The drama teacher, passionate about theatre and life skills.
iv. **Kevin** – A talented but arrogant student actor.
v. **Narrator** – Guides the audience and provides transitions.

Scene One: The School Hall (Afternoon)

(The stage is set as a school hall. A notice board reads: "Inter-School Drama Festival Auditions Today." Students are scattered around. AMINA sits alone, holding a script.)

Narrator: In every school, there are dreams waiting for a stage. For Amina, the stage is more than wood and lights—it is her voice.

Amina (to herself): If only they could see me the way I see myself on stage… confident, strong, fearless.

(BRIAN enters.)

Brian: Amina! You're here early. Nervous?

Amina: Terrified. What if I forget my lines? What if I embarrass myself?

(smiling): You've practised. Trust yourself. Besides, drama is about expression, not perfection.

(KEVIN walks in confidently, waving his script.)

Kevin: Auditions today? I hope you're all ready to watch real talent.

(AMINA looks down. BRIAN frowns.)

Brian: Talent isn't about noise, Kevin. It's about impact.

(KEVIN scoffs and exits.)

Narrator: Confidence can inspire—or intimidate. For Amina, it does both.

Scene Two: During Auditions

(MRS. NJERI sits at a table with a clipboard.)

Mrs. Njeri: Remember, this is a safe space. Perform with honesty.

(KEVIN performs dramatically. Some students clap.)

Mrs. Njeri: Strong voice, Kevin. But remember to listen to your emotions, not just project them.

(AMINA steps forward, shaking slightly.)

Amina: I am not just a shadow behind others. I am the light I've been waiting for.

(Her voice grows stronger. Silence follows.)

Mrs. Njeri (smiling): Well done, Amina. That was powerful.

(AMINA smiles with relief.)

Scene Three: Outside the Hall (Evening)

(Students gather as results are announced.)

Mrs. Njeri: Drama is teamwork. I have selected both Kevin and Amina for lead roles.

Kevin (surprised): Her?

Mrs. Njeri (firmly): Yes. Theatre teaches humility as much as talent.

(KEVIN nods slowly.)

Kevin: Congratulations, Amina. I guess we'll learn from each other.

Amina: That's what theatre is about—growing together.

Narrator: And so, the stage becomes a classroom, teaching courage, respect, and unity.

For more resources, visit cbckenyahub.com for marking schemes | 0712468452

(Lights fade.)

Read the play *"Shadows of the Stage"* and answer the questions below.

a. Identify two character traits of Amina as shown in the play. **(2 marks)**

i. _____.

ii. _____.

b. What role does Mrs. Njeri play in the development of students' talents? **(2 marks)**

i. _____.

ii. _____.

c. Explain one theme brought out in the play and give an example from the play. **(2 marks)**

i. _____.

ii. _____.

d. State two ways Kevin's character changes by the end of the play. **(2 marks)**

i. _____.

ii. _____.

e. Explain how the school hall setting contributes to the message of the play. **(2 marks)**

i. _____.

ii. _____.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

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.

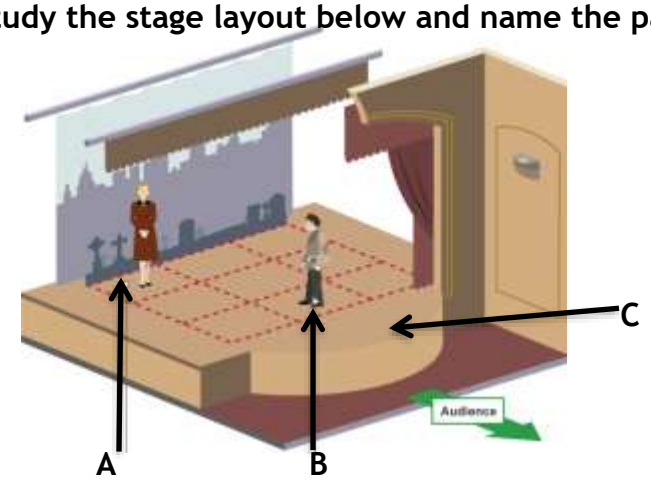
FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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. (a) Study the stage layout below and name the parts labeled A, B, and C. (3 marks)



A:_____ **B:** _____ **C:** _____

(b) Match the production personnel in Column X with their correct responsibility in Column Y. (4 marks)

Column X (Personnel)	Column Y (Responsibility)
i. Stage Manager	A. Creates the visual look of characters using cosmetics.
ii. Playwright	B. In charge of backstage organization and calling cues.
iii. Make-up Artist	C. Writes the script and develops the story.
iv. Props Manager	D. Sources and manages all moveable objects on stage.

