

## MOCK EXAMINATIONS 2022

### UACE LITERATURE IN ENGLISH

#### P310/3 (NOVELS AND SHORT STORIES)

#### MARKING GUIDE

#### SECTION A

##### 1. JANE AUSTEN: *Pride and Prejudice*

###### a) What events lead to this passage?(08 marks)

###### **Before this:**

- Elizabeth is at Hunsford visiting Charlotte
  - Col.Fitzwilliam(Darcy's cousin) visits Elizabeth
  - He reveals that Darcy interfered in Jane and Bingley's relationship
  - Col.Fitzwilliam leaves and Elizabeth is alone
  - She is upset at Darcy
  - Darcy later visits at Hunsford
  - He expresses his love for Elizabeth
  - He asks to marry her
  - Elizabeth rejects Darcy's proposal
  - She explains her reasons for rejecting him leading to the passage
- (8 events @ 1 mark)

###### b) Describe the character of i) Mr. Darcy (06 marks) and ii) Elizabeth (04 marks) as shown in the passage.

**Darcy** can be described as: Polite/Civil-he keeps calm despite Elizabeth's anger

- Selfish-he doesn't consider the feelings of Jane and Bingley
- Vain-thinks highly of himself,
- Meddlesome-interferes in the relationship between Jane and Bingley etc

(Any 3 traits with illustration=6)

**Elizabeth** can be described as: Open/outspoken-she tells Darcy what she feels and why he rejects him

- Prejudiced/Biased-she dislikes Darcy because of his pride
- She is firm in rejecting Darcy
- Proud-her behavior towards Darcy shows pride.

(Any 2 traits with illustration=4)

###### c) Explain the themes in this passage.(06 marks)

Themes highlighted in the passage:

- Love**-Darcy is in love with Elizabeth and even proposes marriage
- Pride**-Elizabeth rejects Darcy because of his pride
- Manners/Decorum**-Darcy is polite/civil despite Elizabeth's harsh words. He holds his emotions.
- Prejudice**-Elizabeth is biased towards Darcy etc

(Any 3 themes and illustration=6)

- d) Discuss the importance of this passage to the rest of the novel *Pride and Prejudice*.(10 marks)

Candidate is expected to show the importance of this passage to plot, themes, character, lessons later in the novel. **The candidate should begin their answer with evidence from the passage.**

**Examples:**

**Plot**-in the passage Elizabeth rejects Darcy and later writes her a letter

-Elizabeth rejects Darcy but later in the novel she accepts his second proposal and marries him etc

**Themes**-in the passage these themes are highlighted: Love, Pride, and Prejudice, Manners/Decorum (give examples of themes in the passage and after the passage)

**Character**-Elizabeth is Open/outspoken in rejecting Darcy. We see her openness later when she confronts Lady Catherine.etc

Darcy is portrayed as meddlesome later in a letter he admits why he separates Jane and Bingley.etc

Feelings and Lessons

(Each aspect score 2 marks) Total=34 marks

## 2. CHARLES DICKENS: *Great Expectations*

- a) State the events that lead to this passage.(08 marks)

**Before this:**

-Pip is on the marshes one afternoon

-In the churchyard where his parents and siblings are buried Pip is afraid

-He begins to cry

-A fearful looking man appears from among the graves

- He orders Pip to stop crying and threatens to cut his throat

-The man asks Pip for his name and where he stays

-The man grabs Pip and tilts him

-He searches his pockets

-He finds a piece of bread which he eats hungrily leading to the passage.

