



SECTION A

1. **WILLIAM SHAKESPEARE: Richard III**
Questions

- a) Place the extract in context. In ACT Scene III Scene I

Before the extract, Richard has had relatives of the prince's mother's side, Rivers and Gray arrested and imprisoned in the castle of Pomfret; Dorset is presumably in hiding. Later, with a flourish of trumpets, the young Prince Edward, the heir to the throne, rides into London with his retinue. His uncle Richard is there to greet him, accompanied by several noblemen, including Richard's close allies, the lords Buckingham and Catesby.

After the extract, Richard sends the princes off to the tower; Richard holds a private conference with Buckingham and Catesby to discuss how his master plan is unfolding. Buckingham asks Catesby whether he thinks that Lord Hastings and Lord Stanley can be counted on to help Richard seize the throne. Although Lord Hastings is an enemy of Elizabeth and her family, Catesby believes that Hastings's loyalty to the dead King Edward IV is so great that he would never support Richard's goal of taking the crown from the rightful prince. Moreover, Catesby believes, Lord Stanley will follow whatever Lord Hastings does.

- b) Describe the character of

(i) Richard

- Ambitious.
- Cunning and a schemer
- Pretentious/ deceptive / hypocritical
- Manipulative
- Manipulator.
- Selfish/self centred/egocentric .

(05 marks)

(ii) Prince as portrayed in the extract.

- He is intelligent
- Suspicious and inquisitive
- Obstinate, not easily fooled
- Appreciative
- proud
- open- minded/out spoken.
- Tricky and intuitive

(05 marks)

- c) Comment on the dramatic techniques used in the extract.

- Dramatic irony
- Aside
- Symbolism (the tower)

Any 3 x 2 = 6

(06 marks)

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- d) What is the significance of the extract to the rest of the play?
- cdt should start from in the passage then go out in/out
 - cdt is expected to show how this extract aids the entire play in terms of:
 - Plot development
 - Character development
 - Thematic development
 - Lessons
 - Atmosphere

2 marks for each item 2 x 5

(10 marks)

2. **WILLIAM SHAKESPEARE: *King John***

Questions

- a) Place the extract in the context.

Before the extract, **Philip announces that the great day of the wedding will become an annual festival. Constance appears to contradict Philip, cursing the unfortunate and unlucky day** when Philip lets his family be joined with John's instead of Arthur's. **Philip tries to calm her, but she accuses him of having treated her falsely, so the league between John and Philip is attacked first by Constance, who accuses Philip of treacherously betraying Arthur's cause, and then by Pandulph, legate from Pope Innocent.**

(5 marks)

After the extract, **Blanche cries out against Pandulph, insisting that her wedding day not be marred with war and slaughtered men. She begs her new husband to hear her and not go to battle against her uncle John. Constance begs Louis to go ahead with the destruction of England, now apparently called for by the powers of fate. Philip remains silent so Pandulph announces that he will curse him. Philip finally relents, and he drops John's hand.**

(10 marks)

- b) Briefly describe the feelings of the following characters as portrayed in the extract:

(i) Constance

- She feels betrayed
- Wild with grief
- Disapproved
- Angry
- Delighted to ask Pandulph's support
- Entitled
- Anxious for war

(04 marks)

(ii) Pandulph

- Displeased/ unhappy
- Angry
- Unsympathetic

(04 marks)

- c) Explain the major themes that are portrayed in the extract.

Cdt should briefly explain the themes in the extract:

- Law
- Marriage of convenience
- Succession/Leadership
- Revenge
- Religious influence

(08 marks)

- Explain the significance of the extract to the development of the plot of the play.
- cdt is expected to analyze the contribution of the extract to plot development:
 - How later events are influenced by the extract
 - The orientation the extract gives to later actions

SECTION B

(08 marks)

HENRIK IBSEN: A Doll's House

EITHER

3. Discuss the effectiveness of the title, A Doll's House to the play.

- Thematic development e.g sacrificial role of women, male chauvinism.
 - Character development e.g Nora, Linda, Krogstad, Helmer, The nurse.
 - Plot development.
 - Emotional development.
 - Lessons.
 - Setting house.
- Etc.

(33 marks)

OR

4. Examine the portrayal of the thematic concerns developed in the play

A Doll's House.

