

P310/1
LITERATURE
IN ENGLISH
Nov./Dec. 2022
3 hours



UGANDA NATIONAL EXAMINATIONS BOARD
Uganda Advanced Certificate of Education

LITERATURE IN ENGLISH

Paper 1
(PROSE AND POETRY)

3 hours

INSTRUCTIONS TO CANDIDATES:

This paper consists of three Sections; I, II and III.

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

Read the following passage and answer the questions that follow.

Democratic Societies accept the view that all human beings are fallible. No one is omniscient, no one has a monopoly of truth; no one embraces or expresses the will of the whole people. Those who govern may command wide popularity at a particular period, but that will not prevent them from erring through
5 misunderstanding or lack of sufficient knowledge, or self-delusion, or corruption, or insensitiveness, so that they do not care how their actions affect others. In Lord Acton's famous and oft-quoted sentence: 'Power tends to corrupt, and absolute power tends to corrupt absolutely.' Consequently, a democratic society provides methods and institutions for the preservation of liberty. These include such organs
10 as newspapers, trade unions and other voluntary associations, political parties, and an elected parliament which has continual opportunity for criticizing those who rule, and for expressing the views of the governed. All these require tolerance for their proper functioning.

Democracy is government by consent. Public discussions, free elections, the
15 right of freedom of speech and association are regarded as essential because they are necessary for achieving consent. It is in this context that the citizen's right to vote in free elections has rightly been singled out in Africa for emphasis, particularly in those societies where whites who are in the minority rule over the majority. The cry is 'one man, one vote.' But it should be noted that this is
20 valueless without freedom of speech and association or public discussion.

The right to vote is important because democracy is a system of choosing. The words of the famous speech which President Lincoln delivered at Gettysburg on November 19th, 1863: 'that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall
25 not perish from the earth' have echoed throughout Africa and have been interpreted as epitomizing not only the political creed of American democracy but of all democratic states, including those in Africa. Modern states, including those in Africa, are too large for every member to participate in making decisions on the functions of government; the small, primary lineage no longer encompasses the
30 whole of the political community; but all can take part in electing by majority vote those who are given authority to govern as representatives of all the people. If the vote is to be meaningful, it must offer a choice; it must be a selection from competing individuals or groups.

Democracy caters for pluralistic societies. This is noteworthy because the
35 states of present - day Africa are composed of pluralistic societies. They consist not only of different religious groups but also many different trade unions, farmers', traders', youth, or women's associations, and the like. The individuals who join these associations do so because they promote or protect some particular interest or interests of theirs. In modern societies, most individuals need the protection and
40 support of one social group or another, and there are many who join more than one group, because no single group caters for all their various interests. This is a boon which democratic societies welcome and encourage because it means that no one is

totally dependent on any single organization. Such total dependence threatens freedom and democracy, for it would mean the exercise of monopolistic power over the individual. For example, the state should not be the only employer, for this would give it too much power over the lives of the citizens; state power should be checked by existence of other employers. Similarly, the individual should be protected against the private employer by his Union or State. A democratic state which is based on government by consent should make it possible for the individuals to join any groups to be able to promote the interests they represent. But no group should be above criticism and no group, political or economic, should be monolithic.

Sociologists who have concerned themselves with social processes have pointed out that competition and conflict are inherent in human association as are accommodation and co-operation. One of the characteristics of the democratic societies of the west is that they have institutional arrangements which give recognition to the fact that disagreement and conflict of interests are present in society. The major institutional arrangement is provided by the party system which brings conflict out into the open and provides a legal and social framework for dealings with it. The existence of political parties as an instrument of political rivalry not only allows for the expression of dissent but also offers the people a choice of alternatives.

It should be noted that in the context of the countries of the West which have accepted and maintained the party system, the legal opposition is not a source of instability or disunity; on the contrary, it promotes social cohesion. It does this because it enables dissent to be legitimately and constructively expressed, subjects those in power to constant criticism, protects minority interests, and makes sure that rulers understand and try to realize the general interests of all, as far as possible. Those in opposition are given opportunity through service on committees, through consultation and through debate to contribute to the general interest. Thus the opposition helps to make all citizens, including those who disagree with the party in power, a part of the democratic system. The party system and the opposition are a part of the machinery of power. This aspect is brought out, because there are those in Africa who represent the opposition as a vehicle of disunity. The argument is fallacious. The toleration of the opposition is regarded by the West as a high democratic virtue. Its existence means that there is a choice; and the point of an election is to give citizens opportunity to exercise that choice.

From: *Africa in Search of Democracy*, by K.A Busia.

Questions:

1. Suggest a suitable title for the passage. (02 marks)
2. According to the passage, what are the necessary components of a democratic society? (12 marks)

3. According to the passage, how beneficial is a democratic system to society?
(10 marks)
4. Explain the meanings of the following words and phrases as used in the passage.
- | | | |
|-----------------------------------|---------|-----------|
| (a) No one is omniscient ... | line 1 | (01 mark) |
| (b) ... government by consent. | line 14 | (01 mark) |
| (c) ... pluralistic societies ... | line 34 | (01 mark) |
| (d) ... boon ... | line 41 | (01 mark) |
| (e) ... inherent ... | line 54 | (01 mark) |
| (f) ... legal opposition ... | line 64 | (01 mark) |
| (g) ... social cohesion ... | line 65 | (01 mark) |
| (h) ... machinery of power. | line 73 | (01 mark) |
| (i) ... fallacious. | line 75 | (01 mark) |
| (j) ... democratic virtue. | line 76 | (01 mark) |

SECTION II

Read the passage below and answer the questions that follow.

