**JINJA JOINT EXAMINATIONS BOARD (JJEB)**

**Uganda Certificate of Education**

## MOCK EXAMINATIONS, 2019

**208/1 LITERATURE IN ENGLISH**

**Paper 1**

***MARKING GUIDE***

**SECTION A:**

**Subsection (i):**

**Either 1. FRANCIS IMBUGA: *Betrayal in the City:***

1. ***Briefly describe what happens earlier leading to this passage.***

Earlier, the state of Kafira prepares for a ***visit of a certain head of state***. Tumbo declares Jusper as ***a winner*** of the ***play writing competition*** and gives him the opportunity of writing a play to be performed during the visit. Jusper prepares for the ***final rehearsal*** as ***Boss walks*** in, leading to the passage.*(05 Marks)*

1. ***What is Boss’ character as shown in this passage?***

* Arrogant
* Dictatorial
* Hypocritical
* Bossy
* Gullible
* Revengeful*(05 Marks).*

1. ***Why according to the passage do people resist Boss’ rule?***

Boss’ rule is characterized by ***injustice*** and the ***unpopular policies*** like ***the influx of expatriate personnel*** into the county. Boss himself is dictatorial and does not accommodate other people’s views because he considers himself right in his decisions and other people wrong.*(04 Marks)*

1. ***Describe what happens later as a result of this passage.***

Later, it is announced that ***one of the actors has fallen sick*** and that some of the requirements for the play especially the ***gun props are not yet ready***. Boss ***accepts to play the role*** of the chief of staff and ***allows them to use real guns***. The guns are ***turned against Boss*** and Mulili denounces him. ***Mulili is killed*** and Doga and Nina’s ***ghosts appear.****(06 Marks)*

**TOTAL – 20 MARKS**

**Or 2. WILLIAM SHAKESPEARE*: The Merchant of Venice****:*

1. ***What leads to this passage?***

Despite the various pleas for clemency, ***Shylock is adamantly insistent*** on refusing the ***three-fold money compensation*** offered by Bassanio for Antonio’s debt. Shylock is resolute ***on cutting a pound of flesh from around Antonio’s heart*** as stipulated in the ***bond.*(04 Marks)**

1. ***Describe the relationship between Shylock and Antonio in the passage.***

The relationship is characterized with:-

* Business: both are merchants and competitive money lenders.
* Enmity.
* Antagonism.
* Hatred.
* Rivalry.
* Revenge **(Any 3 with illustration, Each 02 Marks = 06 Marks)**

1. ***Identify and briefly explain two themes in the passage.***

* The complexities of the law
* The divine quality of mercy/ Magnanimity/ Forgiveness
* The nature of Hatred/ Jealousy / Malice
* Religion/ Christianity  **(Citing the two themes= 1 Mark. Illustration of Each 2 Marks = 05 Marks)**

1. ***How does Shylock react to the Duke’s advice and why?***

Shylock ***rejects/ frowns upon/ refuses*** the Duke’s advice because he is driven by strong ***impulses of vengeance*** against Antonio for all ***the past ills he claims to have suffered*** at the hands of the Christians, particularly Antonio. Shylock is also ***envious of Antonio’s*** rivalry in the money-lending business. The ***borrowers prefer Antonio*** since he does not charge interest unlike Shylock who charges unrealistically exorbitant returns on his loans. **(05 Marks)(TOTAL = 20 MARKS)**

**Or. 3. LAURY LAWRENCE OCEN: *The Alien Woman*:**

1. ***What happens before this passage?***

Soon as Opito joins the school of technology, he ***falls in love with Gladys Acayo***, a senior four student of a neighbouring school, ***who he wishes to marry***. After a football match, Opito and Gladys meet at the Grindex Hotel where they agree that ***Gladys will visit Opito’s home for approval by his parents***. Unfortunately, due to their conservative nature, the ***parents ( Bicencio Olugo and Cerinah Awino) not only reject Gladys but also disapprove of the relationship*** and ***insult her as a whore*** leading to the break up . Opito’s efforts to regain Gladys’ favour are futile. ***(06 marks)***

1. ***How does the passage affect Opito later on?***

Opito is ***devastated/broken-hearted*** by Gladys’ departure. In his ***loneliness***, he ***loses interest in living a normal life***. He ***isolates himself in frustration***, keeping to himself in his room all the time. He ***does not see a future without Gladys*** and so ***ends up a victim of the Bungatira rigid culture of stereo-type and bias***. ***(Any 4 =04 marks)***

1. ***Briefly state any TWO themes in this passage.***

Themes in the passage include:

* Love, courtship, marriage and the family in an African cultural setting.
* The eccentricity of cultures, norms and traditions.
* Change and cultural transition.
* Education as an agent of societal transformation.
* The generation conflicts/ gap in Africa.

