

P310/1
LITERATURE IN
ENGLISH
(Prose and Poetry)
Paper 1
August 2024
3 hours



KAYANGA JANET HARRIET

SIS

MATIGO EXAMINATIONS BOARD

Uganda Advanced Certificate of Education

LITERATURE IN ENGLISH
(Prose and Poetry)

Paper 1

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 section **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.***

Turn Over

SECTION A: ADVANCED COMPREHENSION

Read the passage below and answer the questions that follow after it

Our bold experiment in self-government is the conviction that we are all created equal, endowed by our creator with certain unalienable^{inalienable} rights, among them life, liberty, and the pursuit of happiness. It's the insistence that these rights, while self-evident, have never been self-executing; that we, the people, through the instrument of our democracy, can form a more perfect union.

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What a radical idea. A great gift that our founders gave to us: The freedom to chase our individual dreams through our sweat and toil and imagination, and the imperative to strive together, as well, to achieve a common good, a greater good.

For copious^{many} years, our nation's call to citizenship has given work and purpose to each new generation. It's what led patriots to choose republic over tyranny, pioneers to trek west, slaves to brave that makeshift^{harsh} railroad to freedom. It's what pulled immigrants and refugees across oceans and the Rio Grande. It's what pushed women to reach for the ballot. It's what powered workers to organize.

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So, that's what we mean when we say America is exceptional — not that our nation has been flawless from the start, but that we have shown the capacity to change and make life better for those who follow. Yes, our progress has been uneven. The work of democracy has always been hard. It's always been contentious. Sometimes it's been bloody. For every two steps forward, it often feels we take one step back. But the long sweep of America has been defined by forward motion, a constant widening of our founding creed to embrace all and not just some.

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If I had told you eight years ago that America would reverse a great recession, reboot our auto industry, and unleash the longest stretch of job creation in our history — if I had told you that we would open up a new chapter with the Cuban people, shut down Iran's nuclear weapons program without firing a shot, take out the mastermind of 9/11 — if I had told you that we would win marriage equality, and secure the right to health insurance for another 20 million of our fellow citizens — if I had told you all that, you might have said our sights were set a little too high. But that's what we did. That's what you did.

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You were the change. You answered people's hopes, and because of you, by almost every measure, America is a better, stronger place than it was when we started. In 10 days, the world will witness a hallmark^{success story} of our democracy. The peaceful transfer of power from one freely elected President to the next. Because it's up to all of us to make sure our government can help us meet the many challenges we still face.

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Ac

We have what we need to do so. We have everything we need to meet those challenges. After all, we remain the wealthiest, most powerful, and most respected nation on earth. Our youth, our drive, our diversity and openness, our boundless capacity for risk and reinvention means that the future should be ours. But that potential will only be realized if our democracy works. Only if our politics better reflects the decency of our people. Only if all of us, regardless of party affiliation or particular interests, help restore the sense of common purpose that we so badly need right now.

That's what I want to focus on tonight: The state of our democracy. Understand, democracy does not require uniformity. Our founders argued. They quarreled. Eventually they compromised. They expected us to do the same. But they knew that democracy does require a basic sense of solidarity — the idea that for all our outward differences, we're all in this together; that we rise or fall as one.

There have been moments throughout our history that threatens that solidarity. And the beginning of this century has been one of those times. ^{against} A shrinking world, growing inequality; demographic change and the ^{salient} ~~specter~~ ^{threat} of terrorism — these forces haven't just tested our security and our prosperity, but are testing our democracy, as well. And how we meet these challenges to our democracy will determine our ability to educate our kids, and create good jobs, and protect our homeland. In other words, it will determine our future.

To begin with, our democracy won't work without a sense that everyone has economic opportunity. And the good news is that today the economy is growing again. Wages, incomes, home values, and retirement accounts are all rising again. Poverty is falling again. And so we are going to have to forge a new social compact ^{unity} to guarantee all our kids the education they need — to give workers the power to unionize for better wages; to update the social safety net to reflect the way we live now, and make more reforms to the tax code so corporations and individuals who reap the most from this new economy don't avoid their obligations to the country that's made their very success possible.

We can argue about how to best achieve these goals. But we can't be complacent about the goals themselves. For if we don't create opportunity for all people, the disaffection and division that has stalled our progress will only sharpen in years to come.

There's a second threat to our democracy — and this one is as old as our nation itself. After my election, there was talk of a post-racial America. And such a vision, however well-intended, was never realistic. Race remains a potent and often divisive force in our society. Now, I've lived long enough to know that race relations are better than they were 10, or 20, or 30 years ago, no matter what some folks say. You can see it not just in statistics; you see it in the attitudes of young

Americans across the political spectrum.

And we have shown that our economy doesn't have to be a ^{impoverished} zero-sum game. Last year, incomes rose for all races, all age groups, for men and for women.

So if we're going to be serious about race going forward, we need to uphold laws against discrimination — in hiring, and in housing, and in education, and in the criminal justice system. 70 That is what our Constitution and our highest ideals require.

But laws alone won't be enough. Hearts must change. It won't change overnight. Social attitudes oftentimes take generations to change. But if our democracy is to work in this increasingly diverse nation, then each one of us need to try to heed the advice of a great character in American fiction — Atticus Finch — who said "You never really understand a person until you 75 consider things from his point of view...until you climb into his skin and walk around in it." ^{see meaning} *Barrack Obama, Slightly edited.*

Questions

1. Suggest a suitable title to this passage. Give a reason for your choice. (4 marks)
2.
 - a) What achievements have been reached in the last eight years according to the passage? (6 marks)
 - b) What makes it possible for America to be equivalent to its challenges? (4 marks)
 - c) What defines democracy according to the passage? (4 marks)
3. What are the writer's arguments in this passage? (6 marks)
4. Explain the meaning of the following words and phrases as used in the passage. (1 mark each)
 - i) unalienable rights (line 02)
 - ii) imperative to strive together (line 07)
 - iii) copious (line 09)
 - iv) republic over tyranny (line 10)
 - v) makeshift railroad (line 11)
 - vi) hallmark (line 29)
 - vii) specter of terrorism (line 46)
 - viii) social compact (line 53)
 - ix) zero-sum game (line 67)
 - x) climb into his skin (line 76)

SECTION II: STYLE

The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer and no more—except on occasions of great ^{social} public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never ^{took} very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's ^{sox} uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity "Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

What! said the master at length, in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.

The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said,

"Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!"

There was a general start. Horror was depicted on every countenance

"For more!" said Mr. Limbkins. "Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?"

"He did, sir," replied Bumble.

"That boy will be hung," said the gentleman in the white waistcoat. "I know that boy will be hung."

Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling

An extract from Oliver Twist by Charles Dickens, Slightly edited.

Questions

1. What is happening in the passage? (6 marks)
2. Describe the narrator's attitude towards the beadle. (5 marks)
3. Do you find the passage satirical? Give reasons for your answer. (6 marks)
4. What techniques does the writer use to bring out his message? (12 marks)
5. How does the passage reflect your contemporary society? (4 marks)

SECTION III : POETRY

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

QUESTION

- 1) What is the major subject of this poem? (8 marks)
- 2) Comment on the poet's use of;
a) symbolism in the poem (6 marks)
b) other poetic devices (9 marks)
- 3) Comment on; *little high-toned*
a) the speaker's tone (4 marks)
b) the writer's intention (3 marks)
- 4) What lessons do you learn from the poem? (3 marks)

END

*Disappointing
Disappointing
MGM*