



**SECTION A**

**Richard III – William Shakespeare**

1. (a) What happens before this passage and what happens shortly after?
- ❖ Candidates to narrate what happens before e.g.
    - There is talk between Queen Elizabeth and Magret and King Richard.
  - ❖ After – the same talk continues.
- 08marks*
- (b) How are the themes portrayed in this passage?
- ❖ Candidates to identify themes and styles in the passage.
- 08marks*
- (c) Characterise King Richard and Queen Elizabeth basing on this passage.
- ❖ Candidates to write the characters of these two basing on the passage.
- 08marks*
- (d) How are the events in this passage related to what happens later in the play?
- ❖ Candidates to point out events in the passage and write those connected to with them later.

*10marks*

**King John – Shakespeare**

2. (a) What leads to the events in this passage and what happens after?
- ❖ Candidates to mention what happens before and after the passage related to events in the passage.
    - Before the passage is the dialogue between King Philip and Costance and after the talk continues and brings on the citizens and King John.
- 08marks*
- (b) Show how the themes are raised in this passage.
- ❖ Candidates to mention the themes in the passage and the styles used to raise them.
- 08marks*
- (c) Candidates to give the character traits of Kings John and Philip basing on their interaction.
- 08marks*
- (d) Relate events in this passage to what happens later in the play.
- ❖ Candidates to write activities/events that are similar to those in the passage and reflected later in the play.

*10marks*

**SECTION B**

**A doll's House – by Henrik Ibsen**

3. Show how the writer makes this play interesting to the audience.
- ❖ Candidates expected to write what one
    - is eager to watch next – how events unfold in the lives of the characters.
    - how the characters achieve their expectations.
    - the marital life of Nora and Torvald.
    - then the styles used to create this interest.
    - humour.

*33marks*

4. What are the major concerns of the writer in this play?
- ❖ Candidates expected to write what the writer looks at in this play.
    - Sacrificial role of women
    - Parental and filial obligations
    - The unreliability of appearance
    - Deceit
    - Reputation
    - Marriage
    - etc

*33marks*

### **The Cherry Orchards**

5. Explain the three scenes in this play you find interesting and what makes them interesting.
- ❖ Candidates to choose the scenes freely. No restriction.
  - ❖ What makes them interesting
  - ❖ The message brought out
  - ❖ Interaction of characters
  - ❖ Emotions purged or aroused
  - ❖ The styles used
  - ❖ The events created

33marks

6. Explain what the writer is concerned with in this play.
- ❖ Candidates to write what the writer attacks and promotes or proposes to be promoted in this play.
    - Politics and liberation
    - Class consciousness
    - Tradition and modernity
    - Inability to accept reality

33marks

### **King Oedipus by Sophocles**

7. What makes this play tragic?
- ❖ Candidates to write characteristics of a tragic play.
    - Has a sad ending.
    - Audience is moved to sympathise with the main character.
    - There is pre-destination and tragic flow of events that they are irreversible.
    - The main character has tragic flaws that spur him to the bitter end.

33marks

8. What are the concerns of the writer in this play?
- ❖ Candidates to write what the playwright focuses on.
    - The will of gods and the will of man.
    - Fate vs the will.
    - Sight vs blindness
    - Actions vs punishment.

33marks

### **SECTION C**

#### **Saint Joan – Bernard Shaw**

9. How does the writer use contrast to develop themes in this play?
- ❖ Candidates to write the contrasted characters, events and situations and then the themes raised.
    - Power
    - Religion
    - Women and femininity
    - Society and class
    - Versions of reality
    - Warfare
    - Pride

33marks

10. How is mood created in this play?
- ❖ Candidates to write the styles and feelings/mood in the play – St. Joan.

#### **Styles**

- Contrast
- Symbolism
- Irony
- Characterization

#### **Mood**

- Sombre
- Sadness
- Pity/sympathy
- Melancholy

33marks

### **The Way of the World**

11. Show how the writer uses setting to develop any major themes in this play.

- ❖ Candidates to write different pieces of setting and then the themes.
  - Jealousy
  - Deceit
  - Intrigue
  - Conflict
  - Wits and fools
  - Love and money
  - Dependence

33marks

12. How does the writer create mood in this play?

- ❖ Candidates to write the styles in this play and feelings/mood in the play.
  - Satire
  - Irony
  - Symbolism
  - Characterization
  - Contrast
  - Humour
  - Love
  - Bitterness
  - Mistrust

33marks

### **The country wife – William**

13. How is characterization used to develop themes in this play?

- ❖ Candidates to write the role of characters and the themes they raise.
  - Love and marriage
  - Pirutalism
  - Forbidden desires
  - Hypocritsy
  - Immorality
  - Duplicity
  - Town vs country wife

33marks

14. Show how the writer creates mood in this play.

- ❖ Candidates to write styles used and the feelings/mood raised
  - Irony
  - Satire
  - Symbolism
  - Characterization
  - Contrast
  - Anger
  - Sadness
  - Jealousy

33marks

### **SECTION D**

#### **Kongi's Harvest – by Wole Sonyinka**

15. Examine the role of Segi in the development of this play.

- ❖ Candidates to write what Segi does and through her actions the themes raised, character development, feelings, events.
  - Segi is portrayed as a mysterious character and power, clever and receptive.
  - She brings out Kongi's weaknesses and eventually presents her father's head to Kongi as the season's gift.
  - Creates mood of horror.
  - Shapes events in the play.
  -

33marks

16. How is the title reflected in the content of this play?

- ❖ Candidates to show the meaning of the title is (hymning with the content of the play)
- ❖ Title basically showing what one achieves out of what one does/sows.
- ❖ There are many activities in this line.
  - Kongi shows horror/terror suffering, murder and death in his leadership.
  - Finally as the play ends Kongi harvests death by receiving the head of Segi's father he had just murdered.
  - So everyone harvests what one sows.

### **The floods by John Ruganda**

17. What floods do we find in this play?

- ❖ Candidates to write the evils and excesses of the regime as reflected in the title.
- ❖ Literally the floods are like the ones of Noah (biblical) of water but the writer exposing the rot in leadership. So these floods are;
  - the murders,
  - disappointments,
  - fear/constant fear,
  - immorality

*33marks*

18. Examine the role of Nankya in the development of the play.

- ❖ Candidates to write the role, character and activities of Nankya and then link them up with;
  - themes developed,
  - portrayal of others' character traits,
  - emotional arousal,
  - plot development,
  - lessons developed.

*33marks*

### **SECTION D**

#### **The Snake Farmers by Serunkuma**

19. Why is this play titled The Snake Farmers?

- ❖ Candidates to show how the meaning of the title is reflected in its content.
- ❖ An epidemic of snakes killing livestock etc but farm started to help whites that brought them wealth.
  - The dangers posed by evil/wicked actions.

*33marks*

20. How do the female characters help you to understand the message in this play?

- ❖ Candidates to write the actions and traits of the female characters and link them up with
  - the writer's concern,
  - inefficiency/incompetence
  - bad governance
  - corruption

*33marks*

**END**