***(Any 2 with illustration, each 02 marks = 04 marks)***

1. ***What happens after the passage?***

Opito is ***roused from his sleep deep in the night*** to be greeted by a very peculiar scene. In the middle of his room stands ***a female figure in the likeness of Gladys***. The room is very bright and yet the switch is off. To his shock, the ***female figure sits by his side on the bed and tries to get intimate with him***. On ***realizing this is a demon***, tries to ***escape through the door but it is securely locked and the key is under the pillow***. In his rushed attempt to reach the key, ***he falls hard on the floor and the demon forcefully pulls him back to the bed***. ***(06 marks)***

***(TOTAL = 20 Marks)***

4. **MEJA MWANGI: *Carcase for Hounds*:**

1. **What leads to this passage?**

**General Haraka** who is in a **delirium** sends Njogu**to get** for him **the head of Chief Simba**. Njogu**returns empty-handed**. He admits to have **failed to get the head** but the General **does not listen** to his excuses. Haraka draws his revolver and **shoots him**. (06 Marks)

1. **Explain how the fighters feel in the passage.**

The fighters are shown to be:-

* Terrified/ scared/ frightened.
* Helpless/ resigned
* Confused/ lost
* Disillusioned / hopeless (04 Marks)

1. **What does the passage show about the relationship between Haraka and Kimamo?**

Haraka has lost sense of direction due to his irrational demands. He is no longer able to command or lead the group since he is bedridden. Kimamo is now the de facto head of the army. Kimamo has to balance between looking after the ailing General and leading the group. (Any 3 with illustration, each 02 marks = 06 Marks)

1. **Explain what happens after the passage?**

One of the fighters **comes to report** that their dead **fighter has been buried**. Kimamo inquires if the men have eaten and is told that **there is no food**. He then sends out a group of men to collect food, **cautioning them not to get caught**. (04 Marks)

**(TOTAL = 20 MARKS**)

**Subsection (ii)**

**FRANCIS IMBUGA: *Betrayal in the City:***

**Either 5.*In which way(s) does Kafira University contribute to the people’s struggle for freedom in the play Betrayal in the City?***

Candidates are expected to identify and explain the contributions of the members of the kafira University either as individuals or as groups towards the liberation of the state.

KafiraUniversity symbolizes the elite society. The tradition had been that the elite ignore the issues of politics and live it to the iliterates.However, throughout the play, the elite come out as a powerful force for changing the society the students and their lectures play an important role in liberating the society from tyranny.

The University students are at the fore front in fighting for humans rights. They demonstrate against the killing of Adika, one of them, and protest against the influx of expatriates in the country amongst other issues.

The students and their lectures role as masters of truth and justice. Bos himself knows about this and at one time he bitterly asks Jusper

“Who made you student’s spokesman of truth and Justice? What do you know about justice?”

They give leadership to the struggle, Jusper and his dead brother Adika lead the demonstrations.Mosese, the lecturer, is depicted as the patron of the struggle. When we first encounter him in jail, he is a disillusioned philosopher who has turned his back to the world. This means that he has lost all hope for the future. His hidden desire for politics is seen at the end of the play of the gun and is now ready to consolidate the power of the brain.

The elite stage a policy that exploit the inefficiency and corruption in the country to a new era.

Through Kafira University the play wright makes a statement that if the destiny of the country is left in the hands of the corrupt, selfish and cruel leaders like Mulili, it will go to the dogs. (**MARK AS A WHOLE - 20 MARKS.)**

**Or 6.*How does Jere help to liberate Kafira in the play Betrayal in the City?***

Jere is a former government soldier who later runs activist. He contributes to the liberation struggle in a number of ways.

* In the first place, his decision to defect to the activist’s side is major contribution.
* He allows Doga and Nina to proceed with the sharing ceremony after it has been bounced by Mulili.
* In prison, he attacks and mocks the government through his conversation with Askari.
* He helps to cheer up and motivate Mosese who has given up hope.
* It is him whom convinces Moses to participate in the play.
* Jere himself participates in the play and plays a key role.
* He helps to expose Mulili’s under hand in dealings- helping criminals to escape.
* It’s also Jere who causes Mulili to deny Boss at the end of the play, thereby rendering Boss helpless. (**MARK AS A WHOLE - 20 MARKS)**

**WILLIAM SHAKESPEARE*: The Merchant of Venice:***

**Either 7.*Describe the relationship between the Christians and the Jews in the play The Merchant of Venice.***

In the play, we see a situation where the Jews are pitted against Christians.