(8 events @1 mark)

- b) Describe the atmosphere in the passage.(06 marks)

The atmosphere can be described as *Tense*,

*Frightening/terrifying/terror*-the description of the man and how he treats Pip (wishes to eat his cheeks)

*Shock*-the appearance of the man from among the graves

*Suspense*-one wonders what is going to happen to Pip.etc

(Any 3 shades of atmosphere and illustration=6)

- c) i) Describe the character of Pip and the man as shown in the passage.(08 marks)

-Pip in the passage is *innocent, timid*-afraid of the man, *honest/open*-truthfully responds to the man's questions etc (Any 2 traits and illustration=4 marks)

-The man is *aggressive*-he tilts Pip, *frightening*-his description, *cautious*-looks over his shoulder etc (*Any 2 traits and illustration=4 marks*)

ii) What feelings do the characters evoke in you? (**04 marks**)

The characters evoke *fear, sympathy/pity, anxiety, sadness etc*  
(*Any 4 feelings with illustration @1 mark*)

d) What is the significance of this passage to what happens in the rest of the novel? (08 marks)

*Candidate is expected to show the importance of the passage to what happens later in the novel. This is a question on **plot** so candidates who talk about **character, themes** without plot no mark should be awarded) **The candidate should begin their answer with evidence from the passage.***

In the passage Pip encounters a strange man who turns out to be a convict. He asks Pip to bring a file and food (wittles) (02 marks)

**Later** in the novel;

- The man tells Pip where to find him with the file and food
- The man makes Pip swear not to say anything about him
- He also threatens to eat Pip's liver
- At home Pip saves his bread
- He later steals more food from Mrs Joe's pantry
- He then steals a file from the forge
- He takes the file and food to the convict
- Later the convict (Magwitch) repays Pip's kindness by providing money for him to become a gentleman (*the great expectations*) (6 events @ 1 mark)

*Total 34 marks*

### 3. **THOMAS HARDY:** *Tess of the D'urbervilles*

a) Place the passage in context(**10 marks**)

*Candidate should state **significant** events that happen **before** and **immediately after**.*

**Before**

- Tess and Angel Clare wed/marry
- They travel to Wellbridge for their honeymoon
- In the evening they decide to confess to each other about their past
- Angel confesses about his affair with a strange woman in London
- Tess forgives Angel Clare
- Excited that Angel will forgive her, Tess confesses about her past relationship with Alec
- Angel is shocked
- He refuses to forgive Tess
- He argues that Tess is another person

**After this passage**

- Tess continues to seek Angel's forgiveness
- Angel refuses
- He later goes out and Tess follows him
- She offers to kill herself by drowning in the river

(Mark 6 events before and 4 events after.)

- b) Explain the techniques used in this passage. (06 marks)

**Candidate should identify a technique and give literary effectiveness of technique i.e themes, character revelation, mood, feelings etc**

- Use of dialogue
- Omniscient narrator
- Irony
- Description

(3 techniques and effectiveness=6 marks)

- c) i) Describe the character of Tess in the passage (06 marks)

Tess can be described as; Honest/Earnest/Open, Loyal/Faithful, Loving/Affectionate, Submissive, Sacrificial/Selfless etc

**Candidate should clearly illustrate from the passage**

(Any 3 traits x 2)

- ii) What feelings does she evoke in you? (04 marks)

In the passage Tess evokes: Sympathy/Pity, Sorrow/Sadness, Admiration, Annoyance, Anger etc

**The feelings must be illustrated**

(Any 4 feelings x 1)

- d) What effect does this episode have on the relationship between Tess and Angel in the rest of the novel? (08 marks)

**The candidate is expected to identify what happens in the passage and its effect on Tess and Angel's relationship and its effects later.**

-In the passage Angel refuses to forgive Tess and this causes a *strain* on their relationship. (02 marks)

-**Later** Angel Clare avoids Tess. He sleeps on the couch.

-The relationship grows *cold* and Tess even thinks of suicide

-The relationship is characterized by *lies*-both lie to their parents about the real reason for their separation.

-The two separate

-Angel Clare thinks of eloping with Izz to Brazil

-Tess remains *loyal* to Angel even when he goes away and Alec returns

-Tess kills Alec for Angel. She still loves him. (06 marks)

Total=34 marks

## SECTION B

### MONGO BETI: *The Poor Christ of Bomba*

4. Discuss the contribution of Catherine to the novel *The Poor Christ of Bomba*. (33 marks)

**The candidate is expected to identify Catherine and explain her contribution in relation to plot development, thematic development, revelation of characters, lessons and feelings she evokes.**

Catherine is the beautiful girl from the Sixa who follows Zacharia on tour. She can also be described as Zacharia's mistress.