- Candidate should as how themes are portrayed. Themes e.g
 - Women emancipation.
 - Male chauvinism.
 - Change.
 - Sacrificial role of women.
 - Love and marriage.
 - Deception.
 - Quast for freedom.
- Etc.

(Mark as a whole 33marks)

ANTONY CHEKHOV: The Cherry Orchard

Either:

5. Discuss the significance of the symbol of the cherry orchard in the play, The Cherry Orchard.

- The symbol of the cherry orchard is the microcosm which represents the entire Russian society to demonstrate and explain the aristocratic struggle that is central in the play.
- It is the central and immense object at the centre of the play which is very beautiful because each tree represents the soul of a serf.
- Generally speaking, the Cherry Orchard is a symbol that metaphorically represents the past, and in turn individual memories associated with it.
- It is a symbol of nobility, feudal society, aesthetic sensibility, sublime beauty, but it tragically ends with change in society.
- When it is realized that the once prosperous crop no longer yields any profit, it becomes a mere relic of the past, a glorified symbol of what once was.
- Different characters through their memories interpret the cherry orchard in ways that portray their feelings towards it: the old generation of Firs and Ranevksy

- respond to it with nostalgia and associate it with a glorified past where class lines were obvious and never challenged;
- But the young generation of Trofimov and Anya come to connect the idea of the orchard to the repression and the abuses towards the peasantry class.
- For Lopakhin it is intimately tied to his personal memories of the brutal childhood and represents an obstacle to prosperity of both himself and Ranevskaya.
- The selling of the orchard shows that the old order must give way to the new.
- The entire play through this symbol is about phasing out of aristocracy.

(Mark as a whole 33 marks)

Or:

6. What lessons can one learn from the play, *The Cherry Orchard*?

Candidate is expected to define a lesson and identify the virtuous attributes learned from the characters and events in *The Cherry Orchard*.

- A lesson in literature refers to a collection of conclusive wisdom derived from a text selection to be applied in real life situations. Lessons are warnings that point at something that might happen if what they diagnose has not been put in place. They are virtuous and ethical which may not have been learnt by the reader but present in the text.
- *The Cherry Orchard* is a clear-sighted perspective on human experience that studies the psychology of the deprived like Dunyasha and the ironical transformation in the once deprived like Lopkhin. The play has the following lessons:
- Change is a fact of life which is supposed to be embraced when it comes no matter when or who proposes it.
- Pride comes before a fall – the family loses the cherry orchard for their failure to follow the advice of Lopkhin because of their pride no matter their deteriorating wealth.
- You reap what you sow.
- Liberal thinking is important for progress.
- Wealth corrupts people to forget their humble background.
- People are rated according to the status they hold in society. When you raise your status you can eat with kings.
- Memories rebuild our identity and should always be preserved.
- It is selfishness that divides the lower and upper classes.

(Mark as a whole 33 marks)

SOPHOCLES: Oedipus the King

Either:

7. With reference to the play, *Oedipus the King*, discuss the theme of fate.

Fate is a predetermined destination or event that cannot be changed by mortals. Before Oedipus is born, his parents Laius and Jocasta are warned by the oracle when it declares that they will have a son who will kill Laius, marry Jocasta and gouge out his eyes. The two plan to fight this fate.

- Oedipus is marked by his fate – he will kill his father, marry his mother and gouge out his eyes. He first hears of this when in Delphi he goes to consult Apollo who does not answer to his query but give him the old prophesy. He does not realize he is marked until it is too late.
- He wants to outsmart fate by running away from Corinth to avoid killing Polybus whom he thinks is his father despite the drunkard's insight on this and marrying Merope, whom he thinks is his mother.