* There is a lot of mistrust where Christians perceive Jews as evil minded.
* Christians look at the Jews as being very exploitative and greedy.
* The Christians also look at the Jews as being ungodly and greedy.
* Since the Jews are largely business people, Christians perceive them as lacking in charity.
* There is animosity between two groups which are incredible.
* Shylock sets a very hard bond on Antonio purposely to punish because he is a Christian and has demeaned Jews.
* Jessica, shylocks daughter, is encouraged to elope with Lorenzo in order to punish her Jewish father.
* The laws of Rome put a stiff penalty (death) on the Jews who attempt to murder Christians.
* The Jewish money lenders like shylock charge exorbitant interests on their clients who are largely Christian.
* When shylock gets defeated in the cases against Antonio, theft demand that he terms Christians of his life to be spared.
* They also further promise him by taking all his wealth and giving it to his daughter and son-in-law, who are Christian.
* On the whole, Christians and Jews have a frosty relationship and one group always seeking to destroy or punish the other. **(MARK AS A WHOLE = 20 MARKS)**

**Or 8.*What lessons do you learn about love from the play The Merchant of Venice?***

The candidates are expected to identify and explain the major lessons in the play.

Not all that glitters is gold. At Belmont, the Prince of Morocco picks a golden casket thinking that by doing so he will win the hand of Portia in marriage since the entire world desires her. He is however shocked with the unpleasant reality that the casket contains only a picture of a skull.

A friend in need is a friend indeed. Antonio proves this when he turns out to be a worthy friend of Bassanio. In the most dire need for in order to win the hand of a prized heiress, Bassanio seeks the help of his friend who readily accords it to him even when it requires Antonio to get a risky loan from his sworn enemy. Antonio perseveres through the trial and courageously carries his cross without any complaint or regret; all for the sake of a dear friend.

Borrowing can be a very dangerous indulgence. The play shows how some people lend with selfish and evil motives beyond just the conventionally accepted standards of collateral and interest. Shylock lends Antonio money with the sole aim of ‘feeding the ancient grudge’ he bears against his borrower.

Just because certain scenarios are legitimate does not make them morally and humanly right. Accordingly, mercy and magnanimity to others is better than insisting on the strict observation of the law. By the end of the day, shylock is the ultimate loser because he refuses to heed to the call to forgive Antonio but obstinately sticks on the legal stipulations of the bond.

No one can claim to know human motives enough to read the mind’s complexity from the countenance of the face. The human mind is extremely complex.

He who lives by the sword perishes by the sword. Shylock demands a strict adherence to the bond in order to observe the law but it is the same law that defeats him. He tastes his own bitter medicine in the end.

To err is human; to forgive is divine.

* Etc. **(MARK AS A WHOLE = 20 MARKS)**

**LAURY LAWRENCE OCEN: *The Alien Woman:***

**Either 9.*With close reference to the marriage of Jacinta and Opito, describe how a traditional***

***African courtship is conducted.***

The marriage between Opito and Jacinta clearly shows us how a typical traditional marriage in Bungatira is conducted.

* It puts into consideration the character and conduct of the bride as elders closely monitor her record and behaviour pattern.
* The family background of the bride is also put into consideration to look out for habits like witchcraft, theft of suicide.
* Usually, an inter-mediatory, is involved as the bride and groom do not meet face to face until the marriage is concluded. Abita acts as Opito’s intermediary.
* In the choice of a bride, beauty is not regarded as being important.
* Marriage negotiations are usually elaborate and involve delegations making several visits to and from the brides and grooms homes.
* Bride price is paid and gifts are exchanged before marriage is consummated.
* The bride is always subjected to several household tasks to test her work and abilities.
* In a few cases, people conduct betrothal where children are engaged to each other while young as in the case of Obina and Gorreti. This does not happen with Opito and Jacinta.
* The traditional marriage does not welcome educated women and foreign or alien women in Bungatira. That is why Gladys and Margaret are rejected.

**MARK AS A WHOLE = 20 MARKS**

**Or 10.*Explain the theme of cultural prejudice as shown in the novel The Alien Woman.***

Cultural prejudice is one of the key themes on the novel. It is manifested in a number of ways.

