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LITERATURE  
IN ENGLISH  
Paper 1  
July/August 2024  
2hrs



**MATIGO EXAMINATIONS BOARD**

Uganda Certificate of Education

**LITERATURE IN ENGLISH**

**Paper 1**

**2 hours**

**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.*

**Turn Over**

## SECTION A

**Item 1.**      *Read the extract below and then answer all the tasks that follow.*

Two weeks before the fateful examination began, I was careless enough to fight the principal's son. He was a fellow first-former with whom, until then, I had had no quarrel at all. He was inclined to be something of a bully at times. However, a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerant attitude. I suppose as the examination drew nearer our nerves became tauter and our tempers shorter. When, during a discussion in our classroom about careers, Samuel declared unnecessarily loudly that he believed all persons who came from the North should return there to find employment, I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagrosan proverb whose meaning was roughly that even a man who does not know where he is going ought at least to know where he has come from: and the general laughter which greeted it brought my temper to boiling point.

I was tall and well built, but so was he: three strides took me to his side and one blow floored him. By the time the senior prefect succeeded in separating us, Sagrosan blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical, and a torrent of abuse directed mainly against the other's ancestors was flowing out of each battered mouth.

We were bloody, sweaty, and dusty when it was over, but still only partly through our respective stocks of abuse. Nothing more than a heightened respect of each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his tough father's eye, and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of trick. I prepared for the worst. The summons to the principal's office duly came after lunch the same day.

The principal was quite impartial, I'll say that for him. We were both arched over his desk and thrashed across our rumps with two dozen strokes of a bamboo four-footer. Then we were made to shake hands with each other and sent off for a walk together along the beach and back (this was the principal's usual way of dealing with a pair of fighters, and one which usually made bosom friends of them).

That thrashing, and the walk which followed, gave me the moments of deepest pain I have experienced, and drove home to me the utter uselessness and wastefulness of making issues of tribal divisions, in a land where so much else required our attentions and our energies. Having heard from us the fight

started, the principal might so easily have wasted our time and his reading us a long patriotic sermon on the essential brotherhood of all the people of Songhai. Such a theme would have made him appear to me a hypocrite and to Samuel a traitor – for we both knew only too well that the differences between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed myth about cultural or ethnic affinities could have succeeded in doing.

### Tasks:

- a) Our actions and words often define our character. Whatever we say, do or how we react to certain situations clearly tells what of person we are. Referring to the passage, describe the character of either the narrator or the principal's son.
- b) Writers employ language techniques in telling their stories. These techniques make the story interesting and also the message clear. Explain the language techniques that the writer uses in the passage.
- c) The cause of the conflict in the passage is an insinuation that people from the North should return to their place of origin. Ethnic differences are always a cause of conflicts. How is this situation reflected in your country?
- d) The principal administers punishment to the fighters but also attempts to reconcile them. In your opinion, how can conflict resolution be best achieved where people have fought and exchanged bitter words?

### SECTION B

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

- FRANCIS IMBUGA: *The Return of Mgofu*
- WILLIAM SHAKESPEARE: *The Merchant of Venice*
- JOHN STEINBECK: *The Pearl*
- LAWRENCE DARMANI: *Grief Chile*
- SYLVESTER ONZIVUA: *The Heart Soothers*
- OKIYA OMTATAH OKOITI: *Voice of the People*
- VICTOR BYABAMAZIMA *Shadows of Time*
- CHINUA ACHEBE: *Things Fall Apart*
- DANIEL MENGARA: *Mema*
- DAVID RUBADIRI: *Growing up with Poetry*
- A.D. AMATESHE: *An Anthology of East African Poetry*

**Either:**

**Item 2.**

Society today is seriously affected by a number of evils practiced among the people. As a result, there is disharmony and people do not seem to care about others. Using any set book that you have studied, explain the different vices and evils in the society of that text.

**Or**

**Item 3.**

In society, we live with and interact with many people. The kind of relationships we develop with others affect us in many ways. These relationships also determine how we live our lives and what happens to us and others. Referring to a set book you have studied, explain the relationship between the main character and others, and how it affects them.

**END**

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