- On the run, fate brings Oedipus face to face with his father whom he cannot recognize. As a proud prince, he wants to be given way and his quarrel with Laius leads him to killing the King and his train, he unknowingly kills his father.
- As he progresses on his walk, he reaches his home community, Thebes, of course one he is unaware of, which is challenged with a sphinx whose riddle they should answer to avoid getting plagued. Out of nowhere he gets the answer and saves the community.
- The vacuum, after the death of Laius makes Oedipus to ascend to the throne as a community token of appreciation for saving them from the Sphinx.
- As the new king, he inherits the widow of the dead king, this widow who is his real mother.
- Later on when the village is attacked by a plague, he learns of his fate when he calls Teiresias the blind who can read and interpret prophecies. After he has provoked the seer, the angry Teiresias reveals that Oedipus is destined by fate to kill his own father and marrying his own mother and to eventually gouge out his eyes.
- Oedipus does not believe anything and thinks he is invisible to the prophecies and does not fear his fate thinking he already left his parents in Corinth.
- He becomes the man in pursuit of the answer and the ideas of his prophesy coming to fruition does not sit well with him.
- He believes that free will does exist and he is always implementing his own actions into his everyday life.
- Oedipus loses all his wisdom and good judgment for he has no prior knowledge of actually committing such acts that Teiresias and Creon accuse him of doing. He adamantly refuses to accept the fact.
- He had unknowingly slept with his mother, killed his father, which becomes known at the end and he cannot bear looking at the sun so he gouges out his eyes fulfilling the prophecy.
- His weakness of character and the way reversals happen in the text all confirm the power of fate that made the shepherd to spare his life when he was meant to die abandoned in the hills.

(Mark as a whole, 33 marks)

Or:

8. Using ample illustrations, describe the character of Oedipus in the play, *Oedipus the King*.

Cdt is expected to display an understanding of the character and to illustrate his traits:

- Oedipus is an absolute ruler of Thabes who seeks the murderer of his predecessor and in process discovers that he is the murderer and, worse, that the predecessor was in fact his own father and that the widow whom he has married is his mother.
- He is more of a puppet in the hands of his destiny who takes a vicious turn that destroys him completely.
- He is a tragic hero who falls into misfortune because of a flaw in his character; he is a good person but not a perfect one; he is not an utter villain, neither a paragon nor a scoundrel and possess good qualities and bad ones as a man and as a king:
 - ❖ He is a good king: a great well-wisher of his people, an honest and great administrator and an outstanding intellect.
 - ❖ He has great respect for his family: he is always ready to sacrifice himself for the well-being of his family.
 - ❖ Loving and caring.

- ❖ He is determined and stops at nothing in discovering the truth about Laius' murderer.
- ❖ He is committed to truth and justice i.e. he seeks to enforce justice for the murder of Laius; when he discovers the horrifying truth that he is the perpetrator of the crime, he does not deny or attempt to hide the truth.
- ❖ He desires to be a good King of Thebes' people.
- However, Oedipus is not perfect and in the play:
 - ❖ He is hot tempered i.e. he quickly gets angry with Tiresias thinking he has conspired against him.
 - ❖ Hasty judgment which is an unbecoming behavior for a king i.e. he treats Creon unfairly hurriedly reaching conclusion that he wants to oust him.
 - ❖ Excessive pride in his own wisdom and intelligence i.e. he looks down upon Tiresias for his failure to solve the riddle of Sphinx. This makes him lose audience sympathy.
 - ❖ He is arbitrary and dictatorial.
 - ❖ He is thoughtless and prefers to behave as per his whims.
 - ❖ He is intolerant especially towards Creon and Tiresias.
 - ❖ Excessively curious and so he is destroyed by his own discovery /inquiry.
 - ❖ He is ignorant and acts in error.
 - ❖ He is impervious to reason and advice.
 - ❖ Fails to meet the characteristics of a good leader: humbleness, selflessness and patience.
 - ❖ Inhuman that is he is very unaware of his surrounding and does not show compassion and empathy to his subjects.

Mark as a whole 33 marks

SECTION C

GORGE BERNARD SHAW: Saint Joan

Either:

9. Discuss how Joan would be received in the contemporary world referring closely to the play, *Saint Joan*.
- Joan is a historical character referring to the French military figure, "Joan of Arc" who lived for 19 years between 1412 and 1431. Shaw's play was published in 1923, three years after the canonization of Joan by the Roman Catholic Church. The church took 450 years to recognize her as a holy person to be emulated which explains the ambiguities in her life and the embarrassment she was to the church whose ecclesiastical trial had condemned her.
 - To the contemporary society, Saint Joan would be received with mixed feeling depending on the elements of society receiving her: the church, the leaders, the men and the feminists:
 - Joan was innocent in all things and she would humiliate without intending to do so, all kinds of people in authority. This would make her fight with some contemporary African leaders.
 - Uneducated though, Joan is so intelligent and dictated comprehensive letters that indicate her full understanding of the political and military situation in France, given her relationship with authority, these letters would land her into problems.
 - Joan attributes her views to "her voices and visions" she thinks it is God who tells her what she does and people must follow what she says. This could bring her problems with people if she could not perform feats of miracles.

