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IPANDE SECONDARY SCHOOL

FORM THREE FEBRUARY MONTHLY EXAMS -2026

LITERATURE IN ENGLISH MARKING GUIDE

SECTION A: OBJECTIVE QUESTIONS (15 Marks)

1. Multiple Choice Questions (10 Marks - 1 Mark for each correct answer) (Note: The provided scheme suggests 5 marks per correct answer, but typically Section A MCQs carry 1 mark each to balance a 100-mark paper. Adjust weighting as per your school's standard).

(i) A - A pilot who has a severe fear of heights is Situational Irony because it is the opposite of what is expected for that profession.

(ii) B - Satire is the specific use of humor/exaggeration to criticize social or political vices.

(iii) C - Metaphor; it directly compares the lab to a beehive without using "like" or "as".

(iv) B - Verbal Irony is saying the opposite of what is meant, often for emphasis or humor.

(v) C - Oral Literature.

(vi) B - Using imagination to produce something original.

(vii) B - To act as a tool for social criticism and change.

(viii) B - It reflects the culture, struggles, and values of people.

(ix) A - Language is the raw material used to create literature.

(x) B - Figurative and carries deeper meanings.

Question	i	ii	iii	iv	v	vi	vii	viii	ix	x
Answer	A	B	C	B	C	B	B	B	A	B

2. Matching Items (5 Marks - 1 Mark each)

(i)"I love it when my phone dies when I need GPS," he said. → Irony / Sarcasm

(ii) The soldiers were as brave as lions during the battle. → Simile

(iii) His words were a dagger to her heart. → Metaphor

(iv) A story mocking a politician who claims to love nature while cutting down a forest. → Satire

(v) "In the literature definitions 'aesthetic pleasure,' means" → Beauty in expression

(vi) The difference between ordinary and literary language is in: → Degree of creativity

Question	i	ii	iii	iv	v	vi

Answer	C	F	E	B	A	D

SECTION B: SHORT ANSWER QUESTIONS (54 Marks)

3. Literary Terms Differences (Award marks for correct definition and 1 mark for a valid example)

(i) Dramatic Irony vs. Situational Irony:

Dramatic Irony: Occurs when the audience knows something the characters do not. Example: The audience knows a trap is set behind a door, but the hero walks in anyway.

Situational Irony: Occurs when the outcome of a situation is the exact opposite of what was intended or expected. Example: A fire station is burning down.

(ii) Personification vs. Anthropomorphism:

Personification: Giving human qualities to inanimate objects or abstract ideas for imagery. Example: The wind whispered.

Anthropomorphism: Giving literal human traits, behaviors, or emotions to animals or non-human entities, making them act like humans. Example: Animals talking and wearing clothes in a fable.

(iii) Auditory Imagery vs. Visual Imagery:

Auditory Imagery: Descriptive language that appeals to the sense of hearing. Example: The loud, screeching tires.

Visual Imagery: Descriptive language that appeals to the sense of sight. Example: The bright, golden sun sinking below the horizon.

4. Passage Analysis

(a) Simile: "...their stomachs roared like thunder." (2 marks)

(b) Satire: The passage mocks political leaders who use flowery language ("Dietary Efficiency Act") to hide the fact that they are failing to feed their people. It criticizes the absurdity of calling starvation a "gift." (2 marks)

(c) Verbal Irony: The leader says the people are not hungry, but "spiritually lean." He says one thing (they are fine) while the reality (they are starving) is the opposite. (2 marks)

5. Creative Writing (Dialogue)

Example 1

Leo: I have a million math problems to finish by tomorrow morning! **(A hyperbole)**

Mia: Oh, brilliant. I just love spending my entire Saturday trapped indoors doing homework**. (Irony)**

Leo: My brain is a broken sponge right now. It can't absorb any more formulas **(Metaphor)**

Mia: Tell me about it. This history essay is as long as a marathon **(Simile).**

Leo: Even worse, my laptop is screaming in agony from having twenty tabs open. **(Personification)**

Mia: Boom! There goes my battery. I guess we are taking a break!. **(Onomatopoeia)**

Example 2 :

Characters are Juma and Anna while Setting is a school hallway after a difficult exam.