* The people of Bungatira are prejudicial against educated women, who they do not considersuitable as wives. It is the reason Gladys is rejected.
* They are also prejudiced against other ethnic groups especially the Bantu. Margaret is resisted so much on account of her being a muntu.
* Even people like Mukasa and Okullu, who try to bring development to the area are resisted and murdered.
* Some people like Ogang Apur are totally against education and its benefits. He refers to send his son Abita to school, and even refuses to have his cattle heated by a veterinary doctor.
* Obina becomes prejudiced against University girls and the entire University lifestyle, because of the influence of his culture.
* People like William Segawa are prejudicial against Uganda men. He believes that no man in Uganda is fit to marry his daughter.
* Margaret becomes a victim of prejudice as Obina’s people try to reject her on account of her language and culture.
* Cecilia Achieng who is a native of Bungatira is so prejudicial against her own language and culture and does not want to be associated with it.

**MARK AS A WHOLE = 20 MARKS**

**MEJA MWANGI: *Carcase for Hounds*:**

**Either 11.*Describe the relationship between Captain Kingsley and Brigadier Thames in the novel Carcase for Hounds?***

Captain Kingsley is a former D.C. who is conscripted in the army to help fight the Mau Mau insurgency; while Brigadier Thames is the commanding officer to whom Kingsley reports.

The two officials do not enjoy a very cordial relationship or any sort of mutual harmony.

It is more of a bossy kind of relationship where Thames has turned it into a pleasurable pastime to always grill Kingsley for answers to the enigma of General Haraka. Thames is also fond of issuing threats to Captain Kingsley.

Brigadier Thames puts Captain Kingsley on constant pressure demanding for tangible results in the campaign against General Haraka much to Kingsley’s disgust.

It is a condescending relationship where Thames makes it appear as though he is doing Kingsley a favour to keep him on the job.

On his part, Kingsley tries his best to be courteous to Thames on account of his seniority.

It is clear from many encounters that Kingsley dislikes Thames with a passion and is often seen swearing at him under his breath, one time calling him a ‘two-pipped bastard’.

Therefore their relationship is seriously strained, suspicious and near acrimonious because their duties pit them against each other as master and helpless servant in more of a cat and mouse chase.

As a direct consequence of this poor relationship, they fail to plan effectively to plan for the war against General Haraka since much of the time is spent in squabbles and bickering.

They merely operate and communicate on phone and cannot meet face to face to draw effective strategies.

Because Kingsley resents Thames, he does not follow the C.O’s instructions to the letter.

Many times, Captain Kingsley dreads the phone calls from Brigadier Thames, which makes it difficult for him to even communicate to the C.O however demanding the situation may be. **(MARK AS A WHOLE = 20 MARKS)**

**Or 12.*Why does Haraka lose the war against the colonialists?***

General Haraka is shown to be grappling with a number of insurmountable challenges in his protracted struggle against the colonial domination:

* Having to sacrifice the comfort of his home to go to the risky jungles in the heavy tropical rain and coldness is no simple feat.
* His ammunition is only of a simple nature; lacking sophistication.
* His struggle has no reliable source of supplies such as foodstuffs and arms. For arms he has to make risky raids on KAR outposts sometimes with fatal consequences and colossal losses. For food his army depends on the wilderness for game and fruits.
* Haraka is also up against a more established and more sophisticated army that is well supplied with equipment.
* The majority of his fighters have not had any formal preparation or training in matters of warfare. Most of them are illiterate and incapable of reasoning out situations for themselves.
* The foggy, rainy weather is very hostile; making movement and planning very difficult. There is no easy access to certain locations due to floods, broken bridges, etc.
* Haraka suffers betrayal by fellow Africans. Some locals take the opportunist attitude of taking advantage of the situation at the expense of the struggle.
* Vengeance is a major setback; Haraka himself is so obsessed with getting Chief Simba’s head that he sometimes loses out on time and strategic planning.
* There is no medical care for Haraka’s casualties of war. Even simple wounds inflicted on his army at the battle front become serious and deadly due to lack of dependable medical attention.
* The cowardly, massive abscondment of his fighters from the struggle poses very serious man power challenges.
* Etc**(MARK AS A WHOLE – 20 MARKS)**

**SECTION B:**

**NICHOLAI GOGOL: *The Government Inspector*:**

***Either*13.*Explain why the town officials panic in the play The Government Inspector.***

Expect the candidate to bring out the rot in town and the general weaknesses of the officials as the reason for the panic of the Mayor and his officials. Things are not moving as they ought to be hence the fear of the government official.

