

P310/1
LITERATURE
IN ENGLISH
(Prose and Poetry)
PAPER 1
July/August 2019
3 hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Advanced Certificate of Education

LITERATURE IN ENGLISH

(Prose and Poetry)

Paper 1

3 hours

INSTRUCTIONS TO CANDIDATES:

- ☒ *All sections are to be attempted.*
- ☒ *Candidates are advised to spend **70 minutes** (1hour and 10minutes) on section **I** and **55 minutes** on each of the 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**.*

SECTION 1

Read the passage below and answer the questions that follow.

Of late, the need for critical thinking skills for graduates and educators has gained momentum.

A 2016 report by the Foundation for Young Australians claims that the demand for critical thinking skills in new graduates has risen to 158 percent in three years. This data was drawn from an analysis of 4.2million online job postings from 6,000 different sources in the period 2012 - 2016.

The report found out that employers can pay a **premium** for many enterprise skills. For example, evidence of problem-solving and critical thinking skills resulted in a higher mean salary of US\$ 7,745. Presentation (US\$8,853) and digital Literacy (US & 8,648) skills appeared to be the most desired or rewarded. Being a good critical thinker is a **desirable trait** for a graduate to get a job in today's economy.

Why wouldn't it be? What business or enterprise does not want a good critical thinker? Employers have long been insisting on the importance of critical thinking skills in fresh graduates.

In 2006, a major report by a consortium of more than 400 US employers ranked: critical thinking" as the most desirable skill in new employees. It was ranked higher than skills in "innovation" and "application of informationtechnology, surprisingly, 92.1 percent regarded critical thinking as important, but 69.6% of employers regarded higher school entrants to university "deficient" in this essential skill.

But, what is critical thinking anyway? Although a concrete definition of critical thinking on which most researchers can agree **remains elusive**, common areas of overlap exist among the various definitions. Typically, it is believed to include the component skills of analyzing arguments, making inferences by using inductive or deductive reasoning or evaluating, and making decision or solving problems.

Critical thinking entails cognitive skills, or abilities, and dispositions. These can be seen as attitudes, or habits of mind, open and fair mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well-informed, and a respect for and willingness to **entertain diverse viewpoints**. Graduates possessing critical thinking dispositions, such as willingness to consider diverse perspectives, may make better collaborations, and opportunities for collaboration may promote higher-order thinking.

Finally, to critically evaluate intellectual products, critical thinking requires the open-mindedness and flexibility that is characteristic of creative thinking.

Universities claim that they impart critical thinking to students as a "graduate attribute". However, what is the evidence for this assumption? Has any university pre-tested for critical thinking skills at admission, and post tested upon completion of degree to assess gains? Not that I know of. Is this so because universities would be worried about what the results might indicate?

Some **pessimistic academics** have countered that universities promote precisely the opposite of critical thinking, a culture of uncritical left-wing convention, a prevailing attitude that takes the form of cultural approach or milieu within the sector and which largely goes unchallenged. To

counter these trends, a group of politically diverse scholars **agitate** for the importance of teaching students on how – not what – to think.

Fortunately, many critical thinking researchers maintain that critical thinking skills and abilities can be taught. Halpern, an American psychologist and author of *Teaching Critical Thinking for Transfer Across Domains: Dispositions, Skills, Structure Training, and Metacognitive Monitoring*, offers evidence of two instructional programmes aimed at improving the abilities of university students.

In studies, he conducted, one set of students who were taught general problem solving skills improved on Piagetian-inspired measures of cognitive development. In the other study, university students instructed in a specific type of problem-solving strategy involving critical thinking produced mental maths representations that were more like those of experts than of novices.

The important thing is that critical thinking does need to be taught, and universities need to ensure graduates emerge from university good at it. One thing is certain: beyond **vague pronouncements** and including "critical thinking" among nebulous lists of unmet or hoped for graduate attributes, universities should be paying more attention to critical thinking and doing a lot more to cultivate it.

(Source: Adapted from the Internet).

Questions

- (a) (i) Suggest a suitable title for the passage. (02 marks)
- (ii) Why is critical thinking important in today's economy? (04 marks)
- (b) Discuss with evidence from the passage, the characteristics of critical thinking. (07 marks)
- (c) How does a graduate with critical thinking skills differ from one without them? (04 marks)
- (d) (i) What is the main criticism of University education today, according to the passage? (03 marks)
- (ii) According to the passage, how can critical thinking be integrated into university education? (04 marks)
- (e) What do the following expressions mean in the context of the passage?
- (i) ... Premium...
 - (ii) ... desirable trait...
 - (iii) ... deficient in this essential skill.
 - (iv) ... remains elusive...
 - (v) ... entertain diverse view points
 - (vi) ... pessimistic academics...
 - (vii) ... agitate..
 - (viii) Novices...
 - (ix) ... vague pronouncements.
 - (x) Cultivate it. (10 marks)

SECTION II

2. Read the passage below and answer the questions after it.

MARRYING ABSURD

To be married in Las Vegas, Clark County, Nevada a bride must swear that she is eighteen or has parental permission and a bridegroom that he is twenty one or has parental permission. Someone must put up five dollars for the license. (On Sundays and holidays, fifteen dollars. The clerk County Courthouse issues marriage licenses at any time of the day or night except between noon and one in the afternoon, between eight and nine in the evening, and between four and five in the morning) Nothing else is required. The State of Nevada, alone among these United States, demands neither a premarital blood test nor a waiting period before or after the issuance of a marriage license. Driving in across the Mojave from Los Angeles, one sees the signs way out on the desert, looming up from that moonscape of rattlesnakes and mesquite, even before the Las Vegas lights appear like a mirage on the horizon "GETTING MARRIED? Free License Information First Strip Exit."