2. (a)

Define the term "De-role" as used in acting. (2 marks)

_____

_____

(b) List three tools of an actor. (3 marks)

i. _____.

ii.

(c)Write True or False at the end of each statement below(4 marks)

i. An Arena Stage has the audience on all four sides. [_____]
ii. Warm-down exercises are done before a performance to prevent injury. [_____]
iii. A "Character Bible" is a detailed description of a character's history and traits. [_____]
iv. Traditional Kenyan theatre was strictly for paid audiences in closed halls. [_____]

(d) Circle the correct type of lighting technique used to follow a moving actor on stage: (1 mark)

A. Flood Lighting **B. Follow Spot** **C. Practical Lighting**

(e) Outline three characteristics of Traditional Kenyan Theatre. (3 marks)

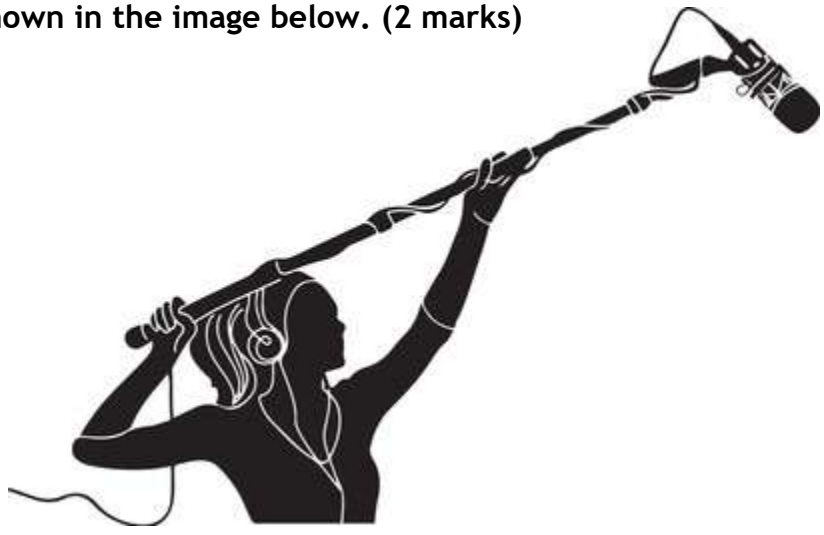
i. _____
ii. _____
iii. _____

3. (a) You are writing a Spoken Word piece on Road Safety. Identify two Poetic Elements you would use to make it rhythmic. (2 marks)

i. _____.
ii. _____.

(b) Identify the sound equipment shown in the image below. (2 marks)





Device 1: _____ Device 2: _____

(c) Identify six positions on a 9-point stage grid from the list below by ticking (✓) the correct ones. (6 marks)

i. Upstage Right ☐

ii. Backstage Left ☐

iii. Downstage Center ☐

iv. Center Stage ☐

v. Mid-wing ☐

vi. Upstage Left ☐

vii. Downstage Left ☐

viii. Center Stage Right ☐

SECTION B (50 MARKS)

7. Read the following script excerpt written by a student at Baraka Senior School and answer the questions that follow.

TITLE: THE BROKEN SILENCE

SCENE 1: Mzee Juma's Compound – Evening.

(*The stage is set to look like a rural home. There is a wooden stool and a small fire (L.E.D projection). MZEE JUMA is sitting, staring at the sky. ADHIAMBO enters, carrying a heavy bag.*)

MZEE JUMA: *(Voice trembling)* You are late, daughter of my sister. The sun has already swallowed the hills.

