Storytelling and Animation

SECTION A - ANSWERS

1.

a)

- **Voice variation** – changing pitch, volume and tone to show different characters and emotions.
- **Facial expressions** – using appropriate expressions such as fear, sadness, anger or happiness.
- **Gestures and body movement** – using meaningful movements and actions to illustrate events and characters.

b)

- Voice variation makes the story lively and helps the audience identify characters and emotions.
- Facial expressions make the emotions and experiences of the characters easier to understand.
- Gestures and body movements help to illustrate actions and make the message clearer and more memorable.

2.

- No response required; this is an introductory statement to Question 3.

3. Project Evaluation – Short Story

Award marks based on the following criteria:

- Clear and relevant title – **1 mark**
- Story based on a real-life community issue – **2 marks**
- Clear beginning/introduction – **2 marks**
- Well-developed middle with events or conflict – **2 marks**
- Clear ending/resolution – **2 marks**
- Meaningful lesson or practical solution – **2 marks**
- Creativity and originality – **2 marks**
- Appropriate language and organisation – **2 marks**
- **Total: 15 marks**

4.

a)

- **Voice:** Used appropriate volume, pitch, tone and pace to express emotions and make the story audible.
- **Facial expressions:** Used expressions that matched the emotions and events in the story.
- **Gestures:** Used suitable hand, body and head movements to emphasise actions and ideas.
- **Eye contact:** Looked at different members of the audience to maintain attention and create interaction.

b)

- Improve voice projection and variation to make the performance more expressive.
- Use more appropriate gestures, facial expressions and eye contact to engage the audience more effectively.

SECTION B - ANSWERS

1. **Answer:** C. Calculation
2. **Answer:** B. Turning point or most exciting moment
3. Any four correct: Setting
   Characters
   Plot
   Conflict
   Climax
   Resolution
   Theme
   Point of view
4. Any three correct: Dialogue
   Description/imagery
   Voice and body language
   Repetition
   Pacing
   Sound/music
5. Storytelling is useful in communication because it helps people understand ideas clearly, remember messages easily and connect emotionally with the speaker. It can be used to teach lessons, entertain audiences and address social issues in a meaningful way. Storytelling also helps the speaker persuade or inspire others

Verse

SECTION A - ANSWERS

Project Evaluation – Verse Writing

Award marks based on the following criteria:

- Relevant and clearly identified local issue – **2 marks**
- Exactly 12 lines arranged into 3 stanzas – **3 marks**
- Clear message addressing the selected issue – **2 marks**
- Effective use of at least two poetic devices – **4 marks**
- Creativity and originality of the verse – **2 marks**
- Appropriate language, rhythm and expression – **2 marks**
- Clear and meaningful reflection explaining the effectiveness of verse – **3 marks**
- Explanation of emotional impact of the chosen language – **2 marks**
- **Total: 20 marks**

SECTION B - ANSWERS

1. These components enhance coordination, timing and presentation. Rhythm allows for fluid movement in sports like gymnastics or swimming; visual aesthetics (posture/form) improve technical execution; and creative movement helps athletes adjust dynamically to unpredictable situations in a game.
2. Understanding the elements (such as rhythm or structure) provides the "vocabulary" necessary for expression. It prevents a performance from being merely chaotic, ensuring the artist has the technical foundation to control the message, emotion and impact of the work.
3. Rhyme scheme is the pattern of end-sounds in lines (e.g., AABB). Rhythm is the underlying beat or "musicality" created by the sequence of stressed and unstressed syllables throughout the lines.
4. Diction acts as a emotional filter. Using harsh, jagged words (e.g., "shattered," "cracked," "bleak") creates a mood of despair or anger. Using soft, hopeful or elevated words (e.g., "kindle," "ascend," "unity") shifts the mood toward resilience and optimism.
5. Both require "ensemble awareness." In sports, teammates must anticipate each other's positions to score; in performing arts, actors or performers must time their movements and delivery to support the overall composition, ensuring the group's output is greater than the sum of its parts.
6. One could introduce a choreographed warm-up routine set to music, where students create unique sequences of movement or turn a traditional game into a themed activity

where students adopt characters or roles, focusing on the "performance" of their skills rather than just the score.

