



**NOTE TO EXAMINERS**

- The following pages are simply a guide into interpretation of candidates' work. You reserve the right in coordination, to add or subtract from it.
- Candidates are expected to show mastery and ability in the literary skills of comprehension, interpretation, analysis, classification, evaluation etc. as well as a deeper insight into the use of language and literiness of the texts.

**2 MARKS**

**SECTION I**

1. (a) (Candidate should write the title in block or title case):
  - WHY ONE WOULD SUE GOD/ Why one would Sue God
  - BEWILDERING PLAY "I WANT TO SUE GOD" /
  - Bewildering play, "I want to sue God"
  - WHEN ONE FEELS LIKE SUING GOD /When one feels like suing God.
- (b) (i) On first encounter with the title of the play,  
I WANT TO SUE GOD !, people are filled with wonder/ shock/  
amazement and are put in a state of confusion because its  
daring/unrealistic. **(03 marks)**
- (ii) We keep facing/ encountering/ having the same problems because we are  
hesitant/ don't want to blame ourselves. **(03 marks)**
- (c) According to the passage people reach a moment of I Want to Sue God because:-
  - They get disappointed because of unmet expectations.
  - They look out for someone to blame outside themselves
  - They have been blaming everyone including their parents for producing them without their consent.
  - They see themselves as the models of perfection and so someone else must be in the wrong.
  - Failure to meet/ achieve their goals.
  - Poor choices and decisions they make / investing in wrong things
  - Inability to see their role in bringing about a problem.
  - Irresponsibility/ thoughtlessness/incautiousness.
  - Attempting to solve parts of problems without discovering the source
  - Leaving the responsibility of fixing issues/ writing to others and leaders.**(Any 3 x 2 = 06 marks)**
- (d) (i) The writer argues that :-
  - The play, "I Want to Sue God!" which shocks people is not a blasphemy or farfetched.
  - It is a satire of man's inability and inherent weakness in judging himself but others
  - People never come to terms with their weaknesses and only see themselves as the models of perfection.
  - In life, because we have people to blame for everything, it is common that we at times desire to sue God Himself.

- They shift responsibility of anything that needs fixing to those they think have more authority.
- However, this is not the way life needs to be lived because no one is perfect.
- Each person contributes to own problems and should search themselves for the solutions.
- Every person is solely responsible for their choices, life and what they become in the future.
- The play is a test of human character and aims at training young people to be intentional in their choices and decisions.

(Any 04 x 02 = 08 marks)

(ii)

- Satire refers to the use of humour, Irony, exaggeration or ridicule to expose and criticize human folly.
- The title of the play, 'I Want to Sue God!' is both humorous and ironical.
- The play has both situational and dramatic irony- the young man spends a fortune in marrying a woman he barely knows and blames others for his disappointment in her. He never finds fault with himself.
- The play is a portrayal of the commonest weakness of man- the readiness to blame others but not oneself.
- It is ironical to sue God who is the center of authority and invisible.
- It is humorous and shocking that man can even think of taking God to court.
- The Youngman chooses to blame God for his own choice of a woman contrary to what people always do relating with God-giving thanks for good or bad.

(Any 03 x 02 = 06 marks)

- (e)
- |       |                   |   |  |
|-------|-------------------|---|--|
| (i)   | blasphemy         | - | Making fun/mockery of God/ religion;<br>Profane talk against a supreme being           |
| (ii)  | Diety             | - | Supernatural being/ God/ Lord  |
| (iii) | Pageantry         | - | Elaborate display/ decoration/ splendor/ grandeur /<br>Wasteful showoff / extravagance |
| (iv)  | Woes              | - | great sorrow/ distress/sadness; heartbreak/<br>desolation/ misery etc.                 |
| (v)   | Hurling us behind | - | throwing back/ taking back / laying back   |
| (vi)  | Entangled         | - | trapped/ caught up/ hooked/ involved/ ensnared / buried in.                            |
- (01 mark @ = (01 x 06 = 06 marks)

## SECTION II

2. (a) The title "Girl" is appropriate to Kincaid's story because:-
- The story takes the form of a dialogue between a mother and her daughter(the girl)
  - The mother gives advice to her daughter, the 'girl' about how to behave like a 'proper' woman.
  - The entire text is instructive and imperative in tone and the mother ignores the daughter's interjections this makes the title appropriate because as a 'girl' or a child the mother thinks she shouldn't be heard.
  - Therefore the title hints/reflects the subject matter of the story- how a girl should live to become a proper woman.

(01 x 02 = 02 marks)



- (b) (i) The Girl should consider the following:-
- Doing practical domestic work/ daily house chores
  - Being hygienic/ keep clean especially during menstruation
  - Learn cooking tips and managing the Kitchen.
  - Composure/ walking with dignity.
  - Decent dressing to avoid being an immoral unkempt woman.
  - Desist from scandalous gossip and disrespect of elders.
  - Learn the proper smile to wear at different people: those she doesn't like, those she hates and those she loves.
  - Table etiquettes/ feeding with modesty.
  - Being aggressive and industrious
  - Being both a good wife and good woman who is not seen as an immoral slut.
- (03 x 02 = 06 marks)

A point plus a reason.