ADHIAMBO: *(Setting the bag down heavily)* The roads are bad, Uncle. The contractors left them half-done.

MZEE JUMA: *(Sighs)* Corruption is a worm that eats the road we walk on. Did you bring the medicine?

(a) Identify the Setting of this play. (2 marks)

_____

_____

(b) Describe the Dramatic Conflict presented in this scene. (2 marks)

_____

_____

(c) Suggest a Pertinent and Contemporary Issue (PCI) being addressed in this script. (2 marks)

_____

_____

Using the Three-Act Structure, outline what might happen in Act II (The Climax) of this story. (3 marks)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. (a) Identify the Design Components visible in the image above. (3 marks)







i

(b) Explain the difference between Actual Performance and Virtual Performance in the context of modern Kenyan theatre. (2 marks)

Actual Performance	Virtual Performance

(c) Mr. Mutua, the Drama Teacher, wants to create a "Found Space" performance at the local market. Describe two challenges he might face with the audience. (2 marks)

i. _____

ii. _____

(d) Describe the duties of the following members of a theatre production team:

i. Director (2 marks)

_____

_____

ii. Stage manager (2 marks)

_____

_____

iii. Costume designer (2 marks)

_____

_____

6. Chief Kamau has invited your theatre group to perform a piece on Community Engagement.

(a) Before the play starts, the actors must perform Warm-up exercises. Describe one physical and one vocal warm-up exercise they can use. (2 marks)

_____

_____

(b) Drawing Task:

In the space below, draw a simple Thrust Stage and label where the audience sits. (3 marks)

(c) Distinguish between Rehearsal and Debriefing. (4 marks)

_____

_____

_____

_____

7. (a) Traditional Kenyan theatre forms often incorporate Rituals. Analyze two functions of rituals in a communal setting. (2 marks)

_____

_____

(b) How does Music and Dance enhance the moral function of a story in a traditional performance? (2 marks)

_____

_____

(d) State three values of artistic creation in addressing societal issues like drug abuse or environmental conservation. (3 marks)

iii. _____

8. You are planning a spoken word performance themed Road Safety in Nairobi.

(a) Explain how you would use the following elements to make your piece effective:

i. Persona (1 mark)

_____

_____

ii. Word play (1 mark)

_____

_____

iii. Rhythm (1 mark)

_____

_____

iv. Repetition (1 mark)

_____

_____

(b) Write eight lines of your spoken word poem portraying the theme. (4 marks)

_____

_____

_____

_____

_____

_____

_____

_____

9. Study the illustration below showing a traditional Kenyan performance scene.



(a) Identify two traditional elements evident in the performance. (2 marks)

i. _____

ii. _____

(b) State two functions of such performances in community life. (2 marks)

i. _____

ii. _____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – THEATRE AND FILM

Time: 2 Hours

LEARNER'S DETAILS

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

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

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

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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. a) Define the term **playwriting**. **(1 mark)**

