

P310/T
LITERATURE
IN ENGLISH
(Prose and Poetry)
PAPER 1
July/August 2024
3 hours



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WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Advanced Certificate of Education

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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 (1 hour and 10 minutes) 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

1. Read the passage below and answer the questions after it:

When Queen Victoria announced to her Prime Minister that she had resolved to marry, Lord Melbourne replied, with paternal **solicitude**: 'Your Majesty will be much more comfortable, for a woman cannot stand alone for any time, for whatever position she may be.'

This was in the autumn of 1839, and the previous six months had probably been to the young Queen the most unhappy which she had ever experienced, owing to the strifes and jealousies of the two great political parties in the country. The atmosphere of **reserve** in which Her Majesty was compelled to live was very unnatural for a young girl, and oppressive to one of her open, candid disposition. Often, she must have longed for the companionship of one with whom she could be herself, unrestricted by regal considerations. The happy change which her marriage **wrought** in her isolated position is thus expressed by the Queen: 'we must all have trials and vexations; but if one's home is happy, then the rest is comparatively nothing ... My happiness at home, the love of my husband, his kindness, his advice, his support, and his company make up for all.'

There were many suitors for the hand of the fair occupant of the greatest throne in the world, among them the Prince of Orange; and it is a curious coincidence that a former Prince of Orange came a-wooing to the Princess Charlotte. After the period of indecision, that royal lady dismissed her suitor **peremptorily**, not, however, without going to a window to take a last look at him as he mounted his horse, which caused the ladies-in-waiting to think that the princess was about to relent, but when, after gazing intently at his retreating figure, clad in a scarlet uniform **surmounted** by a hat with nodding green plumes, she exclaimed, 'How like a radish he looks!' it was felt that his fate was finally settled. There are not any stories about Queen Victoria either receiving or dismissing suitors, the proposals for her hand being made officially and rejected in the same manner. The one love episode of her life was with her cousin, Prince Albert, second son of the reigning Duke of Saxe-Coburg-Gotha, and all the world knows of its happy fulfilment.

When a small boy, Prince Albert was often promised by his nurse, as a reward for good behaviour, that he should marry his cousin, the Princess Victoria. Such a union had been designed by fond relatives when the children were yet in their cradles, and became the darling hope of Grandmamma of Coburg and uncle Leopold, and was favoured by the Queen's mother, the Duchess of Kent, though it was by no means popular with King William IV and the royal Dukes. A visit was paid by Prince Albert to the Duchess of Kent, at Kensington Palace, in 1836, and he then made a favourable impression upon the Princess Victoria. The cousins rode, sung, played, and walked together and enjoyed **each other's society** after the usual manner of a youth and maiden at the impressionable age of seventeen. We heard of little love tokens exchanged, but he is not generally known that a ring - a small enamel with a tiny diamond in the center was given by the Prince to his pretty cousin during this visit. This early gift from her lover has always been worn by the Queen, together with her engagement-ring, a beautiful emerald serpent, above her wedding day. One of her ladies tell a story that, when a sculptor was modelling Her Majesty's hand, she in an agony lest the ring should come off with the plaster, which she could have regarded as a bad omen.

After the return of the Prince to Germany, letters occasionally passed between him and the Princess Victoria; but after her accession to the throne even when these cousinly **epistles** Prince Albert should take place, the young Queen said she wished the affair to be considered broken off, and that for four years she could not think of marriage. Not that her feelings towards the Prince had really changed, for Her Majesty says that, 'from her girlhood, she had never thought of marrying anyone else'. It was the Prince's youth which stood in her way. Girl though she was, the Queen had plenty of sound common sense, and she shrewdly suspected

that, though the people were romantically loyal to a young maiden, their lawful sovereign, they might not be very enthusiastic about a consort who was only a youth of eighteen.⁵⁰ Moreover, the Queen had her part to learn, for she had determined to be ruling monarch, and it seemed better that she should be **unfettered** by new ties during her apprenticeship in statecraft. In short, Her Majesty found queenhood enough for the present, without the addition of wifehood and motherhood.

