END TERM 3 2026

GRADE 10

LITERATURE IN ENGLISH

SUMMATIVE ASSESSMENT

TIME: 2 HOURS 30 MINUTES

Name:	_____
Assessment Number:	_____
Class / Stream:	_____
Date:	_____

INSTRUCTIONS TO CANDIDATES

- Answer ALL questions.
- Read each literary extract carefully before answering the questions that follow.
- All answers must be written in the spaces provided or continued neatly where necessary.
- Support analytical answers with relevant evidence from the given extract where required.
- Use clear, grammatical and well-organised language.
- For poetry, fiction and non-fiction questions, distinguish between what the text states and what you infer from it.
- Where a question asks for a personal response, ensure that it is supported by the text or the task requirements.
- Check that all questions have been attempted before submitting the paper.

EXAMINER'S USE ONLY

Section	Question Numbers	Maximum Score	Candidate's Score
A — Oral Literature	1–5	25	
B — Poetry	6–9	25	
C — Fiction	10–16	35	
D — Non-Fiction	17–20	15	

SECTION A — ORAL LITERATURE (25 MARKS)

ORAL NARRATIVE

A village elder told a group of learners the following story.

Long ago, a young farmer named Nuru found a broken calabash beside the river. He repaired it and used it to carry water to an elderly neighbour every morning. One dry season, the river became shallow. Nuru's friends advised him to keep the little water for his own family, but he continued sharing what he could. One evening, heavy clouds gathered and rain filled the river. The neighbour thanked Nuru and reminded the young people that generosity is not measured by the size of what one gives. The elder ended the story by saying, "A small calabash may still quench a great thirst."

1. State two features of oral narratives evident in the story. **(2 marks)**

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2. Explain the moral lesson conveyed by the narrative. **(3 marks)**

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3. Explain the function of the proverb-like statement, "A small calabash may still quench a great thirst." **(3 marks)**

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INITIATION SONG — ORIGINAL CLASSROOM TEXT

Rise, young one, rise and learn,
Carry the wisdom elders give;
Step with courage, serve the people,
Carry our name with dignity.
Rise, young one, rise and learn.

4. Identify two features or performance elements that could make this initiation song effective when performed. **(4 marks)**

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5. A school wishes to conduct fieldwork on short forms of oral literature in its community. Describe three important stages or considerations in planning and carrying out the fieldwork, including an ethical consideration. **(13 marks)**

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SECTION B — POETRY (25 MARKS)

POEM — "THE ROAD AT DAWN"

The road wakes slowly under silver light,
A bicycle whispers through the mist;
The market doors yawn open one by one,
While mothers call the morning into motion.
I carry yesterday inside my footsteps,
Yet every sunrise asks me to begin.
Walk gently, traveller, the road remembers,
And every choice leaves a mark behind.

6. Identify the persona and describe the mood created in the poem. **(4 marks)**

7. Explain two sound or language patterns used in the poem and show how each contributes to meaning. **(6 marks)**

8. Analyse the subject matter and one theme in the poem. **(6 marks)**

9. Explain how imagery, metaphor or personification is used to make the poem effective. Refer to at least two examples. **(9 marks)**

SECTION C — FICTION (35 MARKS)

SHORT STORY EXTRACT — "THE LAST BUS"

At half past five, Kendi reached the bus stage and saw the last bus preparing to leave. In her hand was a small envelope containing the application form she had spent three weeks completing. If she missed the bus, she would miss the interview the next morning.

A boy near the gate suddenly dropped a bag of oranges. The fruit rolled across the road. People stepped around him, but Kendi stopped. She gathered the oranges and helped him tie the torn bag. When she finally reached the bus, the conductor was closing the door.

“Wait!” she called.

The conductor looked at the envelope in her hand. “You have one minute.”

Kendi climbed aboard, breathing hard. As the bus moved away, she saw the boy waving from the gate. She smiled. The journey ahead was uncertain, but she had learnt that urgency did not have to destroy kindness.

10. State the setting and give one reason why the setting is important to the events. **(4 marks)**

11. Describe Kendi's character using two traits supported by evidence from the extract. **(6 marks)**

12. Explain how the writer creates suspense in the extract. **(5 marks)**

13. Identify two stylistic/language features used in the extract and explain their effect. **(5 marks)**

14. State two themes or values evident in the extract and explain how each is developed. **(6 marks)**

PLAY EXTRACT — “THE EMPTY CHAIR”

MAMA: You promised to return before sunset.

TOMA: I know. The meeting lasted longer than we expected.

MAMA: And you did not think to send a message?

TOMA: My phone had no charge. I should have borrowed one.

(Mama looks at the empty chair beside the doorway.)

MAMA: Your father used to sit there when he wanted us to listen. A home cannot run on promises alone.

TOMA: Then tell me what I should do.

MAMA: Start by keeping the next promise.

15. Identify two performance techniques that could be used when presenting this scene and explain how each would communicate meaning to an audience. **(4 marks)**

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16. Explain one thematic concern in the play extract and show how dialogue or stage action develops it. **(5 marks)**

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SECTION D — NON-FICTION (15 MARKS)

PERSONAL JOURNAL EXTRACT

Monday, 14 July

Today I failed to make the school team. For a few minutes I wanted to blame the coach, the rain and even my shoes. Later, I realised that I had arrived late for several practices. I wrote three things in my notebook: arrive early, practise consistently, and listen to feedback. I still feel disappointed, but I also feel strangely hopeful. Perhaps failure can become useful when it is honest enough to teach you something.

17. Identify the point of view and state one stylistic feature of the journal extract. **(3 marks)**

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18. Explain how the writer uses the journal to demonstrate self-reflection and personal growth. **(4 marks)**

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LITERARY JOURNALISM — ORIGINAL REPORT

At 7.30 a.m. on Saturday, volunteers gathered at Mwangaza Community Library to repair damaged shelves and sort donated books. The activity was organised by a youth reading group after members noticed that younger readers had few age-appropriate storybooks. By midday, three shelves had been repaired and more than 200 books had been sorted. The organisers said the project would continue during the school holiday.

19. State two features of literary journalism present in the report. **(3 marks)**

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20. Explain two ways the report combines factual information with a literary or human-interest element. **(5 marks)**

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