* The fact that a government inspector is said to be travelling incognito
* They have not received any inspector in the recent past so wonder why one at this moment.
* The town officials are scared because they are very incompetent and inefficient e.g.

The post master opens and reads peoples letters. He even keeps interesting ones.

The CC does not care whether patients get healed or die.

The hospital doctor does not know the Russian language.

The judge keeps no records.

The Mayor does not supervise his officials.

* There is also general rot in town and that is why they are panicking

The hospital is very dirty

There is garbage in town that even forty carts would not clear in a day.

* They also panic due to the rampant corruption they practice. E.g.

The Mayor embezzled all the money meant for the hospital chapel

The judge openly accepts that he receive brides – “freely admit I take bribes, but what sort of bribes? Borzoi puppies-------“

* Most officials are drunkards – “the judge is sprawling in to the chair and for him and Lopov this is clearly the morning after. It is when they wait for the Mayor who summoned them.The town clerk smells of vodka.
* Some of them are sexually immoral – the judge, has children with other people’s wives.
* Some are also exploitative e.g. the Mayor who takes rolls of cloths from the merchants for his wife.
* They are also oppressive towards the people e.g. the Mayor orders for the flogging of the sergeant’s wife.
* The Major as the main supervisor is the most worried because it is him who has not led by example and also failed to surprise the official under him.

It is only upon hearing of the visit of the government Inspector that he begins to panic. (**MARK AS A WHOLE - 20 MARKS)**

***Or* 14**. ***Relate the contents of Hlestakov’s letter to Tryapitchkin towards the end of the play.What are your feelings about the people it describes and why?***

The candidate is supposed to relate the details of the said letter and then freely express relevant feelings towards the characters described.

The letter is written by Hlestakov who is busy enjoying all the attention from the town officials who have mistaken him for a government inspector. It is addressed to a one Tryapitchkin who is supposedly an intimate mate of the writer. As is the habit of the Post Master , however, he intercepts the letter before it is sent on the post. The same post master produces it in a meeting where he is encouraged to read it aloud to the other officials present.

In the letter, Hlestakov among other things recounts his true identity and clearly declares that he is enjoying the attention he does not deserve because he has been mistaken for a government inspector which he is certainly not. He goes ahead to ridiculously insult each of the town officials in the most derogatively comical way ever imagined.

POSSIBLE FEELINGS:

* Disgust.
* Amusement/Amazement.
* Disappointment.
* Irritation.
* Anger/Annoyance.
* Discouragement.
* Confusion.
* Etc***(MARK 10:10 OR AS A WHOLE)***

**BINWELL SHINYANGWE: *A Cowrie of Hope*:**

**Either 15**.***“Those were the nineties …They were the years of each person for himself and hopeOnly under the shadow of the gods.” How is this statement reflected in the novel***

***A Cowrie of Hope?***

* *The Cowrie of Hope* is a text of the nineties and the effects of the period on the people and their attitudes, perceptions and interpretations of hard situations and circumstances prevailing in Zambia at the time.
* The story takes the reader to various locations: Lusaka, the town centre; Mangano the farmland; Swelini, Nasula’s village; Senga hill and Kasama, Sula’s schools.
* It is a period of change in the country. There has just been a change of government. Poverty is one of the serious concerns of the time but with hope the people believe in better things to come their way.
* There are strange illnesses of the flesh; the yields are very miserable and many must rely on borrowing to survive.
* Rampant theft and permissiveness are common vices in the towns at the time.
* Life is very expensive.
* Roads are few and accidents are a daily occurrence.
* The changes bring with them Christianity which many are embracing as a last resort in despair.
* There is growing talk of women’s emancipation and pressure for human dignity.
* Etc.**(MARK AS A WHOLE = 20 Marks)**

**Or 16.*What is the relevance of the title A Cowrie of Hope to the novel?***

The title *A Cowrie of Hope* is symbolic of any glimmer of anticipation in times of total darkness, hopelessness and disillusionment. It is a ray of optimism, however small, that all people living disillusioned lives need to keep going along with determination and endurance.

The novel portrays the pain in Nasula’s heart, the plight Sula has to endure; the hard prevailing circumstances of the nineties; the loose living associated with towns and their dwellers and the ultimate loss of all hope faced by Nasula and Nalukwi.

