

P310/1
LITERATURE IN ENGLISH
(PROSE & POETRY)
PAPER 1
JULY/AUGUST 2017
3HRS



WESTERN JOINT MOCK EXAMINATIONS

Uganda Advanced Certificate of Education

LITERATURE IN ENGLISH
(PROSE & POETRY)

PAPER 1

3 HOURS

INSTRUCTIONS TO CANDIDATES.

- Attempt ***all*** questions.

SECTION A

1. Read the following passage carefully and answer the questions that follow:

A WORLD WIDE GENDER GAP

Women suffer countless disadvantages compared to men. Even after decades of progress, we make up two thirds of the world's 880 million illiterate adults up 70% of its poorest citizens. But health remains the cruelest of all inequalities. In much of the world, women simply do not get equal medical attention. It is a fact with huge consequences for us all. Material health translates into family health because healthy women are able to care for others and family health is the foundation of any society's health. Experience shows that even small investments in women can pay large social dividends.

Unfortunately, few of those who can make such investments are doing so. The gender gap in health is especially dramatic in the HIV/AIDS epidemic. In sub-Saharan Africa 60% of the victims are women. Polygamy, sexual coercion and violence against women, all contribute to the shameful fact Girls are frequently pressured into sex with older men in exchange for food, clothing or school tuition or something for nothing! Abstinence and monogamy make for fine rhetoric but they are inadequate defences for women who were married off young and were deprived of education and social status. In Zambia, only 11% of women in a recent survey thought a women had the right to ask a husband to use a condom. Even though, women are twice as likely as men to contract HIV from a single sex act. In India, 90% of the infections occur within marriage and those who get infected by their husbands are often shunned by their families lacking other skills, they may survive by selling sex, which spreads the disease further.

Aids is not the only threat women suffer, consider the current state of reproductive health. An estimated 350 million couples want effective contraceptives but are not able to get them. The result, many unintended pregnancies are terminated each year under unsafe conditions. Those unsafe abortions are responsible for 13% of deaths women suffer annually during child birth. It must be noted that one day's global military budget could improve the lives of millions of women and families in developing countries. When women lack reproduction health services, they also miss opportunities to prevent and treat such killer diseases as malaria and Tuberculosis, young children and women account for most of the world's annual one million malaria deaths. And as HIV destroys women's immune systems, they become even more vulnerable to tuberculosis, the leading cause of death among people with HIV/AIDS. Cervical cancer is preventable but it kills 190,000 women each year. This malignancy is caused by certain form of Human papilla Virus (HPV) or genital warts, or Sexually Transmitted Disease whose complications are treatable at early stages. In developing countries, testing and treatment for these complications remain a distant dream for more women.

Disease is not only threat to women's health. Every year, some two million girls and young women worldwide are subjected to genital mutilation, a brutal practice that can cause infertility and longtime ill health. And from more experience, rape, assault and sexual coercion are also threats. Almost all girls from 10-25 say their first sexual encounter was force. When women lack the right to property or inheritance, they often stay in abusive relationships fear of losing their children. Educated women with economic rights are far less likely to become victims and when women are not victims, their whole society benefits.

Adapted from: World Health Organisation report on Africa.

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|---|-------|
| 1. (a) Explain the challenges women face according to the passage | 08mks |
| (b) How does the writer put across his message? | 12mks |
| (c) Explain the attitude men have towards women in this passages? | 05mks |
| (d) What solutions does the writer raise in this passage? | 05mks |
| (e) Give the meaning of the underlined words of phrases | 05mks |

SECTION B

Read the following passage and answer the questions that follow on it.

Our entire class is quaking in its boots. The reason, of course, is the upcoming meeting in which the teachers decide who'll be promoted to be next grade and who'll be kept back. Half the class is making bets. G.Z and I laugh ourselves sick at the two boys behind us, C.N. and Jacques kocernoot, who have staked their entire vacation savings on their bet. From tonight, it's "You're going to pass," "No, I'm not," "Yes, you are," "No, I'm not." Even G's pleading glances and my angry outbursts can't calm them down. If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth. Maybe this time they'll be unpredictable in the right direction for a change.

I'm not so worried about my girlfriends and myself. We'll make it. The only subject I'm not sure about is math. Anyway, all we can do is wait. Until then, we keep telling each other not to lose heart.

I get along pretty well with all my teachers. There are nine of them, seven men and two women. Mr. Keesing, the old fogey who teaches math, was mad at me for the longest time because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject "A Chatterbox, what can you write about that? I would worry about that later, I decided. I jotted down the assignment in my notebook, tucked it in my bag and tried to keep quiet.

That evening after I'd finished the rest of my homework, the note about the essay caught my eye. I began to think about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages. Mr. Keesing had assigned me and was satisfied. I argued that talking is a female trait and that I would do my best to keep it under control, but that I would never be able to break myself of the habit, since my mother talked much as I did, if not more, and that there's not much you can do about inherited traits.

Mr. Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next class, he assigned me a second essay. This time it was supposed to be on "An incorrigible Chatterbox." I handed it in, and Mr. Keesing had nothing to complain about for two whole classes. However, during the third class he'd finally had enough. Anne Frank, as punishment for talking in class, write an essay entitled, "Quack, Quack, Quack".

The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. It was time to come up with something else, something original. My friend Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse. I jumped for joy. Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him.

I finished my poem, and it was beautiful! it was about a mother duck and a father swan with three baby ducklings who were bitten to death by the father because they quacked too much. Luckily, Keesing took the joke the right way. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I have been allowed to talk and haven't been assigned any extra homework. On the contrary, Keesing's always making jokes these days.

At Home, At School, In Hiding: by Anne Frank

- 2 (a) Identify the narrator in the story. 02mks
(b) Assess the effectiveness of style in the passage. 21mks
(c) Comment on the following in the passage
i. Intention 04mks ii. Mood 03mks iii. Tone 03mks

SECTION C

A Negro Labourer in Liverpool

I have passed him
Slouching on dark backstreet pavements
Head bowed-
Taut, haggard and worn.
A dark shadow amidst dark shadows.

I have lifted my face to his,
Our eyes met
But on his dark Negro face
No sunny smile,
No hope or longing for a hope promised;
Only the quick cowed dart of eyes
Piercing through impassive crowds
Searching longingly for a face
Feeling painfully for a heart
That might flicker understanding.

This is him-
The Negro labourer in Liverpool
That from his motherland,
A heart heavy
With the load of a century's oppression,
Gloriously sought for an identity
Grappled to clutch the fire of manhood
In the land of the free.
But here are only the free dead
For they too are groping for a light.

Will that sun
That greeted him from his mother's womb
Ever shine again?
Not here-
Here his hope is the shovel,
And his fulfilment resignation.

- 3 (a) what is this poem about?
(b) Explain the themes in this poem
(c) Comment on the writer's use of
(i) Imagery
(ii) Setting.
(ii) Narrative point of view
(iv) Rhetory
(d) What feeling does this poem a raise in you?

END