- Joan is a pious girl who the church accuses to be very proud. Because the contemporary church canonized her in 1920, we can assume that the church today would embrace her.

- The Feminists and women would love Joan and rally behind her because:

- ✓ She is considered an early pioneer fighting for the rights of women;
 - ✓ She is a woman only in physic but considers herself a soldier'
 - ✓ She dresses like a man and influences the most powerful men;
 - ✓ She refuses to do normal things expected of women like getting married or listening to men's orders;
 - ✓ She rebels against the social conventions of her society;
 - ✓ She is courageous and stands strong to make her own decisions in the male dominated society.
- She would be admired in the society for her highly influential character which makes even the men that executed her to respect her courage and strong determination.
- She would be loved by opposition politicians because like many of them she is misunderstood and judged for what she does not do.

(Mark as a whole 33 marks)

Or:

10. How are Joan's stunning series of victories a threat to the church in the play, *Saint Joan*?

Candidate should give some of the stunning victories of Saint Joan and explain why the church sees her as a threat.

Church sees her as a threat in the following ways:

- Joan has accomplished many things; won the battle of Orleans and several other battles, inspired the French troops, put courage into Charles and got him crowned as King, etc. these and other events threaten the power of the church.
- She is resented and eventually condemned to death as a heretic for refusing to accept the absolute authority of the church.
- She is mystically connected to the saints in Heaven which compromises the authority of Bishops who don't hear from God and she is killed for it.
- Her private judgment in defiance of authority annoys the church.
- Joan makes the king powerful and so he gets more allegiance which should be a reserve of the church.
- The church is afraid her victories are making her proud and more powerful than the church.
- They think that people will begin to worship her for her great work. Etc

Mark as a whole 33 marks

WILLIAM CONGREVE: The Way of the World

Either:

11. Examine how the competition between Mirabell and Fainall advance the themes in the play, *The Way of the World*?

Cdt is expected to realize that the play can be thought of as a competition between Mirabell and Fainall to deceive the other by means of opposing schemes to gain control of Lady Wishfort and her fortune.

- Each of these men is assisted in his plan to outdo the other. Fainall has one helper, his mistress and friend to his wife, Mrs. Marwood, while several major and minor characters participate in Mirabell's plan to win Millamant as his bride and retain her love and inheritance.

- These are rake characters, and though their manners usually conceal it, they are both dangerous men, and like all competent non-servant males, armed with rapiers with which they demand satisfaction for consults, real or imagined.
- Edward Mirabell is a fashionable, intellectual, and a clever man-about-town, popular with the ladies. He and Mrs. Fainall were lovers before her marriage but he often breaks his share of hearts usually unintentionally by not returning the sentiments of every woman who fancies him. Now in love with Millamant, he is ready to develop a mature monogamous relationship.
- Fainall is a sneaky, insecure and traitorous fellow with a not so good reputation around town – basically, he has all the negative qualities that Mirabell does not. He is the second husband of Lady Wishfort's daughter, Mrs. Arabella Fainall. A kept man, he hates his rich wife and is having an affair with his wife's friend, Mrs. Marwood. Together, he and his adulterous partner develop a plan to cheat Millamant out of her dowry, Arabella out of her property and Lady Wishfort out of her entire fortune but his temper betrays him and he wants to declare their plan expecting Mirabell to be in love with Mrs. Marwood.
- The competition of these two men develops the following themes in the play:
 - ✓ Jealousy, deceit and intrigue: - jealousy is a huge motivator for the adulterous Fainall and Marwood, and also Lady Wishfort to plot the scheme against Mirabell; Fainall is also jealous of Mirabell because he fears his popularity with women, particularly that Mrs. Marwood still loves Mirabell, and also because he threatens to gain some of Wishfort's fortune by marrying Millamant.
 - ✓ Wits and fools. Mirabell is the witty one and Fainall the fool.
 - ✓ Men versus women. The men are schemers of the wealth of women. They are also heart breakers of the women.
 - ✓ Love and money. Love is used as a scheme for materialism and money.
 - ✓ Marriage. Marriage is for convenience and a platform to scheme wealth. Marriage is not a sweet sacrament but rather a carnivorous battle for supremacy, first between the alpha-males Mirabell and Fainall, and between the future bride and groom, Mirabell and Millamant.
 - ✓ Infidelity.
 - ✓ Female independence etc.