Given the circumstances, Nalukwi, a close friend to Nasula and in a manner that would qualify her to be a cowrie of hope herself, suggests the idea of utilizing the only bag of beans left in the house and this gives an instant flicker of hope to Nasula. Her journey to Lusaka brings her face to face with the permissiveness of town life and its people. Her bag of beans is stolen by a conman, Gode.

When all hope is gone after the theft of the last cowrie of hope that leaves her devastated and heart- broken, and after a wave of suicidal considerations, Nasula finally resolves to resort to the gods. The divine intervention turns around her tide and so her daughter has to be independent and not look to marriage or a man for sustenance.

Nasula turns back to Lusaka to find her cowrie; spends long hours in search of the impossible Gode the thief. Her encounter with the police officers at the station reveals the human weaknesses of the time in form of poverty, embezzlement but finally she secures her hope, her beans and with this her daughter’s future.**(MARK AS A WHOLE = 20 Marks)**

**OKIYA OMTATAH OKOITI: *Voice of the People*:**

**Either 17.*What is there in the play Voice of the People to prove the evil of corruption?***

The candidate is expected to show the seriousness of the evil of corruption in the play; and back it up with appropriate examples**.** Corruption in the forms of bribery; abuse of office; embezzlement; nepotism etc is one of the main human vices manifested in the play *Voice of the people.* The tendencies of corruption are mostly revealed by the conflicts surrounding the proposed sale of Simbi Forest by Boss the president and his accomplices.

* Boss offers a bribe of one hundred thousand shillings in the guise of making a contribution to The Mothers’ Front in order to influence her to back off the campaign to save Simbi forest.
* Influenced by the desire for material gain, Mr. Dhalangi orders Idondo to tone down his hard stance on the matter. Dhalangi outrageously tells Idondo to put profit before principles; a very clear indicator of lack of transparency.
* Boss is thrown in confusion on hearing that there is a white woman coming to carry out an environment impact assessment on the development of Simbi Forest. He considers bribing her so that she can write a report in his favour.
* Boss is very willing to spend any amount of money to compromise The Mothers’ Front from activism. It is for this reason that he tries through Sibour to bribe Nasirumbi with colossal sums of money at her pretended demand; a case that ends dramatically when Nasirumbi tries to burn the bribe money of two million shilling in what she refers to as ‘burning corruption’!
* Etc**(MARK AS A WHOLE – 20 MARKS)**

**Or 18.*Mention the arguments given by Nasirumbi against the sale of Simbi forest.***

Nasirumbi’s opinions are centredaround the fact that the forest is a natural resource with numerous contributions to human livelihood in the locality. Among others, she contends:-

* The forest is so important that by destroying it the government will be affecting nature itself.
* The sale only benefits Boss and his cohorts; not the greater majority of the people. Senseless decisions based on greed cannot develop a society.
* The government should get an independent body to carry out an environment impact study of the proposed project.
* The sanctity of public property should not be violated for any reason.
* The biodiversity, climate moderation effect and rainfall formation are irreplaceable environmental endowments that should not be violated. Etc.

**(MARK AS A WHOLE - 20 MARKS)**

**MARY KAROORO OKURUT: *The Curse of the Sacred Cow*:**

**Either 19.*How is the African culture shown in the play The Curse of the Sacred Cow?***

The play is typically an African one depicting an African dramatic scenario. The attributes of African culture are shown through the people’s norms, beliefs and customs:-

* Belief in African musicas food and medicine for all situations that need soothing; celebration; farewell etc.
* There is ardent belief in African religion and gods. There is a belief that the goddess, Nyabingi, has all knowledge about what goes on in Mutumo’s homestead.
* The gods, through Kigarama, gives Kaheru, the sacred cow, to Mutumo to keep. With the cow come the instructions not to eat its carcase upon its death; or even take its milk.
* African Folklore; riddles and legends.
* The unique marital institution characterized with polygamy and extended families.
* True African loyalty, commitment and cultural friendships as shown by Mutumo’s total commitment and sacrifice to Mwamba.
* Taboos adhered to. For instance, one that forbids women from eating certain foodstuffs such as chicken and eggs.
* The traditional regalia that comprises the long gown made of skins that Mutumo wears; his stool; his foot skins all define the rich Bahima values.
* *Etc.****(MARK AS A WHOLE – 20 MARKS)***