"Perhaps the Las Vegas wedding industry achieved its peak operational efficiency between 9.00 p.m. and midnight of August 26, 1965, an otherwise unremarkable Thursday which happened to be by President order, the last day on which anyone could improve his draft status merely by getting married. One hundred and seventy-one couples were pronounced man and wife in the name of Clark County and the State of Nevada that night, sixty-seven of them by a single justice of the peace, Mr. James A. Brennan. Mr. Brennan did one wedding at the Dunes and the other sixty six in his office, and charged each couple eight dollars. One bride lent her veil to six others. "I got it down from five to three minutes." Mr. Brennan said later of his feat. "I could've married them *en masse*, but they are people not cattle. People expect more when they get married."

What people who get married in Las Vegas actually do expect-what, in the largest sense, their "expectations" are - strikes one as a curious and self-contradictory business. Las Vegas is the most extreme and allegorical of American settlements, bizarre and beautiful in its venality and in its devotion to immediate gratification, a place the tone of which is set by mobsters and call girls and ladies room attendants with amyl nitrite poppers in their uniform pockets. Almost everyone notes that there is no "time" in Las Vegas, no night and no day and no past and no future (no Las Vegas casino, however, has taken the obliteration of the ordinary time sense quite so far as Harold's Club in Reno, which for a while issued, at odd intervals in the day and night, mimeographed "bulletins" carrying news from the world outside): neither is there any logical sense of where one is. One is standing on a highway in the middle of a vast hostile desert looking at an eighty foot sign which blinks "STARTDUST" or "CAESAR'S PALANCE." Yes, but what does that explain? This geographical implausibility reinforces the sense that what happens there has no connection with "real" life: Nevada cities like Reno and Carson are ranch towns. Western towns, places behind which there is some historical imperative. But Las Vegas seems to exist only in the eye of the beholder. All of which makes it an extraordinarily stimulating and interesting place, but, an odd one In which to want to wear a candlelight satin Priscilla of Boston wedding dress with Chantilly lace insets, tapered sleeves and a detachable modified train.

And yet the Las Vegas wedding business seems to appeal to precisely that impulse. "Sincere and Dignified since 1954" one wedding chapel advertises. There are nineteen such wedding chapels in Las Vegas intensively competitive each offering better, faster, and, by implication, more sincere services than the next: Our Photos Best Anywhere. Your Wedding on a Phonograph Record. Candlelight with Your Ceremony. Honeymoon Accommodations. Free transportation from Your Motel to Courthouse to Chapel and Return to Motel, Religious or Civil Ceremonies. Dressing Rooms, Flowers, Rings, Announcements, Witnesses Available, and Ample Parking All of those services, like most others in Las Vegas (sauna baths, payroll check) cashing, chinchilla coats for sale or rent) are offered twenty four hours a day, seven days a week, presumably on the premise that marriage, like craps is a game to be played when the table seems hot.

Questions

- a) What is the passage about? (06 marks)
- b) Describe the narrator's attitude towards marriage in Las Vegas. (06 marks)
- c) What techniques does the writer use to bring out his message? (12 marks)
- d) Do you find the passage humorous? Give reasons for your answer. (06 marks)
- e) Describe the tone of the passage (03 marks)

SECTION III

3. Read the poem below and answer the questions after it:

ARGUMENT WITH GOD

My child was struggling for life in hospital,
 And I worried, tense and tired,
 Sat in silent prayer,
 In violent silence arguing with my God.
 God, I said,
 Why do you allow him to suffer so?
 Why him all the time?
 Why?

God was silent!
 Not a word from him,
 Not a word!

May be I thought,
 God is angry with me.
 I'll appease my God.
 I'll promise to be good,
 Try and be good at least,
 Surely God would respond.
 God, I pleaded,
 Please, God,
 To be good is hard,

But I'll try.
 But
 My child must live,
 Live free from pain:
 God,
 You know how I love him, don't you?
 Don't you? Don't you? DON'T YOU?
 But,
 God was dumb
 Like my child.

Then I said to myself,
 God is just,
 I'll appeal for justice,
 He cannot deny me justice.
 God I called,
 Though you are silent,
 I am sure you hear me,

Be fair, be just,
 Let him live strong and happy.
 Then

I was on the wall
 A cockroach pregnant with egg,
 In the loins of labour,
 Bringing forth new life.
 I snatched a newspaper,
 And hit the cockroach.
 It fell on its back,
 Struggling for life,
 And I crushed it,
 With the heel of my shoe.

All the time I was praying,
 Violently pleading for life,
 The life of my child.

(By Henry Barlow)

Questions

- (a) What is the poem about? (05 marks)
- (b) Comment on the effective use of irony in this poem. (07 marks)
- (c) (i) Describe the effectiveness of four other poetic devices employed in the poem. (12 marks)
- (ii) Comment on the tone used in the poem. (04 marks)
- (d) Discuss the poet's intention as shown in the poem. (05 marks)

END