(Mark as a whole 33 marks)

Or:

12. Describe the character of Mistress Millamant in the play, *The Way of the World*. Considered to be the most generally charming heroine in restoration comedy, Mistress Millamant, a young lady whom Mr. Mirabell and many others love, is of the upper class but cannot receive her inheritance until she can marry a man that her aunt approves. She enjoys the attention of her various suitors and won't give up her independence to marry anyone. Before she agrees to Mirabell's proposal, she creates a long list of terms he must agree to. She has the following traits in the play, *The Way of the World*:
- She is shrewd
 - Intelligent/ witty
 - Charming
 - Proud
 - Light hearted
 - Principled
 - Determined

- Irritating/ infuriating/ nagging
- Strong willed
- Independent
- Teasing
- She is materialistic

Mark as a whole 33 marks

WILLIAM WYCHERLEY: The Country Wife

Either:

Discuss the themes and ideas in the play, *The Country Wife*.

- Cdt is expected to illustrate the different themes and ideas portrayed in the play:
- **Hedonism and immorality:** most characters exhibit vices associated with immoral conduct; married women like Margery and Lady Fidget harbor affection for men other than their husbands and are willing to lie to save their immoral behavior; Horner concocts an elaborate ruse to lull innocent women into a trap of sexual promiscuity and extramarital affairs.
- **Marriage:** marital bond is depicted to be based on mutual trust and coercion rather than affection and care; all marriages have an element of deception, lies and cheating; marriage is ridiculed in the play and it seems impossible for men and women to ever manage monogamous relationships.
- Jealousy and suspicion.
- Deception
- Appearance vs reality.
- Reputation, appearance and hypocrisy
- Puritanism and forbidden desire
- Town life versus country life. Etc.

(Mark as a whole 33 marks)

Or:

14. Comment on the importance of Horner to the development of themes in the play, *The Country Wife*.

Candidate is expected to analyze the contribution of the character Horner to the development of various themes in the play:

- He plots with Quack to spread wrong information that he has several diseases which develop the theme of quackery / deception.
- His artful wit accumulating women develops the theme of moral decay.
- His constant company with different women brings out the theme of hypocrisy.
- Deception/ mistaken identity is also brought out through his said importance.
- His persistence in love brings out jealousy
- Sexual immorality as he sleeps around with many different women.

Mark as a whole (33 marks)

SECTION D

WOLE SOYINKA: Kongi's Harvest

Either:

15. Of what significance is Segi's sacrificial gift to President Kongi in the play, *Kongi's Harvest*?

Candidate is expected to relate the story of Segi's presentation of the gift. Note that Daodu wants to show a credible mock treatment to Kongi by participating in the agriculture contest and winning the first prize. He works closely with Segi to give Kongi a humiliating harvest. This comes when Segi's father, a convict who had escaped is caught near the ceremony ground and shot. Segi calmly presents Kongi

with the head of the slain man. The harvest disintegrates into chaos and Kongi is deserted by all his confidants including the organizing secretary.

Significance

a) Thematic Development

- Oppression – the right to feed, to express oneself to freedom, to culture and life abrogated by Kongi.
- Dictatorship
- Greed
- Suffering.

b) Character Development

Kongi: insensitive, oppressive, murderous/ tyrannical, egocentric, cruel

Segi: tactical/ cunning, determined, revolutionary

Daodu: conservative, informed, strong-willed, peaceful.

c) Plot development

The harvest disintegrates in chaos and Kongi is deserted by all his confidants including the organizing secretary. Kongi is forced to head for the boarder for exile.

d) Mood and atmosphere

- Celebrative
- Gloom Sombae
-
- Anxious

e) Lessons

- You reap what you sow
- Evil is repaid with evil
- You can fool all the people some of the time but you can't fool all the people all of the time.

Mark as a whole (33 marks)

Or:

16. How has Wole Soyinka sustained your interest in the play, *Kongi's Harvest*?

- Symbolism, dance song music, biblical allusions, proverbs

(33 marks)

YUSUF SSERUNKUUMA: The Snake Farmers

Either:

17. Describe the character Ssekadde in the play, *The Snake Farmers*.

Candidates are expected to describe the character of Ssekade in detail and show how he enhances the development of aspects such as theme, plot, character etc.

