

P310/1
LITERATURE
IN ENGLISH
(Prose and
Poetry)
Paper 1
4 August 2023
3 hours



ENTEBBE JOINT EXAMINATION BUREAU
Uganda Advanced Certificate of Education
LITERATURE IN ENGLISH

Paper 1

3 hours

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **three** Sections **I**, **II** and **III***

*Attempt **all** questions.*

There is no need to read the whole paper first.

*Read Section **I** twice and then answer the questions*

*Do the same for Sections **II** and **III**.*

SECTION I

Read the passage and answer the questions that follow.

I am delighted to have been asked to participate in your 80th Annual Meeting. I come with no **professional credentials** in the field of health care. I come rather as a representative of approximately five million American consumers who are rather concerned with the crucial problem of how our society can best meet its health care needs. We live at a time of revolutionary change and challenge. This is indeed a time of testing for free men, for our free institutions, and for commitment to basic values of free society.

The world is in deep trouble because of the growing moral and cultural lag between **man's phenomenal progress** in the physical sciences – in the art of working with material, with machines, with things and his failure to make comparable progress in the human and social sciences, in the art of working with man. It is the growing gap created by the fantastic acceleration of man's scientific and technological know-how and his lack of comparable human and **social know-why** that feeds the deepening crisis in our world.

This is the first time in the history of man when we are capable of mastering our physical environment. This is the first time that the tools of production are adequate to satisfy man's economic and material needs and to enable us to build a just social order in which we can facilitate man's growth as a social, cultural and spiritual being.

Our basic dilemma is that we have not fully **comprehended the dimensions** of the 20th century technology revolution. More than 90 percent of all the scientists who have lived throughout the history of the world are alive today, and their creative and productive minds are **unlocking the mysteries** of the universe. We will make more technological progress in the next twenty-five years than we have made in the last 2,500 years. And so the question is to what purpose will we commit this **tremendous** and fantastic power that the new tools of science and technology will place within our grasp? Will we be able to develop new ideas, new concepts and new social inventions essential to translate technical progress into human progress? That is the central question.

The problem is not science or technology. The problem is Man, because science and technology are neutral in the affairs of man. They have no ideology, and they have no morality. We must give them a sense of human and social and moral purpose.

The basic dilemma of our modern community is that science and technology have greatly expanded man's wealth but not his wisdom. Science and technology have multiplied man's power, but not his understanding of himself, nor his sense of compassion,

nor his sense of brotherhood, nor his sense of community. These are the **essential ingredients** around which his every survival must be structured.

We continue in America to make fantastic technological progress. Spend a day at Cape Kennedy, and you come away understanding, in a remote kind of way, what lies ahead. We are making fantastic progress in the physical science the art of working with things; yet we are failing to make comparable progress in the human and social sciences – the art of working with man.

And it is this growing moral cultural gap between increasing capability in terms of scientific and technical know-how, and our failure to develop comparable human and social-why that feeds the forces of social neglect and social unrest. It is the know-why that gives meaning and purpose of the know-how.

When you look at America, despite the fact that we have **unparalleled** levels of scientific and technological capability, despite the fact that we are the richest nation in the world with a gross national product now approaching 1,000 billions of dollars, we nevertheless have failed to deal effectively with our many urgent social problems.

Our cities are in deep crisis, and no one can say with certainty that their future is assured. The advantaged in our cities call for order, and the disadvantaged cry for justice. We need to understand and we need to work together in the spirit that says that unless we have both justice and order, we shall have neither. Our schools are in deep crisis, and we are robbing millions of our children and young people of the opportunity for maximum growth and development. Our housing is in crisis, and we are having growth of slums and **urban blight** and the development of social cesspools that breed crime and delinquency. We are poisoning our air and polluting our water, and our environment is deteriorating dangerously. I share the view that we need a massive effort in America to begin to **reassert the sovereignty** of man over things in our total living environment.

There are many other urgent problems that need attention on America's agenda of unfinished business. But in my view, none is more urgent than the need for bold and realistic action to restructure our health care system so that we can begin to deal with the growing crisis in the field of health care.