- (ii) Because the entire text is a set of instructions offered by an adult (assumed to be a mother), laying out the performance script of womanhood, we can infer that:
- Society expects the female child to perform her gender.
  - In this gender performativity, her voice is not heard because society is chauvinistic.
  - She is looked down upon if she does not perform her roles and will lose her identity
  - They live for others and the owner of the bread may not allow her touch it.
  - Their rights are abused and they are utterly subjugated sadly with the help of elder women.
  - Women are subjected to perfection.
  - Women are seen as objects / exploited.

(Any 3x1 = 03 marks)

- (c) (i) The "mother" in "Girl" uses oral tradition to subvert the patriarchal ideology through her tone which is:
- Strict/ commanding/ imperative/ authoritative
  - Advisory/didactic/educative/ instructive
  - Disapproving/ bold on being like a slut.
  - Harsh/ coercive
  - Critical/ condemning/ judgmental
  - Angry/ pensive/ bitter as she advises on abortion
  - Pessimistic/ hopeless
  - Bitter
  - Completative

The speaker's voice is  
(Any 2x3 = 06 marks)

- (ii) The writer in "Girl" intends to :-
- Expose the challenges of woman hood in her society.
  - To challenge the male dominance in society.
  - Educate the girl child that she needs to do her gender roles to understand unfairness.
  - Giving valuable advice on womanhood, preservation and maintain a respectable posture.
  - Raising a respectable woman that knows how to treat others and herself well.
  - Suggests that woman should be rational and act appropriately.

- The need for sexual reputation, avoiding being a slut and used by men.
- Expectations and roles of womanhood.

(Any 4x1 = 04 marks)

- (d) Irony – mother tells the girl how to aboat | Use of italics | Use of Rhetoccal questions. | What if the baker won't let me feel the bread? | Use of similar walk like a lady.

	Technique	Example	Effectiveness
1.	A single block paragraph	Entire passage	To communicate one idea
2.	Long sentences	Any long sentence	To elaborate / run an idea
3.	Short sentences	Any short sentence	To emphasize/mark the tune/seriousness.
4.	Italicized letters	But I don't sing Benna..	To represent the girl's silent reply/internal conflict/the response she would give if she had chance
5.	First Person	"I"	For firsthand information/believable
6.	Second person	You	For direct address/Realistic/expression of emotions
7.	Title	Girl	Reflective of the subject matter for identity/hint on chavirisim.
8.	Code switching	benna	For identity/Localisation
	Simple diction	Entre passage	

Etc

(Any 4x3 = 12 marks)

### SECTION III

3. (a). The poem is about drastic changes in the life of a mother that the speaker can discern from her photographs. Using the symbols of dresses, the mother's experiences explore the social cultural and political change in Uganda. She explores the independence times wrought in hope and dream: the harsh and biting years of Amin's regime from which her mother lost her husband by government decree; and the promising early years of Museveni from which her mother can reflect on the turmoil of a past.

Any 7 X 1  
(07 marks)

- (b) Identifies the 3 changes.

a) Political

b) Mother's appearance Vs feelings.

The drastic changes that have happened include: independence and self-rule of the 1960's with promising dreams of freedom and fortunes; the sinister days of Amin's regime with corrosive actions against humanity resented by people in silence through their dress in the 1970's; and the new hope and temporal peace of Museveni's 1990's, times of stocktaking and reflection.

(06 marks)

Dress code

Any 3 X 2 = 6 marks



(c)

DEVICE	EXAMPLE	EFFECTIVENESS
Third person speaker	" my mother"	Narrates events
Description	"Flawless her sexuality elective".	Creates a mental picture.
Visual imagery	She is withered	Creates a mental picture.
Symbolism	The dress and skirts	Representing the times political change
Justaposition	The three political times	To show the different experiences.
Local dialet / Code switching	Amin nvaako	Shows the speaker's identity.
Simple language	Entire poem	Easy understanding.
Long lines	In amin's dress neat short	Elaborate details
Short lines	hair	Emphasis
Run on lines / End stopped lines	Is not because she has wweathered	For continuity For a complete idea
Repetition	"my mother"	For emphasis
Situational Irony	The mother expected a happy ending.	Brings out the theme of fate.
Title	My mother in three photographs.	Summarizes / gives an kinsight of the subject matter.

(Any 5 x 3 = 12 marks)

(d) The attitude of the speaker is :

- Contemptuous
- Critical/ condemning
- Angry/ anger
- Hostile
- Pitiful
- Sadness
- Disapproving
- Dissatisfaction
- Optimistic/hopeful

(Any 5 x 1 = 5 marks)

END