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1. Use a blue or black ink ball pen. Work in pencil, other than graphs, maps and drawings, will **not** be marked.
2. List the question numbers, in the order attempted, in the left-hand column of the boxes opposite.
Do **not** list the multiple choice questions.
3. Write your answers on both sides of each sheet.
4. Do your rough work in this answer booklet. Cross through any work you do not want marked.
5. Do **not** fold, dismantle or tear any part of the answer booklet. Do **not** accept an answer booklet with missing pages. Folding, dismantling or tearing of the answer booklet is a malpractice and shall lead to cancellation of results. All work must be handed in.
6. Check that you have written your name, signature, random number and personal number on each page of the answer booklet(s) used. Tie all the booklets used together.
7. Do **not** share your work with another candidate or expose your work such that another candidate can copy from it. Sharing or exposing your work may lead to cancellation of results.
8. Answer only the number of questions as instructed on the question paper. Answers to extra questions will **not** be marked.

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Write here the number of
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P310/2 : LITERATURE IN ENGLISH

MARKING GUIDE

1. Examine Shakespeare's use of contrast in the development of the play, *Richard III*
 - * Cdt is expected to cite different instances of the playwright's use of ~~irony~~ contrast and then show the effect on plot, themes, characterisation, mood and atmosphere as well as lessons
 - Introduction: Cdt should demonstrate understanding of the technique of contrast and can explain that it is used to develop the five dramatic aspects.
 - Richard is contrasted with Clarence
 - Richard and King Edward IV
 - Richard and Richmond
 - Richard's pretence is contrasted with the genuineness of the other members of the court during the reconciliation that is spearheaded by King Edward IV
 - Richard's dreams on the eve of the battle are contrasted with Richmond's.
 - The two houses of York and Lancaster are contrasted
 - Buckingham's pledge to King Edward is contrasted with his greed (that makes him forget his promise to the king)
 - etc.
2. Show how the playwright uses irony in order to develop the major concerns of the play, *Richard III*

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* Cdt is expected to talk about the use of the different forms of irony ie situational, dramatic, verbal and tragic; showing the impact of the technique on plot, themes, characterisation, mood and atmosphere as well as moral lessons.

- Richard pretends to be concerned about Clarence and promises that he will talk to the King on his behalf, and yet he is the one who has turned the King against him.

- It is ironic that Richard causes the death of his two brothers. He employs murderers to execute Clarence and later on causes emotional torture to Edward, consequently causing his death.

- He also pretends to care about the young princes and yet he wants them dead.

- It is also ironic that he goes on to murder different innocent people, all in the name of becoming King. (These include; Lord Rivers, Grey, etc).

- It is ironic that Richard woos Lady Anne whose husband has just died.

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3. Discuss the contribution of setting to the development of the play, King John.

*Candidate should be able to point out the different incidents of physical, time and contextual setting and show its contribution to the development of the plot, themes, characterization, mood and moral lessons.

Introduction:

- Cdt should point out that the play is set in thirteenth-century England, during the reign of King John. They should also state that the setting has an effect on the themes, plot, mood, characterization and lessons.

Body:

- Cdt should point out the different aspects of setting and explain the effect of each.

*Physical setting;

- The physical location of the action switches back and forth between England and France.

- The king's royal court in London, England.

- France, outside the city of Angers.

- The mysterious castle where Arthur is held prisoner by Hubert.

- Outdoor locations, where various battles take place (at the battlefield).

- Swinstead Abbey in Lincolnshire, where King John dies by poisoning.

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* Time setting (and contextual)

- Between the years 1199 and 1216, when the historical King John reigned.
- The play is set at a time when the authority of kings was still highly dependent on the backing of powerful noblemen, who could turn on them at any moment (just as Salisbury, Pembroke and Bigot do to John)
- At the time, English kings still owned lots of territory in France (that explains why the citizens of Angers say that they are loyal to the King of England)
- etc.

4. How does Shakespeare use symbolism to develop the play, King John?

* Candidate is expected to identify the different symbols in the play, King John and then show the effectiveness of each.

Introduction:

- The cdt should point out the fact that the playwright uses symbolic objects, characters, places, etc to develop themes, characterisation, mood and atmosphere, plot and moral lessons.

Body:

- The overflowing rivers symbolise rebellion and political unrest

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- John taking off his crown and giving it to Pandolf
- storms and bad weather symbolise uncertainty
- The lion's hide
- etc.

5. Closely referring to the play, A Doll's House, show how appearances prove to be deceptive.
- Cdt is expected to explain the theme of appearance versus reality while giving different illustrations from the play.
 - Introduction - Cdt should explain the meaning of 'deceptive appearances' and then proceed to highlight the characters who help to portray the theme.