7. An activity becomes art when the focus shifts from purely functional outcomes (e.g., just winning or scoring) to the expression of an idea or emotion. Creativity adds a layer of interpretation, personal style and aesthetic value that invites the audience to think or feel, rather than just observe.

Play

SECTION A - ANSWERS

1. Project Evaluation – One-Act Play Outline

Award marks based on the following criteria:

- Appropriate title related to cyberbullying – **1 mark**
- Clear central societal issue/conflict – **2 marks**
- At least three well-defined main characters – **3 marks**
- Suitable setting – **1 mark**
- Clear plot development with beginning, middle and ending – **3 marks**
- Realistic portrayal of cyberbullying and its effects – **2 marks**
- Logical and convincing resolution – **2 marks**
- Resolution promotes positive change, responsible online behaviour and support for victims – **2 marks**
- Organisation and creativity of the outline – **2 marks**
- Suitable content for a 10–15 minute performance – **2 marks**
- **Total: 20 marks**

2.

- Use voice modulation to help actors express emotions and make important statements clear.
- Encourage appropriate facial expressions and gestures that match each character's emotions and actions.
- Guide actors to use movement and positioning on stage effectively so that important scenes remain visible to the audience.
- Practise clear pronunciation, projection and appropriate pace so that every audience member can follow the dialogue.

- Help actors understand their characters, including their feelings, motivations and relationships.
- Use suitable costumes, props and stage arrangements to make the environmental message easier to understand.
- Rehearse entrances, exits and interactions so that the performance is smooth and convincing.
- A live performance can have greater impact because the audience experiences the characters' emotions directly and can respond immediately, creating a stronger emotional connection than simply viewing a message online.

3.

- **Plot:** The events should present an unfair situation based on gender and show how the characters challenge the unfair treatment and promote equality.
- **Characters:** Characters should represent different perspectives and demonstrate that people of all genders deserve equal opportunities, respect and responsibilities.
- **Dialogue:** The characters' words should expose gender stereotypes, challenge discrimination and communicate respectful attitudes.
- **Example:** In an imaginary play titled *Equal Chances*, a girl is prevented from joining the school's science club because it is considered unsuitable for girls. She speaks up with the support of her classmates, while the teacher explains that ability is not determined by gender. She is allowed to participate and later performs successfully. The plot shows the problem and its solution, the characters demonstrate changing attitudes and the dialogue reinforces the message of equal opportunities.

SECTION B - ANSWERS

1. Answer c) Chapters with page numbers (Plays use acts/scenes, not novel-style chapters)
2. **Script Format:**
   - Title and author at the top.
   - List of characters with brief descriptions.
   - Scene/Act headings indicating time and place.
   - Character names in bold/caps before dialogue.
   - Stage directions in italics or brackets for actions, expressions and setting. Purpose: Provides clear instructions for directors, actors and readers.
3. **Elements:**
   - Plot: Sequence of events and conflict (e.g., hero vs. villain).
   - Characters: People who drive the story (e.g., protagonist facing challenge).
   - Dialogue: Spoken words revealing personality and advancing action.
4. Sample One-Act Play (Excerpt – Full marking on completeness, format, message)

5. Plays use immersive elements and script conventions to make issues relatable. Acting builds empathy; audiences experience emotions collectively, leading to attitude shifts more effectively than passive reading.

Kenyan Folk Songs

SECTION A - ANSWERS

1. When my group classified the folksongs performed by various classes during the inter-house cultural festival, we considered several key factors to ensure systematic, respectful and meaningful categorisation. These factors included:
   - **Community or ethnic origin**: We grouped songs according to the Kenyan community they represented (e.g., Luo *nyatiti*-accompanied songs, Kikuyu *muthunguci*, Maasai call-and-response warrior songs or Swahili *taarab*-influenced coastal melodies). This highlights Kenya's cultural diversity.
   - **Purpose or function**: Songs were classified by their social role—ceremonial/ritual (e.g., circumcision or wedding songs), recreational/entertainment (children's play songs or praise songs), work songs (farming or fishing rhythms) or protest/social commentary songs.
   - **Themes and content**: We looked at central messages such as love and courtship, heroism and bravery, moral lessons, nature and environment or historical events. For instance, songs praising ancestors versus those teaching moral values for the youth.
2. To communicate the cultural message and entertain the audience effectively, our class will employ the following techniques:
   - **Vocal techniques**: clear pronunciation of lyrics in the original language, use of dynamic variation (loud calls and soft responses), harmonious group singing and proper breathing for sustained energy.
   - **Movement and dance**: Synchronised choreography that matches the rhythm, expressive facial gestures, energetic footwork and formations (circles or lines) that enhance visual appeal without losing authenticity.
   - **Costumes and props**: Authentic or representative traditional attire (e.g., *lesos*, beads or headdresses) and simple props like rattles or drums to make the performance visually striking and culturally accurate.
   - **Audience engagement**: Incorporating call-and-response sections to invite participation, maintaining eye contact and using confident stage presence with smiles to create excitement and connection.
3. The imaginative rendition acted as cultural preservation in several ways:

- **Transmission of knowledge**: By performing the song publicly, the group passed down traditional lyrics, rhythms and stories to younger generations and outsiders, keeping the oral heritage alive.
- **Adaptation and relevance**: The creative elements (modern twists in choreography or instrumentation) made the culture attractive to contemporary audiences, preventing it from becoming outdated while retaining core values.
- **Promotion of identity and pride**: Showcasing the song at a national event fostered community pride, documented the culture visually/audibly and encouraged appreciation, thereby safeguarding it against erosion from globalisation.

SECTION B - ANSWERS

1. Answer: B. A repetitive call-and-response chorus everyone can join
2. Answer: B. Steady, predictable beat and short phrases
3. When performing a lullaby, the most important qualities are the following:
    - *Soft, gentle melody and soothing rhythm*: A slow tempo and smooth, rocking melody calm the baby and induce sleep (e.g., Kikuyu or Swahili cradle songs).
    - *Repetitive and simple lyrics*: Short phrases or nonsense syllables with repeated motifs create predictability and comfort, often incorporating the child's name or parental affection.
    - *Warm vocal tone and minimal instrumentation:* A tender voice with light accompaniment (rattle or soft drum) focuses on intimacy and emotional bonding rather than performance energy.
4. Repetition in a funeral dirge serves several important purposes:
    - *Emotional reinforcement and catharsis*: Repeating mournful phrases allows singers and mourners to process grief collectively, intensifying shared sorrow and providing emotional release.
    - *Emphasis on key messag***es**: It highlights themes of loss, ancestors, legacy or the deceased's virtues, making the song memorable and aiding communal healing.
    - *Facilitates participation and unity*: Repetitive structures (call-and-response or choral refrains) enable everyone present to join easily, strengthening community solidarity during mourning.
5. The folksong's primary role is to preserve historical memory and educate future generations about bravery, strategy or community resilience. Through narrative lyrics, rhythm and performance, it keeps the event alive in oral tradition, instils cultural pride and teaches moral lessons (e.g., unity or heroism) without relying on written records.

Kenyan Folk Dance

SECTION A - ANSWERS

1. **Project/Performance Evaluation – Comparative Folk Dance**

Award marks based on the following criteria:

- Correct identification of two Kenyan communities and their folk dances – **2 marks**
- Accurate comparison of costumes used in the two dances – **4 marks**
- Explanation of materials used in each community – **2 marks**
- Link between materials/designs and the local environment – **2 marks**
- Link between costumes and culture or traditional occupations – **2 marks**
- Clear understanding of the cultural significance of costume – **2 marks**
- Organisation, clarity and relevance of the comparison – **2 marks**
- **Total: 16 marks**

2.

I would explain that modern movements may be included carefully for creativity, but the authentic traditional movements should remain central to the performance.

- Authentic movements preserve the cultural identity, history and traditions represented by the dance.
- They ensure that the performance remains accurate and respectful to the community from which the dance originates.
- Replacing traditional movements completely may distort the meaning and cultural purpose of the dance.
- Traditional movements also allow the audience to learn about and appreciate the community's heritage.

3.

- Participating in the dance exposes learners to the traditions, beliefs, values and artistic expressions of another Kenyan community.
- It helps learners understand that different communities have unique cultural practices while sharing a common Kenyan identity.
- Learning and performing the dance encourages respect and appreciation for cultural differences.

- Working together in rehearsals promotes cooperation, tolerance and friendship among learners from different backgrounds.
- Sharing cultural performances reduces prejudice and stereotypes and encourages national unity and peaceful coexistence.