**Or 20.*What is the role of Kajeru in the play The Curse of the Sacred Cow?***

* Kajeru plays a key contribution to the development of the themes and ideas in the play, namely African Culture and Tradition; The Role of the gods in African heritage etc.
* The cow also helps to bring out the unique character traits of the characters in the play such as Mutumo and Nyabwangu.
* Its presence in the play enhances the plot by provoking actions and events in the play.
* Kajeruis a dependable source of dramatic light-heartedness which gives the play its comic tinge.
* It serves as a voice of the playwright on some occasions.
* Kajeru also plays a symbolic role as an embodiment of the African culture and religion.
* *Expect a well-illustrated response and guard against unfocused straight narration*. **MARK AS A WHOLE - 20 MARKS.**

**DANIEL MENGARA: *Mema*:**

**Either 21.*What lessons do you learn from thenovel Mema?***

The novel *Mema*offers several moral lessons both for the individual and for the society:

* We should value the place and role of a mother in our families and our lives.
* It is not easy dealing with in-laws, they can make life very difficult for anyone.
* The institution of marriage is full of challenges. Husband and wife should always resolve their conflicts in a timely manner to avoid the embarrassment that comes with exposing their private matters in meetings.
* Women should respect their husbands and in the same way men should respect and love their wives.
* When separation inevitably occurs, it should not be shameful for the estranged couples to reconcile.
* Marriage is between two people but the entire community has a stake in it.
* A woman should know her place in the home. She should never subdue her husband because it is shameful.
* Witchcraft and indulgence in supernatural remedies to challenges can breed very serious conflicts in a relationship.
* Patience pays. A woman who takes long to get pregnant is not necessarily barren.
* Sometimes those we despise can turn out to be more successful or useful than ourselves with time e.g. OsugaZame.
* Change is inevitable. We must learn to embrace change. Sometimes it is for our own good.
* We should always endeavor to get the best out of an opportunity whatever the challenges e.g. the narrator in Beyok.
* Tragedy does not come singly. It usually hits in droves e.g. the death of the narrator’s father and sisters.

**(MARK AS A WHOLE = 20 Marks)**

**Or 22.*How is Mema shown to be a heroine in the novel Mema?***

She is the heroine and the protagonist of the novel. She is presented as an extraordinary person in the novel with respect to being:-

- Confident

-bold and daring/brave

-Determined

-eloquent/ Outspoken.

-loving and caring especially to her husband.

-emotional

- hot headed and stubborn eg. She easily grabs a machete when angered.

-strong physically and mentally.

- Assertive

-violent as she fights with her husband.

*(Expect full illustration of each of these qualities.)*

**(MARK AS A WHOLE = 20 MARKS)**

**DAVID RUBADIRI:*Growing Up With Poetry:***

**DAVID RUBADIRI:*Growing Up With Poetry:***

**Either 23**.

1. i) ***What is this poem about?***

The poem is a **lamentation** of an African about his **unpleasant encounter** with the new slavery – neocolonialism which has estranged him. The speaker **celebrated the dawn of independence with enthusiasm and utmost piety.** He welcomed the promise of fulfillment ecstatically strengthened by the promise of happiness in the new order. With time, however, **the crude reality has hit him** that it was all a lie. He is **again re-enslaved** in a more intricate maze. **(05 Marks)**

1. ***Who is the speaker in the poem?***

**An African** who **regrets** the enthusiasm with which he struggled for independence but lost it all eventually. **(02 Marks)**

1. ***What are the feelings of the speaker about the change he describes?***

- Regret

- Sorrow/ Sadness

- Pain/ Psychological suffering.

- Empowered with new knowledge/ Enlightened.

- Worried/ Afraid **(04 Marks)**

c) ***What makes this poem appealing to you?***

Expect mention of ***any Five*** dominant poetic devices in the poem each qualified with a brief explanation or effect:-

* - The ***title***.
* - The poem being ***short and concise*** and so conveniently recitable.
* -The vivid, thematic descriptive language/Diction/Choice of words.
* - Sharp ***irony.***
* ***-Tone, mood*** or ***attitude.***
* ***-Rhyme.***
* ***- Imagery.***
* **-**The moral lessons.
* - Relevance of the poem to the contemporary world.

***Etc.*(Any 5 = 05 Marks)**

d) Explain what is meant by the following in the context of the poem:

1. ***…song of fire… (line 5)***

Sang with vigour and ecstasy.**(01 Mark)**

1. ***…Rocked the world and me… (line 13)***

Took everyone by storm.**(01 Mark)**

1. ***…With tears of ecstasy… (line 16)***

Extreme happiness **(01 Mark)**

1. ***…grew taller than life … (line 17-18)***

Got strongly established.**(01 Mark)**

**(TOTAL = 20 MARKS)**

**Or 24**. Select any poem you have read from ***Growing Up With Poetry*** by David Rubadiri on the theme of *Separation* other than the one in question 23 above and use it to answer the following questions:

1. i) ***State the name of the poet and the title of the poem***.