Body:

- Nora initially appears as a simple-minded woman, who is incapable of having a significant impact on her family but she shocks Mrs. Linde when she tells her about how she saved her husband's wife.
- Nora appears to be playful and childish but she is actually a very strong pillar of the family.
- She also appears like she has very little knowledge on financial matters, but it turns out that she has been working hard to save money.

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- To Helmer, Nora is a reckless spendthrift but it is later discovered that she is a very responsible woman, who is very mindful of her expenditures.

- On the first look, Helmer appears to be more intelligent and more responsible than Nora but the opposite turns out to be true.

- Helmer initially believes that Nora's father is the one who offered money for his treatment but it turns out that Nora actually borrowed the money on her own.

- Krogstad initially appears as a negative character (manipulative, selfish, cunning, etc) but he later on turns out to be a very understanding and kind man.

-etc.

6. What sacrifices do the women in the play, *A Doll's House* make for the sake of their loved ones?

- The candidate is expected to explain the different gestures ^{and acts of selflessness} by the women characters in the play.

- Introduction;

Cdt should explain that while the society in the play is generally male-dominated, the women therein prove their worth when they sacrifice their own comfort, love and luxury

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for the good of those they love. The cdt should also state that these characters include; Nora, Mrs. Linde and Nora's maid.

*Body:

- cdt should explain what each of the female characters sacrifices in the interest of their loved ones.
- Nora sacrifices her reputation and borrows money to save her sick husband
- she also sacrifices comfort and luxury to please her husband and children (while she buys Christmas presents for all of them, she buys nothing for herself).
- In the course of the play, we also learn that Nora made a painful sacrifice when she opted to travel with her sick husband to Italy while her own father was also very sick.
- Mrs. Linde tells Nora that she turned down the marriage proposal of Krogstad, the man she loved and opted to marry a wealthy man who could provide for her mother and school-going brothers.
- Nora's maid also has had to sacrifice spending time with her daughter to look after young Nora and then her children.
- etc.

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- = ^{how} Show the theme of change is portrayed in the play, The Cherry Orchard.
- It should state that change is a central theme in the play The Cherry Orchard and then go ahead to cite different illustrations of it from the play.
 - The play depicts Russia which is at the brink of a revolution. It portrays different changes in the nineteenth century, both for society as a whole and for individuals.
 - The emergence of a middle class in Russia disrupts and negatively impacts the lives of the aristocrats and the poor.
 - Ranevsky, who has been living abroad for five years and squandering all her money looks forward to returning to her old life but things have changed; she is deeply in debt.
 - She is used to a life of aristocracy, but finds out that the only way to pay her debt is to sell out her land; including the cherry orchard.
 - Change is manifested through the cherry orchard being cut down.
 - Misail renounces all inherited privileges to lead the life of a simple labourer.
 - Chekov uses the images of machinery to point out the transition in contemporary Russia.
 - The image of the telegraph also shows that there is now a link between Russia and the west.
 - etc.

Introduction: 03 mks

Body: 30 mks

Total: 33 mks

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8. In what ways does the play The Cherry Orchard mirror what happens in your own society?
- Cdt should be able to identify and explain the experiences, characters and ideas that are reflected in the play and are similar to what happens in their own society.
 - Cdt should cite illustrations from both the ~~so~~ play and the contemporary society.
 - Social change.
 - Materialism.
 - Mid-life regrets.
 - Extravagance and irrationality.
 - Loss of status and wealth.
 - Hope in the next generation.
 - Disillusionment and frustration.
 - Suffering.
 - etc.

Introduction : 03 mks

Body : 30 mks

Total : 33 mks

9. How does Sophocles show the power of fate and destiny over human life in the play, King Oedipus?
- Cdt is expected to explain that the play is a tragedy, in which the destiny of the main character, King Oedipus has been pre-determined.
 - Cdt should demonstrate an understanding of the concept of fate and then go ahead to explain it, using illustrations from the play.

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Body:-

- King Oedipus is ill fated to kill his father and marry his mother and nothing can prevent this destiny.
- On learning about the prophecy, his parents attempt to get rid of him but the shepherd pities him and spares his life; he lives to meet his fate.
- While in Corinth, he learns about the prophecy and tries to run away from Polybus and Merope, believing that they are his parents, only to end up in Thebes, where his real parents are.
- The meeting of King Laius and Oedipus is an illustration of fate. He kills Laius, his father, thus fulfilling the first part of the prophecy.
- Oedipus being able to answer the Sphinx's riddle is also manifestation of fate. He is rewarded with a wife, who turns out to be none other than his own mother.
- etc.