She contributes to the **plot** in the following ways:

- she follows Zacharia on tour; Clementine (Zacharia's wife) learns about it and fights her.
- Catherine's fiancé learns about her affair with Zacharia and beats him up.
- Catherine seduces Denis and Denis is riddled with guilt for days.
- Her confession about Zacharia rejecting another girl for her because the girl had syphilis exposes the rot in the Sixa which leads to its closure.

The following **themes** are revealed through Catherine:

- Exploitation-she is sexually exploited by Raphael and Zacharia and she also takes advantage of Denis.
- Betrayal-she betrays her fiancé by agreeing to become Zacharia's mistress.
- Immorality/Moral decay-she has an affair with Zacharia who is married and she also is engaged.
- Suffering- she is given hard work at the Sixa which she is not used to, she is beaten by Clementine and is flogged for fighting Clementine.
- Injustice-she is accused of bringing bad morals to the Sixa by Fr.Drumont who orders for her to be flogged yet she is a victim of Raphael's exploitation.

Through Catherine **Zacharia** is revealed as *defiant* he refuses to reject Catherine and stick to Clementine.

Zacharia is also *hypocritical*-he tells Fr.Drumont he can't take a second wife yet he marries Catherine.etc

**Fr. Drumont** is revealed as *unjust* in punishing Catherine, he is also *aggressive* as he orders Anatole to give Catherine a flogging.etc

Denis is revealed as *innocent/naive*. He is also *sentimental*-he keeps thinking about Catherine after he has sex with her.etc

(Mark as a whole 33 marks)

5. Discuss the theme of hypocrisy in *The Poor Christ of Bomba* (33 marks)

The candidate is expected to have an understanding of the term hypocrisy and then give examples from the novel.

**Hypocrisy can be defined as pretending to have moral standards or opinions one actually doesn't have.**

Examples of hypocrisy in the novel:

- Fr.Drumont is considered saintly/referred to as 'Jesus Christ' but behaves in a manner that doesn't reflect the virtues of Christ e.g he is aggressive, insensitive and materialistic.
- He condemns polygamy among the African but doesn't condemn the whites who live in loose concubinage. He eats with them and even rides in their cars.
- Fr.Drumont establishes the Sixa to free women and prepare them for marriage but instead exploits the women for labour.
- Zacharia swears to Fr.Drumont he can't take a second wife yet he is sleeping with Catherine whom he later marries.
- Fr.Drumont punishes Sanga Boto for cheating the people yet he himself exploits the people through cult dues, baptism fees etc.
- Fr.Drumont accuses the girls of polluting the Sixa with their bad morals yet it is the men he leaves in charge (Raphael, Daniel)
- The roadside Christians who turn to Christianity to avoid forced labour.
- Fr.Drumont is critical of Vidal for suggesting that construction of a road through Tala would help increase the number of converts yet this is what he wishes for.etc

(Mark as a whole 33 marks)

**NGUGI WA THIONG'O: *Devil on the Cross***

6. Show how Ngugi uses setting to develop themes in *Devil on the Cross*. (33 marks)  
**Candidate is expected to identify the setting in terms of time, place and society and show the themes revealed through setting.**

**Social setting:** *Devil on the Cross* is set in a society characterized by corruption, poverty, exploitation and suffering of the masses and a growing awareness to fight these evils.

**Time:** the novel is set in *post independence Kenya/after independence*. The colonialists are indirectly running affairs through the Kenyan bourgeoisie.

There also references to the colonial period when Kenyans fight for independence against the colonialist.