The first time I saw Chris and Carey, I didn't think they were brothers even though they had the same last name. It was the day school started, and we were all a little scared. Few in the class knew each other, so it wasn't until about a week later that I learned they were siblings. When I found out they were twins, I just stared at them; they were not at all alike in the way they looked, in the way they talked, or in the way they acted, though later they didn't seem quite so different.

To begin with Chris was small, even to the point of looking frail. He had a cowlick in the back of his head that made his hair stand straight up. His hair was light brown, and his eyes were greenish gray. On the other hand, Carey was two or three inches taller than Chris and well built. He had dark brown hair and dark brown eyes. His hair was never out of place even as a little boy. They didn't seem to come from the same mold, and it wasn't until I met their mother and father that I realized Chris looked like his father, and Carey looked like his mother.

Not only were their looks different, but the way they talked was different. Chris had a problem with a cleft palate when he was born, which made him talk with a nasal twang. Sometimes he sounded like a frog; other times, he sounded like a horn. He had surgery later and was able to talk normally, but at the time, his voice was different. Carey didn't have that problem, so he seemed to take advantage of Chris's inability to speak plainly. He never stopped talking, which sometimes got him into trouble. Behind his back, we called him "Motor Mouth," because his motor never stopped.

The way Chris and Carey acted, though, was as different as their looks. Chris was shy and withdrawn and as quiet as a mouse; he seemed afraid to speak and

cried often. Maybe it was because he was afraid we'd make fun of him because of the way he talked. At any rate, he stayed close to the teacher at school and close to his mother at home. As he grew older, though, he grew out of his timidity and got into as much mischief as the rest of us. I guess he made up for the first few years. Carey, however, was always loud and outgoing; he was the ringleader of every prank we pulled. He made friends easily and could "talk his way out of a paper bag." There was never a dull moment when he was around.

Sometimes, though, both Chris and Carey got into trouble. I remember one day the twins talked me into hitching a ride with them on a freight train that came close to their house. We waited until it got to the railroad crossing and slowed down. Then Carey got on first and pulled Chris up. The top of the car looked a long way off from where I was standing, so I was leery of getting on. But after they "double-dog" dared me, I let them pull me up, too. At first, we felt free as birds and thought it was great fun; that is until the train picked up speed and headed across town. Then we all got worried, even Carey.

Besides getting into trouble together, both boys enjoyed the same sport, soccer. Every Saturday morning and Sunday afternoon, they played; every time there was a tournament, they were in it. I'll never forget what their uniforms looked like one weekend during a tournament. I was invited to go with them and their parents to Florida for a tournament, and it rained the whole weekend. In spite of the rain, they played. Their uniforms were so muddy, they looked as if they had been playing in a pigsty instead of a soccer field. Instead of white and black, they were all black - a muddy black! But they were ready to play the next time even if it rained.

Years have passed since I first met Chris and Carey, and they have continued to be different. Chris is studying to be an environmental engineer and works in that field while going to the university. Carey is studying to be an architect and works long hours in a job with an architect firm. Their parents have accepted their separateness and have allowed them to live in different apartments with roommates of their own. They continue to see each other often but lead separate lives. And I continue to see each of them, because, after all, both are my friends.

- Bob Williamson

(Extract from *Strategies for writing successful Essays* by Nell. W. Meriwether.)

Questions:

1. Suggest a suitable title for the passage. (02 marks)
2. In what ways are Chris and Carey similar yet different? (06 marks)
3. State the writer's intention in this passage. (04 marks)
4. Describe the tone of the passage. (06 marks)
5. Apart from tone, what other techniques does the writer use in the passage? (15 marks)

SECTION III

Read the poem below and answer the questions that follow.

The Coach of life

Though often somewhat heavy-freighted,
The coach rolls at an easy pace;
And Time, the coachman, grizzly - pated,
But smart, alert - is in his place.

We board it lightly in the morning
And on our way at once proceed
Repose and slothful comfort scorning,
We shout: "Hey, there! Get on! Full speed!"

Noon finds us done with reckless daring,
And shaken up. Now care's the rule.
Down hills, through gulleys roughly faring,
We sulk, and cry: "Hey easy, fool!"

The coach rolls on, no pitfalls dodging.
At dusk, to pains more wonted grown,
We drowse, while to the night's dark lodging
Old coachman Time drives on, drives on.

Alexander Pushkins. ^{RF}(Types of Literature) Benett

Questions:

1. What is the subject matter of the poem? (08 marks)
2. Discuss the effectiveness of the poetic devices used in the poem. (15 marks)
3. Comment on the tone of the poem. (04 marks)
4. Explain the meaning of the following expressions as used in the poem:
 - (a) We shout: "Hey, there! Get on! Full speed!" (02 marks)
 - (b) We sulk, and cry: "Hey, easy, fool!" (02 marks)
 - (c) We drowse, while to the night's dark lodging. (02 marks)