Juma: My head is a volcano ready to explode (**Metaphor**) after that test!

Anna: Oh, I absolutely love it when the teacher asks questions we never studied (**Irony**).

Juma: Exactly! I've been studying for a thousand years (Hyperbole) , but I still felt as lost as a needle in a haystack (**Simile**).

Anna: Even my pen was trembling in fear (**Personification**) while I was writing.

Juma: Slash! (**Onomatopoeia**) That was the sound of my hopes for an 'A' disappearing.

6. Six Stems (Characteristics) of Literature

(Award marks for mentioning and briefly explaining the core elements that define literature. Expected points include:)

(i) It is an Art: Involves skill and creativity.

(ii) Uses Language: Words are the primary tool/medium.

(iii) Involves Creativity/Imagination: Fiction and invention of characters/events.

(iv) Provides Aesthetic Pleasure: Beauty in expression and style.

(v) Reflects Society: It is a mirror of human experiences.

(vi) Has a Message/Content: Conveys themes, moral lessons, or education.

7. Functions of Literature (Justification)

(Award marks for well-reasoned justifications for each point:)

(i) Criticizes society: Points out flaws, corruption, and bad cultural practices to trigger change.

(ii) Entertains the society: Provides aesthetic pleasure, amusement, and relaxation through stories and poems.

(iii) Educates the society: Teaches moral values, history, and life skills.

(iv) Warns the society: Highlights the negative consequences of certain actions (e.g., HIV/AIDS, drug abuse).

(v) Expresses people's culture: Preserves and passes down traditions, customs, and beliefs from one generation to another.

(vi) Develops language mastery: Improves vocabulary, grammar, and figurative speech for the readers.

8. Application of Literature in Contexts

(i) Education context: Used in schools to teach language, critical thinking, and morals.

(ii) Political context: Used for campaigns, mobilizing masses, or criticizing bad leadership.

(iii) Economic context: Motivates hard work, discourages laziness, or used in advertising.

(iv) Funeral context: Dirges and elegies are sung to mourn the dead and comfort the bereaved.

(v) Family context: Lullabies, folktales, and riddles are used to bond, entertain, and teach children.

SECTION C: ESSAY QUESTIONS (30 Marks - Answer any Two)

(Award marks for standard essay format: Introduction, Main Body with 6 strong points, and Conclusion).

9. "Literature and language are two sides of the same coin."

Expected points:

Language is the raw material/medium of literature.

Literature develops and expands language (creates new vocabulary).

Literature preserves language from extinction.

Language dictates the style and form of a literary work.

Through literature, one learns the correct grammar and structure of a language.

Both are used as tools for communication in society.

10. Differentiate Oral Literature from Written Literature

Mode of presentation: Oral is delivered by word of mouth (speaking/singing); Written is presented through text (reading/writing).

Mode of preservation: Oral is stored in human memory; Written is stored in books, computers, and documents.

Age: Oral literature is older (existed before writing); Written literature is a more recent development.

Cost: Oral is generally cheap/free (requires only a speaker and audience); Written is expensive (requires buying books/materials).

Changes/Adoption: Oral is highly flexible and changes depending on the performer and audience; Written is static and permanent once published.

Literacy involvement: Oral can be enjoyed by both literate and illiterate people; Written strictly requires the audience to know how to read and write.

11. Why Literature is an Art

Expected points:

It involves high levels of creativity and imagination.

It provides aesthetic beauty (pleasing to the ear and mind).

It uses figurative language (metaphors, similes, imagery) uniquely.

It requires specific skills to compose (meter, rhyme, plot structuring).

It evokes emotions (joy, sadness, anger) just like a painting or a song.

It has distinct forms and genres (poetry, drama, prose) that require artistic design.