(Adapted: American Medical Journal)

Question

1. Suggest a suitable title for the passage and give a reason for your suggestion. (04 marks)
2. What arguments does the writer raise in the passage? (06 marks)
3. Explain the social problems which according to the writer need to be given attention in the American society. (10 marks)

4. What does the writer mean by "it is our failure to develop comparable human and social know-why, that feeds the forces of social neglect and social unrest"? (04 marks)
5. Explain the meaning of the following words and phrases as used in the passage.
- (a) . . . Professional credentials . . .
 - (b) . . . man's phenomenal progress. . .
 - (c) . . . social know-why. . .
 - (d) . . . comprehended the dimensions. . .
 - (e) . . . unlocking the mysteries. . .
 - (f) . . . tremendous. . .
 - (g) . . . essential ingredients. . .
 - (h) . . . unparalleled. . .
 - (i) . . . urban blight..
 - (j) . . . reassert the sovereignty. . .
- (10 marks)

SECTION II

Read the passage below and answer the questions that follow.

What has gone wrong with young people today? They are undisciplined, assertive, and selfish and lacking all the restraints hitherto associated with the formative years. One does not look for a return to the Victorian era when "Children should be seen but not heard" was the order of the day but surely the pendulum has swung to the other extreme and a swing back is due before our eardrums burst.

Why should children, whose experience is so limited, be allowed to dominate so many homes? It is perhaps natural that they should monopolize the stage in the early years of infancy but one would expect them to see less of the lime-light as they begin their formal education at the age of five or thereabouts. Instead of being put more and more firmly in their place, however, they are encouraged by consenting adults to bigger and better orgies of self-expression. "What would you like for tea, darling?" "Do you want to read this morning, dear, or would you prefer to play with the sand?"

"It's rather naughty to knock Darren over but I expect you didn't mean it." Is it surprising, after years of this sort of indoctrination that the national motto of our youth when asked to do something seems to be "Why should I?"

The current craze for self-expression ought to be replaced by a good stiff dose of repression. Why do youngsters have to blazen their names all over walls and railway carriages? Does the rest of the world really care that "Liz was'ere"? Is she - and Dave and Trev and Mick - so self-centered that she can't see the visual mess she is making of the environment we all share?

Another source of irritation is the constant stream of pop music from blaring transistors. Some teenagers even seem unable

in their more serious moments to study or "concentrate" without a background of noise punctuated by inane remarks. It is sad to see that the rising generation of a once great nation has fallen so low as to be obsessed with trivia.

Of course one realizes that not every youngster indulges in football punch-ups, loud-mouthed obscenities, in vacuous graffiti. There are thousands participating in the Duke of Edinburgh's Award scheme, in social service projects of all kinds, in the numerous youth organizations. But, to use the concept of the moment, the "image" of the adolescent has never been so tarnished. And in a world that judges increasingly by appearances, it is up to the silent majority of young people to restrain to the exhibitionist minority from so flagrantly drawing attention to themselves as a means of compensating for their own inadequacy. If they don't, the pendulum may rock so violently that the clock will have to be put back a hundred years.

(Adapted: Allan Proud: English in Brief)

Questions:

1. Identify the speaker in the passage. (03 marks)
2. What is the writer's intention in the passage? (04 marks)
3. In what ways are the youth undisciplined according to the passage? (06 marks)
4. How effective is the writer's style in the passage? (15 marks)
5. Describe the tone of the writer in the passage. (05 marks)

SECTION III

Read the poem below and answer the questions that follow.

Mid-term Break

I sat all morning in the college sick bay
Counting bells knelling classes to close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying—
He had always taken funerals in his stride—
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand.

And tell me they were 'sorry for my trouble'
Whispers informed strangers I was the eldest,
Away at school, as mother held my hand

In hers and coughed and coughed out angry tearless sighs.
At ten o'clock an ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And the candles soothed the bedside; I saw him
For the first time in six weeks. Pale now,

Wearing a poppy bruise on his left temple,
He lay in the four-foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four-foot box, a foot for every year.

Seamus Heaney

Questions:

1. What is the subject matter of the poem? (10 marks)
2. Comment on the effectiveness of the poet's style in the poem. (15 marks)
3. Describe the mood of the speaker in the poem. (04 marks)
4. Explain the meaning of the following expressions as used in the poem:
 - (a) He had always taken funerals in his stride-. (02 marks)
 - (b) A four-foot box, a foot for each year. (02 marks)