**Place:** Nairobi, Wariinga's small room, Ilmorog (the cave where the Devil's feast takes place, Golden Heights where the rich live and New Jerusalem-Njeruca where the poor live)

-Nakuru-where Wariinga is a student ,where she meets he Rich Old Man,Ngorika  
Heavenly Orchards-the Rich old man's residence

-Mwaura's Matatu

The **themes** revealed: Exploitation, Poverty, Suffering, Disillusionment, Corruption, Greed/Materialism, Betrayal, Collective responsibility/unity, Fate, Neo-Colonialism/Imperialism etc

**Candidate is expected to illustrate.** (Mark as a whole 33 marks)

**N.B If candidate discusses themes without reference to specific setting mark out of 20.**

7. Discuss Wariinga's transformation in the novel *Devil on the Cross*. (33 marks)

**Candidate is expected to show Wariinga before and after her transformation and explain what leads to her transformation.**

In the novel as a young girl Wariinga is *innocent, ambitious and focused* on becoming an engineer.

She becomes *reckless, indifferent* to her studies and *deceptive* when her affair with the Rich Old Man begins.

The Rich Old Man gets her pregnant and abandons her. Wariinga becomes *distressed* and *suicidal*.

Her experience with the Rich Old Man makes her *cautious* of men and this is why she rejects Boss Kihara's advances.

As a young woman she is *self-conscious, has low self-esteem* for example she lightens her skin with *Ambi* and *Snowfire* and is afraid to laugh because of her teeth.

She is *disillusioned* with life after she is fired from her job, rejected by her boyfriend and is thrown out of her house. She even wants to end her life.

At the end of the novel Wariinga is shown as *confident*-she stops lightening her skin and wears clothes that fit her, *brave*-rejects the Rich Old Man's pleas to become his mistress, *principled*-she doesn't let men demean her, *determined* and *appreciates African culture*-when she visits Gatuiria's parents she dresses in traditional clothes. She becomes a mechanic.

*The transformation in character is the result of her encounter with Muturi, Wangari, Gatuiria and the events of the Devil's feast.*

*(Mark as a whole 33 marks)*

#### **IVAN TURGENEV: *Fathers and Sons***

8. Discuss the relevance of the novel to your society. (33 marks)

The candidate is expected to make a connection between the novel and their society in terms of the **issues** the author treats like the philosophy of Nihilism, the generation conflict, the relationship between fathers and sons and love etc

The candidate should also look at **characters** and what they represent and whether they are admirable or not. For example Bazarov and Arkady, Anna Odintsova, Katya, Bazarov's parents etc.

Also consider the lessons drawn from the novel.

*(Mark as a whole 33 marks)*

9. With reference to the novel discuss **three** major themes. (33 marks)

*The candidate is expected to explain and illustrate three major themes presented in the novel.*

Possible themes in *Fathers and Sons*.

- Nihilism
- Conflict between generations
- Change
- Fate etc
- Social class
- Love

*(Marks as a whole 33 marks)*

#### **SECTION C**

##### **ALEX LA GUMA: *A Walk in the Night***

10. How does the author evoke sympathy for Willieboy in *A Walk in the Night*? (33 marks)

*The candidate is expected to consider what happens to Willieboy, his character in the story through the use of irony, description, contrast, setting etc that evokes our sympathy.*

- Willieboy lacks self confidence and wants to become a big shot but fails (he hides behind flashy clothes)

- He is a victim of violence-his mother beats him as a child
  - Willieboy as a child is deprived-he is hungry and is beaten for using the money he earns to buy food.
  - He is beaten up at Gypsy's bar when he complains about the way the American sailors treat the local girls.
  - Willieboy is suspected of a crime he doesn't commit (Uncle Doughty's murder)
  - He is pursued by Raalt who is baying for black blood and shoots him.
  - Raalt shows no pity for Willieboy who bleeds to death in the back of the van despite Andries pleading with Raalt to call an ambulance for Willieboy.etc
- (Mark as a whole 33 marks)

11. Examine the theme of suffering in *A Walk in the Night*.(33 marks)

***Candidate is expected to explain the theme through the characters and what happens to them. The candidate should also consider the levels of suffering ie physical and emotional suffering.***