_____

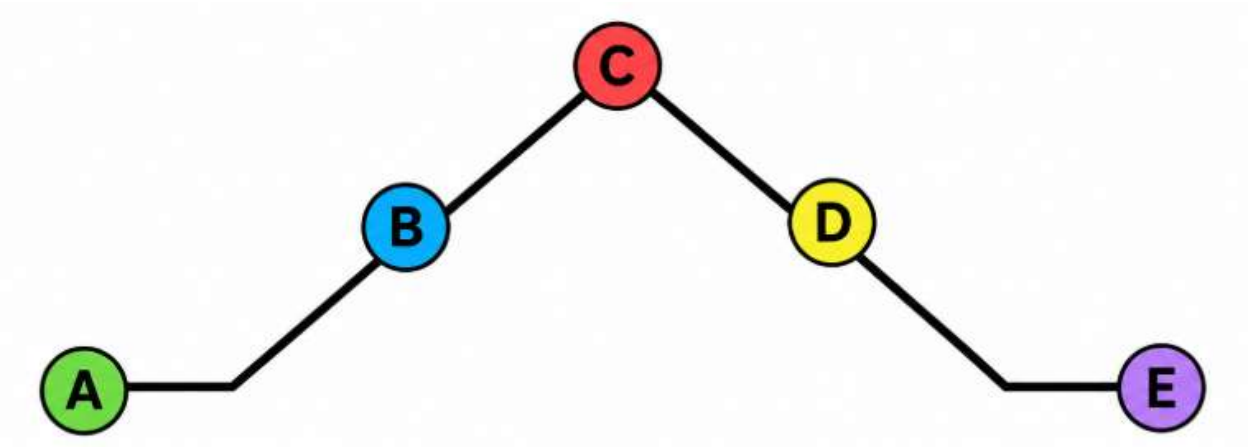
_____

b) State **two elements of a play** that a playwright should consider when developing a script. **(2 marks)**

i. _____

ii. _____

2. Study the simplified dramatic plot structure below.



a) Identify the dramatic element represented by **A**. _____**(1 mark)**

b) Identify the dramatic element represented by **B**. _____**(1 mark)**

c) Identify the dramatic element represented by **C**. _____**(1 mark)**

d) Identify the dramatic element represented by **D**. _____**(1 mark)**

e) Identify the dramatic element represented by **E**. _____**(1 mark)**

3. Study the stage arrangement below.



a) Identify **two components of theatre design** represented in the diagram. **(2 marks)**

b) State **one purpose of a backdrop** in a theatrical production. **(1 mark)**

_____

c) Give **two considerations** that should be made when selecting props for a stage production. **(2 marks)**

i. _____

ii. _____

4. a) What is **acting** in theatre? **(1 mark)**

_____

_____

b) State **two reasons why an actor should undertake warm-up exercises before a performance**. **(2 marks)**

i. _____

ii. _____

c) Explain **two ways** through which an actor can communicate a character's emotions to an audience. **(2 marks)**

i. _____

ii. _____

5. Read the following extract:

The river once sang beside our homes,
Now plastic covers where the water flows.
We look away, but tomorrow asks,
Who will clean what today destroys?

a) Identify the **theme** communicated in the extract. **(1 mark)**

_____

b) State **one contemporary issue** addressed in the extract. **(1 mark)**

_____

_____

c) Identify **one performance technique** that a spoken-word artist could use to make the extract more effective.

_____

_____

d) Explain **two ways** in which a performer could use voice to communicate the message effectively. **(2 marks)**

i. _____

ii. _____

6. A school drama club is preparing a play about the effects of cyberbullying among teenagers.

a) State **one responsibility of the director** during the production. **(1 mark)**

_____

b) Give **two factors** the director should consider when guiding actors during rehearsals. **(2 marks)**

i. _____

ii. _____

c) Explain **two ways** through which the director can ensure that the play communicates its intended message to the audience. **(2 marks)**

i. _____

ii. _____

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. You have been selected as the playwright for a school production addressing the problem of **substance abuse among young people**.

a) Suggest a suitable **title** for the play. **(1 mark)**

_____

b) State the **main theme** of the proposed play. **(1 mark)**

i. _____

ii. _____

d) Develop a brief **story outline** showing how the play could begin, develop and end. **(3 marks)**

_____

_____

_____

_____

_____

e) Write a short piece of **dialogue involving two characters** from your proposed play. **(3 marks)**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. During a rehearsal, a learner is required to portray a frightened character whose home has just been destroyed by floods.

a) State **two physical techniques** the actor could use to portray fear. **(2 marks)**

i. _____

ii. _____

c) Explain how **facial expression** can communicate the character's emotional state. **(2 marks)**