10. What important lessons can leaders in your society pick from the play, King Oedipus?

- Learners should be able to point out the lessons from the play, derived from character experiences, events, etc. They should be able to connect these lessons to leadership.
- Think before you act.
- Leaders should love their people.
- Pride comes before a fall.
- Respect is key, regardless of your position and

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status.

- The gods can never be lied to / fate is inevitable.
- A man is as good as his word.
- Curiosity killed a cat
- Suicide is not a solution to problems.
- etc.

Introduction : 03 mks

Body : 30 mks

Total : 33 mks.

11. Explain what makes Joan a virtuous character in the play, St. Joan.

- Cdt should be able to recognise ~~st~~ Joan as a central character in the play and show that she is generally a positive / virtuous character.
- she is very religious
- Intelligent and rational
- Honest
- Principled
- Determined and steadfast
- Hard-working
- Gifted / talented.
- Kind-hearted
- etc.

Introduction : 03 mks

Body : 30 mks

Total : 33 mks.

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12. Examine the role played by Warwick in the play, St. Joan.

- Cdt should be able to tell who Warwick is in the play i.e. he is the English earl in charge of the English forces and Joan's most bitter secular opponent.

- Cdt should go ahead to explain that through Warwick, plot, themes, characterization, lessons, mood and atmosphere are developed.

- Themes; martyrdom, hypocrisy

- Plot; the death of Joan, etc

- Characterization; Joan as religious, principled, etc.

- Lessons

- Mood and atmosphere

Introduction : 03 mks

Body : 30 mks

Total : 33 mks

13. How does the playwright's choice of names aid your understanding of the characters in the play, The Way of the World?

- Cdt should be able to identify instances of the use of nomenclature in the play. They should identify the different symbolic names that are used by the playwright and then explain how these names help to depict the behaviour/character of the respective characters.

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- Marwood
- Fairall
- Mirabell
- Lady Wishfort
- Millamant
- etc.

Introduction : 03 mks

Body : 30 mks

Total : 33 mks

14. Compare and contrast the character of Mirabell and Fairall, showing who of the two has more character appeal.

- Cdt should be able to show that they recognize the two characters in the play.
- Cdt should give the similarities and differences between the two characters
- Cdt should show which character has more positive character attributes.

Introduction: 03 mks

Body : 30 mks

Total : 33 mks

15. Describe the relationship between Pinchwife and Mrs. Pinchwife in the play, The Country Wife. What important lessons does it teach you about marriage?

- cdt should show that they understand the two characters in the play.
- They should use relevant adjectives to describe the relationship.

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*Description;

- It is a husband and wife relationship / marriage relationship.
- Pinchwife dominates Mrs. Pinchwife.
- It is a loveless marriage / a marriage of convenience.
- Characterized by mistrust and suspicion
- It is characterized by infidelity
- strained
- etc.

*Lessons

- Marriage is not a bed of roses
- Never judge a book
- Trust is very crucial in marriage
- Love should be the basis for marriage
- Faithfulness is very important in marriage
- The married people ought to have respect for each other
- etc.

Introduction = 03 mks

Body = 30 mks

Total = 33 mks.

16. Closely referring to the play, The Country Wife, show what makes Horner an interesting character.
- Cdt should recognize Horner as a major character in the play and acknowledge the fact that the play is a comedy.
 - Horner is a very interesting character because

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because of his outstanding character traits and
the humour that he brings to the play.

- His cunning / clever nature

- The deception and the way he manages to
convince everyone.

- His shameless immoral behaviour

- etc.

Introduction: 03 mks

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- It is a serious atmosphere
- etc.

Any $4 \times 2 = 08$ mks

d) Show the importance of the extract to the development of the rest of the play.

- Plot :- In the passage, the secretary seems to imply that something terrible has happened to Segi's father. It is later revealed that he has been shot dead near the ceremonial grounds.
- Daodu indirectly attacks Kengi for his bad leadership in the passage. Later, Kengi is disposed.
- In the passage, Daodu talks about presenting the new yam to Kengi. Later, he is instead presented with the head of Segi's dead father.
- Themes; bad leadership, dictatorship, disillusionment, suffering
- Characterisation; Daodu is bold, intelligent, etc
- Mood and atmosphere
- Moral lessons

Plot; any $2 \times 2 = 04$ mks

Themes; any $1 \times 2 = 02$ mks

Characterisation: $2 \times 1 = 02$ mks

Mood = 01 mk

Lessons = 01 mk

Total = 10 mks

18 a) What are the circumstances that lead to the above passage?

- A snake epidemic breaks out in Kayunga village. It is reported on international news. The Africans attempt to find a solution but there isn't much hope for them. The whites intervene. The epidemic is indeed put under control. The lives of the people of Kayunga generally improve. ^{Sekadde and Opobo appear in the paper.} Sekadde suggests to Opobo that they begin a snake farm to prolong the epidemic, so that they continue getting aid from the whites. Opobo is at first hesitant. He comes to Sekadde's house so that they discuss the matter further.