But when, in after years, she realized the burden of a crown, and the value of the wise head⁵⁵ beside her own, and the comfort of a loving husband's help, she greatly regretted that her marriage had not taken place earlier, and with characteristic **candour** Her Majesty has expressed the indignation which she feels against herself at having kept the Prince waiting. The excuse which the Queen makes is that the sudden change from the secluded life at Kensington to the independence of her position as Queen Regnant, at the age of eighteen,⁶⁰ put all ideas of marriage out of her mind. 'A worse school for a young girl,' she adds, 'or one more **detrimental** to all-natural feelings and affections, cannot well be imagined, than the position of a queen at eighteen, without experience and without a husband to guide and support her. This the queen can state from painful experience, and she thanks God that none of her daughters are exposed to such danger.' ...⁶⁵

(Source: *Historical Romance Stories* (1980), pp. 344-346, Sarah A. Tooley)

Questions

- (a) Give the passage a suitable title. (02 marks)
- (b)
 - (i) Why, does Melbourne think that 'a woman cannot stand alone for any time, for whatever position she may be'? (04 marks)
 - (ii) Why was the Queen compelled to find a partner for herself according to the passage? (08 marks)
 - (iii) What is the meaning of the phrase, "it is a curious coincidence that a former Prince of Orange came a-wooing to the Princess Charlotte". (02 marks)
- (c) What evidence from the passage can affirm that the relationship between Prince Albert and Queen Victoria had been designed right from childhood? (08 marks)
- (d) Explain the meaning of the following words and expressions as used in the context of the passage (10 marks)
 - (i) solicitude (line 2)
 - (ii) reserve (line 6)
 - (iii) wrought (line 10)
 - (iv) peremptorily (line 17)
 - (v) surmounted (line 20)
 - (vi) each other's society (line 33)
 - (vii) epistles (line 42)
 - (viii) unfettered (line 52)
 - (ix) candour (line 57)
 - (x) detrimental (line 62)

Turn Over

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

SECTION II

TAKE IT OR LEAVE IT

October and November have been good months for the education sectors. Astonishing feats of disciplinary actions have been accomplished by men and women who run some of our schools. Hardly a week passes by before we read in the press that yet another brat has been soundly thrashed by a teacher who is trying his or her utmost to shape a new generation of Ugandans. As a professional teacher myself, I have nothing but admiration for this kind of commitment. I would like to suggest that the Ministry of Education creates various categories of medals to be awarded annually for meritorious service.

In October alone, the Monitor Newspaper reported at least two instances of disciplinary excellence. The issue of October 9th has a story headlined, [killer headmaster breaks student's back] Good man!! It so happens that Mr. Joseph Mbuga Kiberu, a head teacher of Light Academy Bulenga, had a couple of days earlier merely caressed young David Mukwaya's back with a hoe handle to remind him that he owed the Academy a whopping shillings fifty thousand. Somehow the boy's spine snapped. Two months earlier, the same headmaster had massaged a young girl with his fist and boots until she had gone to sleep or into coma, as the press chose to put it. Her crime was to refuse to divulge the names of the girls who had allegedly sneaked out of the school to attend a disco. Mr. Kiberu deserves a medal of a Rungu (club) class one.

A few days after the above drama, the Monitor of October 30th had another delectable headline: "Teacher canes girls to coma." This time the setting was Nandere Girl's Primary school, Bombo where one Nakagwa, sixteen, decided to report to class late after the morning break. What did she expect? The good teacher touched her and there and Bingo! Like her counterparts at Bulenga, she fell asleep! The teacher in question should get a medal of KIBOKO (whip) class one. Even Mike Tyson at his peak knocked them out but did not put them to sleep.

Hold it. It becomes more exciting. Comprehensive Girl's High School took this business a notch higher. "Kampala School Strips, batters, students suspended for being late for prep," Claimed students were frequently forced to strip before receiving corporal punishment. "They forced us to strip before caning us." Wow! I wonder what kind of canes Comprehensive Girl's Teachers use. But guess you have to look at it from their view point before passing judgment.

Some of these kids who flaunt generous backsides quite often owe their stunning figures to their tailors who stitch in a lot of foam padding to the site of their undies. This ensures that even flat-bottomed girl's spot a full figure that the friction that accrues from hard classroom benches does not affect the texture of the said butts. But above all the cushion acts as a shock absorber in the event of corporal punishments. The teacher who uncovered this diabolical trick should of course, be decorated with a medal of the order of MATAKO third class.

The one that really made me hit the roof was "Entebbe School makes Girls, Boys sleep in one bed," (The Monitor November 6th). A Korean business man, one Mr. Hang has opened and apparently registered a "school" at Namulanda. Nothing unusual in that, considering that we live in an age of privatization and foreign investors are particularly encouraged to dig into Uganda's unlimited economic potential.