i. _____
ii. _____

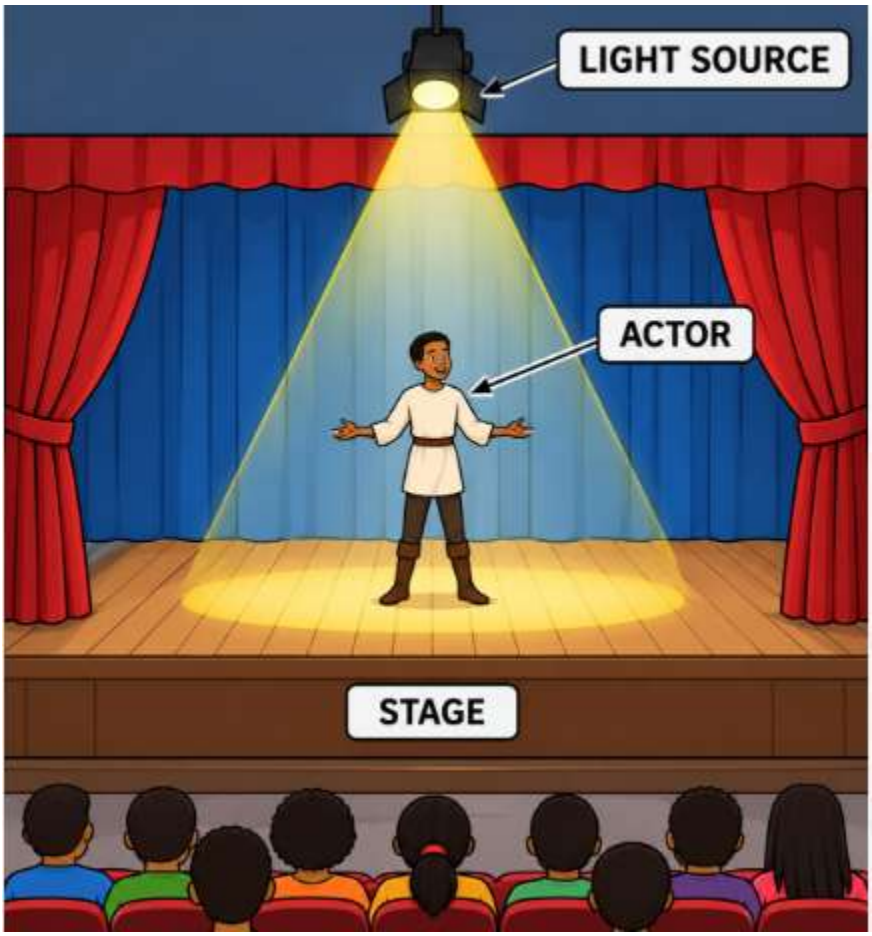
d) Explain **two ways** the actor could use movement and body posture to make the performance convincing. **(2 marks)**

i. _____
ii. _____

e) State **two qualities of a disciplined actor** that would help the learner perform the role effectively. **(2 marks)**

i. _____
ii. _____

9. Study the simplified lighting arrangement below.



a) Identify the **general production element** represented by the diagram. **(1 mark)**

_____

b) State **two purposes of lighting in theatre**. **(2 marks)**

i. _____
ii. _____

d) Explain the difference between **spot lighting** and **flood lighting**. **(2 marks)**

Spot lighting	*Flood lighting*

e) Name **three pieces of sound equipment** that may be used during a theatrical production. **(3 marks)**

i. _____
ii. _____
iii. _____

10. A youth group wants to produce a short film highlighting the importance of environmental conservation in the local community.

a) State **two stages of film production** that should be undertaken before filming begins. **(2 marks)**

i. _____
ii. _____

b) Explain the importance of **scriptwriting** in film production. **(2 marks)**

i. _____
ii. _____

c) State **two factors to consider when selecting a filming location**. **(2 marks)**

i. _____
ii. _____

d) Give **two functions of a camera operator/cinematographer** during film production. **(2 marks)**

i. _____
ii. _____

e) Explain **two ways technology can improve the quality of a film production**. **(2 marks)**

i. _____
ii. _____

11. Your school theatre club has been asked to prepare a **10-minute community theatre performance** on the problem of irresponsible disposal of waste.

a) Identify **one target audience** for the performance. _____ **(1 mark)**

c) Suggest **two suitable production resources** that could be used in the performance. **(2 marks)**

i. _____
ii. _____

d) Describe **two roles** that members of the production team would perform. **(2 marks)**

i. _____
ii. _____

e) Explain **two ways of using locally available materials** to reduce the cost of production. **(2 marks)**

i. _____
ii. _____

f) Suggest **two ways of evaluating whether the performance achieved its intended purpose**. **(2 marks)**

i. _____
ii. _____