Examples

- Micheal Adonis suffers the injustice of being fired from his job for going to the toilet. This angers him.
  - He is also harassed by the white police who stop him and suspect him of possessing dagga
  - Uncle Doughty-he lives in poverty, is diabetic, an alcoholic despite his illustrious career before.
  - Willieboy-he is abused as a child, struggles to become an important person, he is accused of a crime he doesn't commit and is shot and bleeds to death in a police van.
  - Franky Lorenzo-he is poor and struggles to provide for his growing family.
  - Raalt suffers mental anguish thinking about his domestic problems with his wife.etc
- Generally the candidate should consider the coloreds who suffer under Apartheid.
- (Mark as a whole 33 marks)

**CHINUA ACHEBE: *The Voter***

12. Comment on Achebe's portrayal of the electoral system in *The Voter*. (33 marks)

***Candidate is expected to show the picture that Achebe paints of the electoral system in the short story.***

The electoral system is characterised by:

- Voter bribery-the voters are bribed to vote. For example Marcus Ibe draws out five month's salary for this. Roof offers money to the elders for their vote.
  - Greed-the elders demand for more money for their vote.
  - Manipulation-the voters who are largely illiterate are manipulated into voting for example the women are told to vote Marcus so that they will ride in a car like his. When the elders grumble about the few shillings given, Roof tells them there is no more money or they should go vote the enemy (POP)
  - The voters are gullible and illiterate.
  - Use of charms/witchcraft-for example Roof is made to swear on the *iyi* and promise to vote Maduka.
  - Incumbent politicians work tooth and nail to retain their political seats.
  - Promises-the villagers are promised piped water if they vote Marcus Ibe.etc
- Generally Achebe satirises the electoral system.**

- He is a victim of violence-his mother beats him as a child
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  - Franky Lorenzo-he is poor and struggles to provide for his growing family.
  - Raalt suffers mental anguish thinking about his domestic problems with his wife.etc
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  - Incumbent politicians work tooth and nail to retain their political seats.
  - Promises-the villagers are promised piped water if they vote Marcus Ibe.etc
- Generally Achebe satirises the electoral system.**

13. What is the relevance of *The Voter* to contemporary society?(33 marks)

***The candidate is expected to show a connection between the short story and contemporary society. The relevance should be based on events, themes/ideas, characters, lessons.***

- The Voter* presents an election system where voters are bribed, manipulated etc
- Hypocrisy of politicians
- Greed/materialism-we see the elders demanding for more money for their votes
- Politics is alluring-Marcus fights hard to retain his seat; Maduka's POP takes part in the election even when it is clear the party will win nothing in Umufioia. The elders see the fruits of politics and decide to get more from Marcus.
- Unprincipled characters like Rufus
- Selfish politicians-Marcus does little for the village. He installs a private plant to supply his house electricity yet the village has no electricity.
- Politics is used to elevate one's status-Marcus Ibe, Roof who gains respect because of his association with Marcus
- Use of charms/witchcraft in politics etc.

(Mark as a whole 33 marks)

**ESKIA MPHALELE: *In Corner B***

14. What is the contribution of Molamo (Talita's husband) to the short story *In Corner B*? (33 marks)

***The candidate is expected to show the contribution of Molamo to the plot, character revelation, thematic development, lessons and feelings.***

In terms of **plot** Molamo is stabbed and killed at the beginning of the story. This leads to:

- Talita mourning her loss-sits in the corner of her house
- family and friends gathering to mourn with her
- Marta at the end reveals that there was nothing between her and Molamo despite Talita's suspicions

These **themes** are revealed through Molamo:

- Crime-he is a victim of crime as he is stabbed in the back
- Love-loves Talita and the two stick together even when Talita suspects him of having an affair. There is the unrequited love-Marta loves Molamo but he has no feelings for her.
- Racial segregation-his body lies in the mortuary for days without a police investigation just because he is black. One mourner wonders when a black man's corpse has ever been important. Before he is buried, his pass must be produced.
- Communalism-the community gathers to mourn him and support Talita.

Through Molamo **Talita** is shown as loving and caring, protective-confronts Marta whom she suspects of having an affair with her husband. Marta is shown as infatuated-she is in love with Molamo though he doesn't love her, she is also earnest-she writes to Talita admitting her feelings for Molamo. The community is shown as united, concerned.

Lessons (candidates should generate relevant lessons drawn from his character.)