Poet – 02 Marks. Title – 02 Marks **(04 Marks)**

1. ***What does the poem say about Separation?***

Statement of the subject matter **(Up to 06 Marks)**

1. ***What makes the poem appealing to you?***

***Any Six*** dominant poetic devices in the poem each qualified with a brief explanation or effect:-

* - The ***title***.
* - Brevity.
* -The vivid, thematic descriptive language/Diction/Choice of words.
* - ***irony.***
* ***-Tone, mood*** or ***attitude.***
* ***-Rhyme.***
* ***- Imagery.***
* **-**The moral lessons.
* - Relevance of the poem to the contemporary world.

**(06 Marks)**

1. ***Give the relevance of the poem to your community.***

Citing any four aspects in the selected poem relevant to the contemporary world

= **(04 Marks)(TOTAL = 20 MARKS)**

**A.D. AMATESHE: *An Anthology of East African Poetry:***

**Either 25**.***Read the poem below and answer the questions after it:***

***Beloved***

*E. H. S. Barlow*

1. ***What is the subject matter of this poem?***

The speaker ***affirms his profound affection for his lover*** (1) and ***declares his readiness to defend their treasured relationship no matter the hurdles they may encounter***(2). He ***recollects the malignant tribulations*** (3)that their bond has had to overcome to the current state of optimism. Focusing ahead, ***he envisages ultimate bliss*** (4) as long as they remain ***together to persevere to the very end***(5).**(05 Marks)**

1. ***What is the attitude of the speaker about the person being addressed?***

The speaker has a ***positive*** (1) attitude towards his lover. He ***adores/worships*** (2); ***treasures/values*** (3); ***respects/glorifies*** (4) the lover. **(04 Marks)**

1. ***Explain what makes this poem appealing to you.***

Mention of ***any Six*** dominant poetic devices in the poem each qualified with a brief explanation or effect:-

* - The Simple descriptive ***title***.
* - The poem being ***short and concise*** and so conveniently recitable.
* - The vivid, love - thematic language/Diction/Choice of words/ Vocabulary.
* ***-*** Tone, Feelings or attitude.
* ***-*** Rhyming words.
* ***-*** Imagery.
* ***-*** Relevance to real life situations.
* ***-*** Lessons learnt Etc. (**Any Six; Each 01 Mark = 06 Marks)**

1. ***How does the poem make you feel and why?***

Citing **any 5** relevant feelings, with or without a reason, **Each 01 Mark** = **05 Marks)**

* **Possible feelings**:

Love/affection

Sympathy

Envy/Jealousy

Admiration/Awe

Respect.

Encouragement.

Optimism/Hope Etc

**(TOTAL = 20 MARKS)**

**Or 26**.***Select any poem you have read from An Anthology of East African Poetry A.D Amateshe on the theme of Love other than the one in question 25 above and use it to answer the following questions:***

1. ***State the name of the poet and the title of the poem.***

Correct Title – 02 Marks; Poet – 02 MarkS = **(04 Marks)**

**NB: *Award a zero for the entire answer if poem is selected outside the set theme or if it is not matched with the right poet.***

1. ***What does the poem say about Love?***

A paraphrased systematic statement of the Subject Matter of the poem in a clear paragraph capturing the key twists, events or features in the poem.**(Up to 06 Marks)**

1. ***What makes the poem appealing to you?***

Focus on ***Poetic appeal.*Any 6** relevant and dominant poetic devices **evident** in the poem, each supported with some form of illustration.

* The title (descriptive, symbolic, catching, Humorous etc?)
* Aspects of the subject matter.
* Structure and length of the poem.
* The language/ diction/choice of words.
* Rhyming words.
* Moral lessons or
* Relevance to the contemporary world.
* Humour. Etc**(Any 6; Each 01 Mark = 06 Marks)**

1. ***Write a short poem to a person you love dearly.***

Expect a simple poem with poetic structure and devices:

* Relevant Title
* Development of theme of love
* Structure – stanzas/lines
* Poetic diction
* Punctuation
* Rhyme Etc**(Any 4 poetic aspects; each 01 Mark = 04 Marks)**

**(TOTAL = 20 MARKS)**

***THE END***