What is a little startling is that Mr. Hang, despite (perhaps because of) the fees levied, feeds his students on a mug of sugarless porridge for lunch and the inevitable posho and beans for supper.

But it is in the area of accommodation that this man's ingenuity really becomes apparent. Some students sleep on the floor, and why not? Even Prof. Ssali of Mariandina fame will readily concede that this is good for the spine. The other students share what few beds there are, strictly on the principle that like magnetic poles repel while opposite poles attract. IPSO facto, boys can only pair up with the opposite sex. I understand the proprietor is a fine teacher of physics.

I know some moralists are going to go far (my scalp) but Mr. Hang (whose name should have been hanged if the concerned authorities had done their duty) deserves to be decorated with the medal of the order of Crested Towers Class One. Where else in this fair country can you find a conventional school that provides residential training for students who will become job-creators rather than job-seekers on completion of their courses? I asked one girl named Madonna (not real name) what she hoped to do after school. "I don't plan to do."

"What on earth do you mean?" I ventured. "Don't be daft?" Yes of course. I dug it. But I wondered if the market wasn't shrinking. So I asked if she was prepared for stiff competition. "I am used to stiff competition. I have faced stiff competition every single night during my years at Namulanda".

When I caught up with Mr. Hang at his Namulanda office which had a bed instead of a desk, he was very testy. I said, "I put it to you, Mr. Hang, that you are running a sexual supermarket rather than a school." For a moment he bristled either speechless anger. Finally he blurted, "You cannot put it on me, son, if that is the case, I will also put it to you!" I fled.

And if teachers don't pound school children with rungs, who is going to do so? Mind you, a good thrashing not only improves sleep patterns as we have seen above, but it also enhances better blood circulation and hearing ability. Even the very posture of students improves, usually forever. Accidents will, of course, occur from time to time. Occasionally a kid may lose an eye, a tooth or even kick the proverbial bucket. But occupational hazards are not the monopoly of the education department. This, no doubt, is why various P.T.A's in diverse schools have voted to retain corporal punishment.

(Adapted from "The Monitor Newspaper, Nov, 17th 1996 in the column, "Take it or leave it" by Austine Ejiet)

Questions

- (a) What is the passage about? (06 marks)
- (b) (i) Explain the writer's effective use of satire in the passage. (06 marks)
(ii) What do the different medals suggested for specific teachers symbolize? (06 marks)
- (c) What feelings does the passage arouse in you? (06 marks)
- (d) Examine the other aspects of style used in the passage. (09 marks)

Turn Over

SECTION III

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

Nature's Orchestra

The branches of the tress nod in unison
As the trees huws softly
In rhythms to the rattling leaves.

The flags stand to attention
And wave with as much dignity
As they can muster

Then the invisible conductor gives the command
The dust swirls into action
And dances the "twisty"
Round up, round down
Side to side, side to side.

Pieces of rubbish strewn by the roadside
Cannot resist the dance
As they fly higher and higher
In the gust of wind.

The trees groan and creak in crescendo
As they try the "paka chini" dance.

The clouds rapidly gather
Followed closely by their notorious siblings.

At the signal of the invisible conductor
Lighting shows itself off
With flashes in the sky
Like the blinking lights on the Christmas tree.

A prelude to the mighty drummer

Like a classical music piece
The soft murmur of the drums
Rumbles to a crescendo
And climaxes a thunderous roar!

Then drip and tap, drip and tap *crescendo*
Then the larger drips and faster painful taps!
And finally, the heavenly floodgates are opened
And the pounding rain joins in the charms

The perched earth opens up

To the greedily soak in the music
From nature's harmonious orchestra.

The invisible conductor gives the final command
And the music comes to a slow serene stop.

Jane Okot PBifek Langoya (Uganda).

Questions

tense

- (a) What is the subject matter of the poem? (06 marks)
- (b) Give the meaning of the following lines as used in the poem? (06 marks)
- (i) Then the invisible conductor gives the command.
 - (ii) The trees groan and creak in crescendo.
 - (iii) The clouds rapidly gather followed closely by their notorious siblings.
- (c) What emotions does the poem evoke in you after reading it? (06 marks)
- (d) (i) Describe the poet's effective use of personification in the poem. (06 marks)
- (ii) How effective are the other poetic devices used in the poem? (09 marks)

END