Feelings-Molamo's death draws the sympathy of the reader.etc

(Mark as a whole 33 marks)

15. Discuss **three** themes as shown in the story *In Corner B*.(33 marks)

The candidate is expected to identify **three** themes from the story and clearly illustrate the themes.

-Suffering-Talita suffers the loss of her husband, she wonders who could have killed him.

-Culture/Tradition/Custom-burial customs such as burying at the weekend, relatives who have to come from far to bury, the wake/vigil held every day, the small talk and drinks etc

-Racial segregation/discrimination-Corner B is a poor township, no serious investigation is carried out to catch the culprits, the body lies in the mortuary for days, and a pass is needed before Talita's man can be buried.

-Love-Talita and her husband love each other despite the trial they go through. Marta is infatuated with Talita's husband and her love is unrequited.

-Crime-Molamo is a victim of suspected criminals

-Communalism-the community comes together to condole with Talita, they make collections for funeral expenses.

-Exploitation-the white government exploits poor blacks by charging money for a body kept in the mortuary.

-Moral decadence-Bee and his girl who make out in the fowl run during the wake, the man who collects money from mourners yet he is not a relative etc.

(Mark as a whole 33 marks)

## SECTION D

### H.OLE KULET: *Vanishing Herds*

16. What is the contribution of Norpisia and Eddah- Sein to the author's message in *Vanishing Herds*? (33 marks)

*Candidate is expected to explain the role of Norpisia and Eddah-Sein in revealing the author's message which centers on environmental conservation, gender roles and a society under change.*

*Candidate should also identify who the two women are. Norpisia is Kedoki's young wife and Eddah-Sein is an environmental conservationist.*

Examples:

-Norpisia and Eddah-Sein show that women can lead and lead ably. For example Sein encourages pastoralists to plant trees.

-Kulet uses the two women to show that women can be innovative-Sein and her Sheep for Trees initiative

-Norpisia is used to show the changing roles of women in a patriarchal society. Women are not passive or weak. Norpisia is brave, dependable and is described as 'half man, half woman' by Masintet. She kills bandits who attack Kedoki etc

-Norpisia and Eddah also show that women can use their talents/gifts for the benefit of society for example Norpisia uses her knowledge of traditional herbs to heal people and animals. She uses her dreams to inspire her fight to save the environment.

-Norpisia raises wildebeest which attract tourist and bring in money.

-Women are involved in solving the animal-human conflict etc

(Mark as a whole 33 marks)

**N.B This question is not about literary role so candidate who considers plot, character etc mark out of 21.**

17. Discuss the theme of change in the novel *Vanishing Herds*. (33 marks)

**The candidate is expected to explain the theme of change by pointing out that the novel how a society that is changing culturally and the environment.**

Examples:

-Women leading revolution/change-Eddah Sein and her campaign to restore the environment (the Sheep for Tree initiative)

-Women taking on men's roles like building huts, defending men- Norpisia carries a bow and arrows; she defends Kedoki when he is attacked by the bandits whom she kills.

-Women show that they are resilient-Norpisia who journeys with Kedoki endures many challenges.

-The environment is also changing-the dry weather/drought, the floods that destroy property, the destruction of forests, the dying animals because of scarcity of water.

-The animal-human conflict-animals invade human habitats and destroy them and humans destroy the habitats of animals.

-The land grabbing and denying nomads land for grazing and diverting rivers

-Traditional pastoralism is abandoned for modern farms like Olmakarr, Olkarssis

-Large herds of cattle are no longer deemed important.etc

(Mark as a whole 33 marks)

**JULIUS OCWINYO: *Footprints of the Outsider***

18. Discuss the role of Adoli-Awal to the development of the novel *Footprints of the Outsider*. (33 marks)

**Candidate is expected to identify Adoli-Awal, give a brief description and show his contribution to the plot, the themes, revelation of character, lessons, feelings etc.**

Plot development-Adoli-Awal is responsible for Abudu's arrest and imprisonment on false charges.

-His indifference towards the suffering of the people during the famine gives Abudu recognition as he seeks help for the villagers.

