

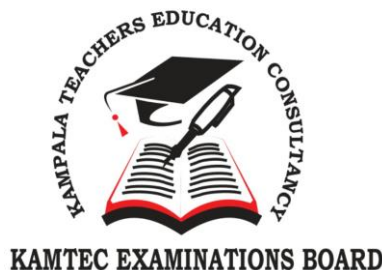
Candidates' Name:

Signature:

Random No.					Personal No.		

(Do not write your school / Center name or Number anywhere on this booklet)

208/1
LITERATURE
IN ENGLISH
Paper 1
July / Aug 2024
2 $\frac{1}{2}$ HOURS



Uganda Certificate Of Education
LITERATURE IN ENGLISH
Paper 1
TIME: 2 Hours 30 Minutes

INSTRUCTIONS TO CANDIDATES

*This paper consists of **three** examination items. It has **two** Sections; **A** and **B**.*

*Section **A** has **one** compulsory item.*

*There are two examination items in section **B**. Answer **one** item.*

*Answer **two** examination items in all.*

Any additional items answered will not be scored.

All answers must be written in the Answer Booklet provided

FOR EXAMINER'S USE ONLY			
SECTION	ITEM	SCORE(S)	EXAMINER'S SIGNATURE
A	1		
B	3		
	4		

TOTAL		
--------------	--	--

SECTION A

Item 1.

Read the passage below and then answer all the tasks that follow.

One of the girls who had so mercilessly teased Akello when she had first reported to Brigh Light Academy was called Ruth Katama. She was in Senior Three. Ruth Katama came from a wealthy family in Masaka. She was later to become one of Akello's closest friends. Their friendship helped Akello adjust to her new environment.

Though her family was considered rich in Teboke, Akello realized how really poor they were.

The best vehicle father Gaudensio Opio could afford was a small motorcycle of the bodaboda type that he used mostly for taking his carpentry products to the weekly markets in Apac district. Ruth Katama's father, on the other hand, had a large Toyota Prado. The first time Ruth's father came to visit his daughter was on visitation day, which fell in the middle of the first term. It was a Sunday. She did not know how to respond when Ruth Katama introduced her father, Mzee Katama, to her.

"Gwendolyn, meet my dad," Ruth said and then added, "Dad, this is Gwendolyn. She's my friend. She comes from Apac."

"Glad to meet you, Gwendolyn," Mzee Katama said, holding out his hand. Akello took the hand but was not able to say anything. "Well, it's OK," Mzee Katama said, after they had shaken the hands. Then he invited the two girls to walk with him to the car.

When they arrived at the car, Ruth's brothers were there. They were two. They were hiding in the large car. They wanted to surprise Ruth with their presence. The older of the two boys was called Tom and the younger, Patrick. They were both much younger than Ruth.

When Mzee Katama opened one of the rear doors of the car, both boys leapt out and shouted, "We're here!" before hugging their sister in turns. Then they shyly shook hands with Gwendolyn Akello.

Mzee Katama took two Mats out of the car and placed them on the grass. The two girls helped lift down the food and drinks that Mzee had brought in the car. Akello looked at the large quantity and variety of food and drinks and her mouth fell open in surprise. I didn't know that people could afford such a large variety of rich food, she thought.

The food was laid out on the large tray. There were: beef stewed in banana leaves. Ruth told Akello that this kind of sauce was called *luwombo*. Chicken fried without soup. Roast pork. Green peas. A variety of green vegetables. Steamed *matooke*. Steamed Irish potatoes. Steamed yam. Fruit salad... It was such a large variety that she wondered whether it would not be a waste if they did not finish it. As for the drinks, there were sodas, orange juice, pineapple juice and passion fruit.

As Akello helped Ruth and Mzee Katama offload the food and the drinks, her mouth watered. And she felt even poorer. Akello and the Katamas managed to eat most of the food. The little that was left over was dumped in one of the school dustbins. The girls were allowed to keep the drinks that remained.

When Akello and Ruth finally saw Mzee Katama and the boys off, Akello felt like going straight to bed. She was full to bursting, and felt very lazy and sleepy. (From *The Unfulfilled Dreams*.)

Tasks:

- a) Writers must follow certain principles and styles to create literary pieces that blend organization and beauty, allowing them to convey their intended message beautifully. Among these styles are symbolisms, irony, metaphors among others. Explain the styles employed in the passage above.
- b) In the study of literature, what characters speak, how they relate with other characters in the story and what they do as well as what other characters say about them, is what makes the reader understand such characters. Referring to the dialogue, actions and the way characters relate in the passage, describe the character of the Katama family members.
- c) Using different narrative techniques, character relationships and events in different settings, authors communicate ideas that broadly run throughout the text and bring their message home. These ideas are termed as thematic concerns. Explain the different thematic concerns presented in the passage.

d) Every literature text is written with a sole purpose of educating the society. Thus, literature is a mirror through which society views itself, gets instructed and corrected. Basing on the extract, explain the different moral instructions or lessons learnt from the interactions of the characters.

SECTION B

Choose one task from this Section. Illustrate your answer by referring to any of the following set books.

- | | |
|--------------------------------|--|
| ➤ WILLIAM SHAKESPEARE: | <i>The Merchant of Venice.</i> |
| ➤ FRANCIS IMBUGA: | <i>The Return of Mgofu.</i> |
| ➤ JOHN STEINBECK: | <i>The Pearl</i> |
| ➤ LAWRENCE DAMANI: | <i>The Grief Child</i> |
| ➤ SYLEVESTER ONZIVUA: | <i>The Heart Soothers</i> |
| ➤ OKIYA OMTATAH OKOITI: | <i>Voice of the People</i> |
| ➤ VICTOR BYAMAZIMA: | <i>Shadows of Time.</i> |
| ➤ CHINUA ACHEBE: | <i>Things Fall Apart</i> |
| ➤ DANIEL MENGARA: | <i>Mema</i> |
| ➤ DAVID RUBADIRI: | <i>Growing up with Poetry.</i> |
| ➤ A.D AMATESHE: | <i>An Anthology of East African Poetry</i> |

Either

Item 2.

Literature addresses social issues and reflects social realities, serving as a mirror for society. It can connect with contemporary events and reveal important truths about society, thereby contributing to the freeing of human consciousness from social limitations and instructing human on how to avoid mishaps and lead a meaningful lifestyle. Referring to one of the texts studied on the course explain the different social issues addressed and show how relevant the text is to the contemporary society.

Or

Item 3.

Authors of Literature express their views in about social concerns in a simple but educative way. They pay particular attention to crucial social institutions that are key to the continuity and harmony of society, one of which is marriage. They highlight the crisis of the institution of marriage in the contemporary setting that is losing meaning and the true divine nature for which it was instituted by the creator. As a result, domestic violence, short-lived marriages as well as single-parent families have taken shape today. Referring to any one of the texts studied on the course, explain the different reasons for the crisis in modern day marriages and relationships.

END