times the society and individual are wont to blame the victims of the circumstances in which they are caught up. There is corruption depicted and is loathsome. But who are the perpetrators? What role does the society play in encouraging or condoning it? Can the individual remain untouched under such pressures brought to bear upon them? These are the issues candidates were expected to grapple with using specific examples from the novel. Most candidates simply addressed the theme of corruption and totally ignored the question and hence did not score.

In question 3(b) candidates were required to show, using specific incidents, how the author seems to disapprove of the immorality he presents. By using the comments the characters make and the additions in authorial voice and by sheer exaggeration the novelist seems to be making a social commentary. The candidates were expected to bring this out and exonerate him from blame. But the majority chorused the theme of immorality and gave opinions on how embarrassing some of the scenes are. They failed to read the motives of the author in presenting them and of course lost valuable marks.

Advice to teachers

The inability of the candidates to comprehend and address the issues raised by the questions is clear evidence the teaching is superficial. Candidates were not allowed to read and discuss all the issues pertaining to a text. It may seem most teachers are out to cover the "syllabus" and do not allow enough time for discussion. The notes that are made should arise out of such personal reader response and with clarification of issues by the teacher. Lesson notes given by a teacher out of his/her own reading may not make much meaning to the candidates especially when they have not personally read and understood the texts.