SECTION B - ANSWERS

1. A folk dance is a traditional dance developed by people that reflects the life of the people of a certain country or region. It reflects community life because it often depicts daily activities such as farming, hunting, marriage ceremonies, harvesting or initiation rites.
2. **Answer:**
    - **Ceremonial:** Dances performed during special rites, for example, *Sikuti* for celebrations.
    - **Occupational:** Dances that imitate work activities such as *Mwomboko,* often associated with social life and courtship.
    - **Recreational/Social:** Dances performed for fun or community gatherings, for example, *Adumu* or the Maasai jumping dance.
3. Key elements include the correct use of traditional costumes/regalia, accurate rhythmic movements, proper accompaniment (traditional musical instruments), the correct vocal style (chanting/singing) and understanding the emotional context of the dance.
4. It fosters empathy and understanding by allowing the performer to embody the values, history and aesthetics of another group. It breaks down stereotypes and builds a sense of national identity by highlighting the beauty in cultural diversity.
5. Instruments provide the unique rhythm and tempo required for specific dances. The type of instrument (e.g., the *Nyatiti*, *Ohangla* drums or *Isukuti* drums) often dictates the style of movement and identifies the community of origin, serving as a signature for that specific dance.

Analysis of Creative Arts and Sports

SECTION A - ANSWERS

1.

- **Movement and dance techniques** – analyse the steps, body movements, formations, coordination and energy used by the dancers.
- **Music and rhythm** – examine the instruments, singing, rhythm, tempo and how the music supports the dance.

- **Costumes and cultural symbols** – consider the materials, colours, ornaments and designs and their cultural meanings.
- **Cultural context and message** – consider the purpose of the dance, the values, beliefs, traditions or activities it represents, while avoiding judgement based only on one's own cultural practices.

2.

- Helps identify the main environmental message and understand the effects of poor environmental practices.
- Encourages reflection on personal behaviour and how one's actions affect the environment.
- Helps learners identify practical ways of conserving resources, managing waste and protecting natural surroundings.
- Develops appreciation of how storytelling can educate communities and encourage positive social change.
- Encourages responsible decision-making and active participation in solving environmental problems.

3.

- Identifies strengths and weaknesses in voice projection, pronunciation, pace, rhythm and expression.
- Helps assess the effective use of facial expressions, gestures, movement and eye contact.
- Reveals sections where the poem was unclear, rushed, too quiet or lacking emotional expression.
- Provides information that can be used to improve rehearsal and coordination.
- Builds confidence and helps performers make informed adjustments for future performances.

4.

- Analysis helps identify the main message and lessons about bullying.
- It helps examine how the actors used voice, movement, facial expressions and gestures to communicate the issue.
- It allows the audience to understand the causes, effects and possible solutions to bullying.
- It encourages critical thinking rather than passive viewing.
- It helps learners relate the play's message to real-life situations and consider how they can help prevent bullying.
- It also helps evaluate the effectiveness of the performance in creating awareness and promoting positive behaviour.

SECTION B - ANSWERS

1. C. To understand, interpret and evaluate the performance.

2. A. Choreography and movement.

3.

- Melody and pitch
- Rhythm and tempo
- Voice quality and vocal expression
- Lyrics and message

4.

- It helps audiences understand and interpret the meaning, themes and messages communicated through creative arts and sports.
- It helps identify strengths and areas for improvement, leading to better skills and future performances.
- It promotes appreciation of cultural values and artistic expression and encourages learners to think critically about what they experience.

5.

- **Theme and message:** The play communicated a clear theme or social issue and presented lessons that the audience could relate to.
- **Acting:** The actors used appropriate voice, facial expressions, gestures and body movements to portray their characters.
- **Characterisation:** The characters were believable, well developed and suited to their roles.
- **Dialogue:** The dialogue was clear, relevant and helped develop the plot and communicate the message.
- **Plot:** The events were logically organised with a clear beginning, development of conflict and resolution.
- **Stage use:** Actors used the performance space effectively through appropriate movement, positioning and interaction.
- **Costumes and props:** These supported character identification, setting and understanding of the events.
- **Overall effectiveness:** The performance was effective if it held the audience's attention, communicated its message clearly and created an appropriate emotional response.