

P310/1
LITERATURE IN
ENGLISH
(Prose and Poetry)
Paper 1
Nov 2020
3 hours

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Uganda Advanced Certificate of Education
RESOURCEFUL MOCK EXAMINATIONS 2020
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INSTRUCTION TO CANDIDATES:

- ***All** the sections are to be attempted.*
- *Candidates are advised to spend 70 minutes (1 hour 10 minutes) on section I and 55 minutes on each of Sections **II** and **III**.*
- *Read section I twice and then answer the questions. There is no need to read the whole paper first.*
- *Do the same for Section **II** and then Section **III**.*

SECTION I

If you dwell on a problem long enough, chances are your dreams may present you with useful ideas.

The great British mathematician Bertrand Russell credited his dreams providing answers to **vexing** problems he had posed himself. And writer Robert Louis Stevenson was able to **call on his unconscious thoughts** consistently. In fact, the renowned *Dr. Jekyll and Mr. Hyde* came to him in a dream. More recently, novelist Graham Greene reported in his autobiography, *Ways of Escape*, how useful his dreams had been in helping him with plots. Entertainer and composer Steven Allen got the idea for his best-known hit song, "This Could Be the Start of Something Big," in a dream.

On a more **mundane** level, a dream solved a do-it-yourself problem for me. Two windows in my house had been painted shut, and all effort to free

them with knives and scrapers had failed. That night I dreamed of a forgotten tool—a pinch bar, hanging behind a shopping bag on a nail in the cellar way. When I woke up, I found the pinch bar where I had dreamed it would be, went to the closed windows and easily levered them open.

Dreams, in the view of researchers Christopher Evans and Jonathan Winston , are not an accident by-product of sleep but perhaps the very *purpose* of sleep.

Sleeping helps to blend new learning with old. When we sleep, our brains are doing what computers do during “off-line processing.” When not sending or receiving from the outside world, they are easily tidying up their memories – merging new data with old, discarding outdated information, relabeling files— all with the purpose of making access quick and easy. But even while undergoing rapid eye movement (REM) sleep—the type of rest during which dreaming takes place –we are unaware of this process.

Both Evans and Winston **arrive at similar insights** by pondering lessons from the animal kingdom. Evans theory took shape as he stalked a large cormorant that stood –asleep—on one leg on a **breakwater** in Cardigan bar, Wales. When he got close, he “reached over, touched it and said, ‘hello.’ “The bird awoke, instantly becoming aware of its dangerous position. “Its eyes met mine for a brief moment. Then, wildly flapping its wings, it took off out to sea.

Why, Evans wondered, would an animal put itself in such **extreme peril**? He concluded that the need to dream is so vital **virtually** every warm-blooded creature accepts the jeopardy of sleep in exchange for its rewards.

The only mammal known not to go to REM sleep is the spiny anteater of Australia. This creature's forehead is proportionally larger than any other mammal's, including man's. Winston sees in this **oddity** a clue to understanding the role that dreams play in our daily lives. He believes the anteater can get by without REM sleep because it dreams while awake. That is to say, it uses its huge front lobe to organize new information while it remains fully alert and active. In contrast, all other warm blooded creatures have to wait for the onset of REM sleep for this **essential housekeeping** to take place.

Beyond these tidying tasks, writes Evans, “Dreams are like dress rehearsals for events we can expect, hope for or fear. Situations present themselves in which the dreamer is an actor, playing a part, **keeping abreast of the unfolding drama.**” In our dreams, we rehearse things of importance to our daily activities.

Questions:

1. What is the writer's main argument in the passage?(04marks)
2. In your own words, explain the importance of sleep according to this passage. (07 marks)
3. In what ways are dreams the purpose of sleep? (06 marks)
4. How does the writer illustrate the view that the dream in sleep theory has exceptions. (04 marks)
5. What does the writer mean by "Dreams...are not accident by-product of sleep but perhaps the very *purpose* of sleep"? (03 marks)
6. Explain the meaning of the following words and phrases as used in the passage:
 - (a) *Vexing* (01 mark)
 - (b) *Call on his unconscious thoughts* (01 mark)
 - (c) *Mundane* (01 mark)
 - (d) *arrive at similar insights* (01 mark)
 - (e) *breakwater* (01 mark)
 - (f) *extreme peril* (01 mark)
 - (g) *virtually* (01 mark)
 - (h) *oddity* (01 mark)
 - (i) *essential house keeping* (01 mark)
 - (j) *keeping abreast of the unfolding drama* (01 mark)

SECTION II

Read the passage below and answer the questions that follow

In the fall of 1974 I was walking one day from the English Department at the University of Massachusetts to a parking lot. It was a fine autumn morning such as encouraged friendliness to passing strangers. Brisk youngsters were hurrying in all directions, many of them obviously freshmen in their first flush of enthusiasm. An older man going the same way as I turned and remarked to me how very young they came these days. I agreed. Then he asked me if I was a student too. I said no, I was a teacher. What did I teach? African literature. Now that was funny, he said, because he knew of a fellow who taught the same thing, or perhaps it was African history, in a certain college not far from here. It always surprised him, he went in to say, because he never thought of Africa as having that kind of stuff, you know. By this time I was walking such faster. "Oh well," I heard him say finally, behind me: "I guess I have to take your

course to find out.” A few weeks later I received two very touching letters from high school children in Yonkers, New York, who –bless their teacher—had just read *Things Fall Apart*. One of them was particularly happy to learn about the customs and superstitions of an African tribe.

I suppose to draw from these rather trivial encounters rather heavy conclusions which at the first sight might seem somewhat out of proportion to them. But only, I hope, at first sight.

The young fellow from Yonkers, perhaps partly on account of his age but I believe also for much deeper and more sincere reasons, is obviously unaware that something more willful than a mere lack of information was at work. For did not that erudite British historian and Regius Professor at Oxford, Hugh Trevor Roper, also pronounce that African history did not exist?

If there is something in these utterances more than youthful inexperience, more than a lack of factual knowledge, what is it? Quite simply it is the desire—one might indeed say the need—in Western psychology to set Africa as a foil to Europe, as a place of negations at once remote and vaguely familiar, in comparison with which Europe's own state of grace will be manifest.

(Chinua Achebe)

Questions:

1. Identify the speaker in this passage. (02 marks)
2. What is the writer's intention in this passage? (04marks)
3. How does the writer illustrate the way whites look down upon Africa? (06 marks)
4. Comment on the effectiveness of the writer's style in the passage. (15 marks)
5. Describe the speakers tone in the example extract. (06 marks)

SECTION III

Read the poem below and answer the questions that follow

The Flight

That is no country where to be born or buried
That is no country where to sow or build a granary

And I must run with terror or pursued victim
Towards the magic borders of the dream country

Hide me O Frog in your slimy belly

Till the dreadful goblin has passed

Shrink down O Tree of my mother and father
And let me climb into your branches

Dry up O River of my mother and father
And let me cross on dry ground

And when I have fled that nightmare country
And I shall never seek re-birth in this world

But upon an altar on the bank of the great river
Burn endless sacrifice to the god of asylum.

(Timothy Wangusa)

Questions

1. Identify the speaker in the poem. (03 marks)
2. What is the subject matter of this poem? (07 marks)
3. Comment on the effectiveness of the poet's style in the poem. (15 marks)
4. Describe the attitude of the speaker in the poem. (05 marks)
5. What is the relevance of this poem to your society?(03 marks)

End