-He insults Abudu at a rally which leads to a fight between the supporters in which Abudu ends in a coma and Adoli's mother is killed.

Themes-Suffering, Corruption, Materialism, Politics, Pride etc

Character-Abudu is shown as respectful, humble, considerate etc

Feelings-Adoli-Awal arouses anger, disgust towards him because of his actions and sympathy towards Abudu who is a victim of Adoli's malice.etc

(Mark as a whole 33 marks)

19. Discuss the use of symbolism in the novel *Footprints of the Outsider*. (33 marks)

***Candidate is expected to identify the symbols and give their effectiveness in terms of plot development, thematic development, character revelation, lessons etc.***

The symbols can be *characters, objects, actions and places*

Examples of symbols in the novel:

- Characters like Abudu Olwit, Adoli-Awal, Alicinora, Fr. Varasco, the Indians
- Places like Teboke village, Teboke Catholic Mission, Okole swamp
- Objects like the ginnery, the prison, the hippo hide whip, university education
- the constant regime changes, the famine in Teboke etc

#### **Possible themes**

- War and its effects
- Ambition
- Suffering
- Education etc
- Poverty
- Exploitation

***N.B If candidate discusses symbols without literary effectiveness mark out of 20.***

**OSI OGBU: *The Moon Also Sets***

20. Discuss the theme of patriarchy in the novel *The Moon Also Sets*. (33 marks)

***The candidate is expected to have an understanding of the term patriarchy and explain it with examples from the novel.***

Patriarchy can be defined as male domination of society.

Examples of patriarchy include;

- The harsh cultural practices like wife inheritance, the long mourning period for widows, the attack on women during the Aktapa festival in Isiakpu
- The discrimination of women especially childless women.

-Women have limited freedom of speech for example when Mama Oby and Mama Ijeoma call for action against the men during the Akapa some women are prevented by their husbands from joining the cause.

-Pa Okolo imposes his wishes on Mama Oby-he tries to force her to allow Oby marry Chief Ugweze's son

-Pa Okolo and his brothers don't expect Mama Oby to challenge them and they fine her for her defiance.

-Mama Oby's in-laws try to grab the land from Mama Oby.

-At university women are sexual objects for example Prof.Akpanu demands sex for marks from female students doing his course.

-Derogatory language is used to describe the girl at university for example *bush meat*, *licensed buses*; they are seen as animals in a slaughter house

-Men get away with sexist behavior for example Chike is celebrated for sleeping with Oby while Oby is shamed when their story appears in *The Bee*.

-The burden of responsibility is on the woman for example when Oby is pregnant; Chike doesn't want to take responsibility and gives her *touch and go* to induce an abortion.etc

(Mark as a whole 33 marks)

21. Discuss the author's portrayal of university education in *The Moon Also Sets*. (33 marks)

***Candidate is expected to explain Ogbu's portrayal of education in the novel through the setting of Embakassi University.***

-Osi portrays university education as important consider Oby when she fails to get admission to the university and how anxious she is. She is excited when she is finally admitted and strives to work hard at the university. Even Chike sees it as important and wants no distractions consider his reaction to news of Oby's pregnancy.

-Osi also shows the negative side of university education and this is the focus on non academic work like the permissive lifestyle, the sexual affairs, and gossip magazines like *The Bee*.

-Students have to repeat 'by elections' after failing.

-University instead of uniting people fosters division for example the tribal conflict between the Igbo and the Yoruba that even affects love relationships. The University doesn't intervene in these conflicts.

-University education is characterized by corruption and nepotism for example Chike tells Oby that students from the north are the main beneficiaries of the scholarships.

-The professors are inefficient for example Professor Akpanu who is a womanizer and a drunkard.

-There is alienation at the university-Oby later discovers that at the university there is no one to confide in, no one to help you.

-There is also manipulation and exploitation-Professor Akpanu exploit the female students in his course by failing them and asking for sex to pass them.etc

Generally the author's portrayal of university education is reflective of the society in the novel.

*(Mark as a whole 33 marks)*

**END**