- Ssekadde is an elder in Kayunga village and he is a traditional chief. He is a round character. At first he is portrayed as a responsible leader – he struggles to find solutions to the snake epidemic but later he changes.
- He is corrupt- when entrusted with the responsibility of keeping the money for the epidemic he embezzle some of it. He builds a new house for himself and shamelessly says "man eateth where he worketh"
- He is selfish. He only thinks about his personal gains from farming snakes so as to continue getting the funding from abroad.
- He is superstitious. He believes it is due to bad luck that Oyire's children die yet they die of snake bites.

- He is materialistic - he yearns for material wealth that is why he wants to farm snakes and gain more foreign aid at the expense of the masses.
- He is opportunistic. He takes advantage of the snake epidemic to enrich himself.
etc.

His role

- He contributes to the development of the plot. He is at the centre of the crisis so when missionaries donate money and materials he is one of the elders to manage them. In the course of implementing the mitigation measures, he realizes that he can continue siphoning the money by establishing snake farms.
- Enhances thematic development e.g materialism, corruption, inefficiency, immorality, suffering etc
- Contributes to character development through interaction, contrast and juxtaposition with other characters e.g Opobo's portrayed as materialistic, opportunistic, corrupt and selfish.
- He is symbolic of inefficiency and corruption
- He helps in arousing the readers feeling e.g hatred, contempt, disgust for the leaders, sympathy for the masses.
- Lessons are drawn from his portrayal e.g not all that glitters is gold.
- He is a source of humour e.g his speech as he consoles and counsels those who have lost dear ones. Etc (Mark as a whole 33 marks)

Or:

18. Examine the dramatic techniques the playwright has used in the play, *The Snake Farmers*.

Candidate is expected to examine the dramatic aspects used in the play, site examples and give their effect to the enjoyment of the play:

- Symbolism – the leaders are symbols of corruption and extortion e.g Mzee Ssekadde.
- Irony – there is use of dramatic irony i.e Opobo and Mzee Ssekadde betray what is expected of them as leaders and rear snakes for future use to accumulate wealth from donors.
- Humour – the corrupt leaders look out for second wives after swindling wealth meant to fight snakes.
- Contrasts/ juxtaposition
- Reminiscences
- Monologues
- Use of local languages, proverbs, Biblical allusion, dramatic reversal.
- Satire
- Etc

Mark as a whole 33 marks

JOHN RUGANDA: The Floods

Either:

19. How is the play, *The Floods* a portrayal of life in the contemporary society?
- Candidate is expected to affirm that the play is relevant to the contemporary society and is a reflection of what takes place.
- Corruption
 - Poor governance
 - Travails in relationships i.e. Bwogo and Nankya.
 - Massive killings of people i.e. the boat massacre
 - Mistreatment of the poor by the rich

- High levels of poverty
- Love
- Women emancipation struggles
- Education
- Effects of war

NB: Learners should be able to cite real examples from society.

Mark as a whole (33 marks)

Or:

20. Describe the character of Nankya as portrayed in the play, *The Floods*.
Candidates are expected to describe the character of Nankya with ample illustrations from the text

- Nankya is known in the play as Ms. Elizabeth Nankya Rutagambanabato. She is 35 years old, a university lecturer of literature.
- She believes that the poor and the oppressed, exploited workers should violently overthrow the rich exploiters, take over their riches and distribute them more justly among the people
- She is the leader of the women's Lib(women's liberation movement)
- She is the protagonist of the play and dominates the scenes.
- She is cheap and immoral – willing to get on with anyone who can offer better terms.
- She is a hypocrite – shows that she can be of help to cause change but cannot effect it
- She is courageous when she confronts Bwogo the dreaded killer regarding the atrocities he has committed against humanity .
- She is hardworking –she struggles hard gets a doctorate and rises to a level of a lecturer.
- She is intelligent for she understands Bwogo and the sinister forces he stands for. She understands that the whole idea about floods was a hoax.
- She is perceptive for she sees, analyses and assess happening, situation and characters ,
- She is inconsistent after realizing that Bwogo is a dangerous man she talks to him face to face turns around and says he is not all bad and shows interest in him
- She is ambitious – she does everything to be appointed a professor of Literature
- Traditionalist - she has dropped her Christian name, Elizabeth because she wants to go back to her tradition
- Articulate – she can clearly express herself on issues at hand.
- Idealistic – her hopes of using the press to expose the evils of Bwogo are not serious Etc.

(Mark as a whole 33 mark)

END