Any 8x1 = 08mks.

b) Describe the character of Sekadde and Opobo according to the passage.

• Sekadde;

- Heartless/inhuman; he plans to acquire wealth and prestige at the expense of other people's lives
- Determined; even when Opobo tries to point at the risks and dangers associated with his plan, he does not listen to him.

- Selfish/inconsiderate; he has already secured means of protecting himself, Opobo and their ^{two} families and is not concerned about the plight of the rest of the villagers.

- Manipulative; tries hard to convince Opobo, even though he (Opobo) is a little hesitant to take on the idea.

- Persuasive
- Opportunistic.

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Age

• Opobo;

- Humane; he is worried about the implication of the idea of the snake farm on the people's safety and wellbeing.

- Materialistic/greedy; he is eventually won over by the promise of wealth and fame.

- Fickle; he is initially concerned about the people but eventually gives up on them.

- Treacherous; as a leader, he betrays his people when he accepts to harm them in the name of acquiring wealth.

- Guilty; Sekadde easily manipulates him into giving up on his duty to the people. 2 traits for Opobo $\times 2 = 04$
2 traits for Sekadde $\times 2 = 04$

c) What are your feelings towards Sekadde as you read the passage? 08 mks.

- Shock

- Disgust

- Resentment

- Disappointment

- Anger/contempt

- Pity (he stoops so low, all in the name of wealth)

- Amusement

Any 4 $\times 2 = 08$ mks.

etc

d) How significant is the passage to the rest of the play?

- It helps to advance the plot; in the passage, Opobo and Sekadde agree to begin a snake farm. Indeed, it is later reported on the BNN news that the snake epidemic has struck again.

- In the passage, Sekadde and Opobo anticipate that once the snake epidemic resumes, The winter will come in immediately. Indeed, when the outbreak is reported again, ^{Brown}Emmy concludes that Africa needs them again.

- Any 2 x 2 = 04 mks

- The passage is also important because it helps to highlight some of the themes i.e neo-colonialism, bad leadership, etc.

Any 2 x 1 = 02 mks

- It develops characterization. Any 2 x 1 = 02 mks

- It enhances the mood of the play i.e there is tension, fear, anxiety, etc.

1 mk

- It advances moral lessons, treat others as you would like to be treated, leaders ought to be loyal to their people, etc.

1mk

19. a) Place the passage in context.

- The first wave

Before the passage, there is an eminent storm. The headman tells the people on the island to get into the rescue boat as it is anticipated that there will be floods. Kyeyune shows up with his luggage. The headman persuades him to get into the boat, saying that it will be leaving soon. Kyeyune is however reluctant to get into the boat.

After the passage, most of the islanders get into the boat but Kyeyune still refuses to go in. Bwogo comes in, looking for

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Nankya and her mother. Kyeyune directs him to the house, in which he will find her. The boat leaves. Bwogo goes and finds Nankya.

b) Discuss the themes that are portrayed in the extract

- Dictatorship; the regime eliminates all the people that do not support them. (Namala's words)

- Oppression; people are killed mercilessly because they have differing opinions.

- Suffering; Kyeyune is tormented by the memories of the sight of the dead soldier with three nails in his head and genitals stuck in his mouth.

- Bad leadership; the headman is forcing people onto the boat, on which they are to be murdered.

- Disillusionment; Kyeyune has given up on fishing and eating fish.

Any # 3 x 2 = 06 mks.

c) Describe the character of Kyeyune and the Headman as revealed in the passage.

* Kyeyune;

- Wise and intelligent

- Emotional

- Bold / frank / straight-forward

- Strong-willed

* The headman;

- Irrational

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- Disrespectful
- Authoritative and bossy
- Abusive
- Arrogant

d) Which lessons can the audience take from the passage?
^{2 traits for Kyeyune and 2 for the headman}
 ^{$4 \times 2 = 08$ marks}

- Think before you act
- Leaders ought to value and protect human life.
- Respect for one another is key.

e) How does the passage affect other events in the play?

- In the passage, Kyeyune is hesitant to enter the boat. Indeed, he stays on the island while other people leave.
- Kyeyune is apprehensive of what might happen to the people on the rescue boat. He later reports to Bwogo and Nankya that they have all been murdered.
- In the passage, Kyeyune talks about his experience when he fished a human body. Even later in the play, he continues to be haunted by the same.
- The passage talks about the murder of innocent people by state operatives. Later, Bwogo, a government official is arrested for the same.
- Kyeyune talks about unexplained murders. Later Nankya directly confronts and accuses Bwogo of being partly responsible for the crimes.