**LITERATURE**

**PAPER ONE**

**(PROSE AND POETRY)**

**JULY/ AUGUST 2023**

**3HOURS**



**UGANDA ADVANCED CERTIFICATE OF EDUCATION**

**MOCK EXAMINATIONS 2023**

**LITERATURE IN ENGLISH**

**PAPER ONE**

**(PROSE AND POETRY)**

**3HOURS**

**INSTRUCTIONS TO CANDIDATES:**

* ***This paper consists of three sections, I,II, and III***
* ***Candidates must answer all the questions.***
* ***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***

**SECTION I**

1. **Read the following passage 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 Australia and claims that the demand for critical thinking skills in new graduates has risen to 158% in three years. This data was drawn from an analysis of 4.2million on-line job postings from 6,000 different sources in the period 2021-2016.

The report found out that employers can pay a premium for many enterprise skills e.g. evidence of problem solving and critical thinking skill resulted in a higher mean salary of US dollars 7745

Presentation (US $8853) and digital literacy (US $8648) skills appeared to be the most desired of 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 in fresh graduates.

In 2006, a major report by a consortium of more than 400 US employers ranked: “critical thinking” as the most desired skill in new employees. It was ranked higher than skills in “innovation” an “application of information technology”, 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 decisions 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, or propensity to seek a reason, a desire to be well-informed, and a respect for and willingness to **entertain diverse view points.** Graduatespossessing critical thinking dispositions, such as willingness to consider diverse perspectives, may take better collaborations, and opportunities for collaborations 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 impact critical thinking to students as a “graduate attribute”. However, what is the evidence of 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 may 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 programs aimed at improving the abilities of university students.

In studies, he conducted, one set of students who were taught general 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 doesnot 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**

1. (i) Suggest a suitable title for the passage (02 marks)

(ii) Why is critical thinking important in today’s economy?(04 marks)

1. Discuss with evidence from the passage, the characteristics of critical thinking.(07 marks)
2. How does a graduate with critical thinking skills differ from one without them?(04 marks)
3. (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)

1. What do the following expressions mean in the context of the passage?
2. …..Premium…..
3. …..desirable trait…
4. …..deficient in this essential skill.
5. ….remains elusive…
6. ….entertain diverse view points
7. …..pessimistic academics…..
8. ….agitate…
9. …..novices….
10. …..vague pronouncements
11. Cultivate it. (10 marks)

**SECTION II**

To be married in las vegas , dark county, Nevada a bride must swear that she is eighteen or has parental permission and a bride groom 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 effiency 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 Brennnan. Mr. Brennan did on 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 top 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 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 on is. One is standing on a high way 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 eyes 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:**

1. What is the passage about? (06 marks)
2. Discuss the narrator’s attitude towards marriage in las vegas. (06 marks)
3. What techniques does the writer use to bring out his message. (12 marks)
4. Do you find the passage humorous? Give reasons for your answer (06 marks)
5. Describe the tone of the passage (03 marks)

**SECTION III**

**I AM BLACK AND BEAUTIFUL**

It is a fact not a fib,

That my radiant eyes

Melted your solid heart

And my infectious grin,

I am neither frail nor fragile,

Bearing bouncing babies

Nursing and nurturing them,

Confounding the world with awe,

Since the days of Adam and Eve.

I am your spouse not slave,

With a body and soul

Flesh and blood

Mind and conscience,

Rights and privileges.

I am your darling not donkey,

To plough and sow

To weed and reap

To market the crop

Yet forfeit the proceeds.

I am your partner not prisoner,

To mop your house

To grind the grain

To fry your food,

Yet sleep in the cold

On an empty stomach!

I am a victor not victim

Of your male chauvinistic stance

Liberated not hibernated

Into a world of equality

Freer than a fugitive

Oh, I am black and beautiful!

**Turyatemba James**

**Questions:**

1. What is the poem about? (8 marks)
2. Describe the character of the speaker in the poem (4marks)
3. What stylistic aspects have been employed in the poem? Show the effect? (15 marks)
4. a) Describe the tone in the poem (3 marks)
5. What is the intention of the poet? (3 marks)

**MARKING GUIDES**

1. -IMPORTANCE OF CRITICAL THINKING

-UNIVERSITIES SHOULD TEACH CRITICAL THINKING

-CRITICAL THINKING NEEDS TO BE CULTIVATED IN GRADUATES

-USE/ SIGNIFICANCE OF CRITICAL THINKING

(ii)-Making better collaborations for higher –order thinking.

-It is a desirable trait for job seekers because employers want people that can use deductive and inductive reasons.

-Important for analyzing arguments.

-For making decisions.

-For problem solving.

1. Cognitive skills/ abilities and dispositions

-Open and fair mindedness

-Inquisitiveness

-Flexibility

-Propensity to seek reason

-Desire to be well informed

-Respect for and willingness to entertain diverse view points

-Attitudes or habits of muit.

1. The one with critical thinking will be a better collaborator to work and be good at problem solving and decision making unlike the one without

Those without critical thinking skills and use cultural approaches instead of critical thinking.

1. (i) -Universities teach their students what to think and not how to think uncritical and left winged believing in social milieu

-Universities claim to import critical thinking skills to students as a graduate attribute. However, there seems to be no evidence for this assumption since has protested for critical thinking skills at a division and post-tested upon completion of degree course to access gains through general problem solving skills having specific problem solving strategies as well as critical thinking

-Pretest before a division and post test after degree cause.

1. i) Large amount of money / reward / value/ prize.

ii) Important or useful characteristic/ valuable/ acceptance /worthy quality/like .

iii) Have no knowledge or lack critical thinking/lacking in /short of.

iv) Not easily understood/ unclear /doubtable/ difficult in this important quality

v) Respect other people’s opinions.

vi) Be open minded and liberal accept others opinions

vii) Negative critics

viii) Ask for /demand/ advocate for/ advise that / push for

ix) Amateurs /inexperienced /earner / beginner

x) Unclear declarations / statements

xi) Promote/ nurture it /encourage it

**SECTION II**

The passage is about the aspect of marriage in a city called las vegas in America. Marriage bureaus crop up every minute and advertise themselves in a bid to make money. Marriage is taken unseriously because bureaus want to make money and probably those getting married are drunk. The requirements for marriage too are not stringent and like the town itself, there is no time for proper arrangement, people just marry as if it’s a game.

Attitude is generally negative

Disgusted- with the way marriage is carried out in las vegas

Contemptuous- of las vegas attitude towards marriage

Reproachful/ funny/ cavic/ humorous- about timings of marriage and advertisements for the services offered during weddings

Satirical- about the marriage institution in las vegas

“Marrying absurd”

Title: -gives an insight into the content of the passage

Irony: -advertising marriage and commercializing it and to set rising the marriage institution.

Capitalization- eg getting married –to capture attention and for the emphasis

Humour: giving you everything you need for the marriage to show how the marriage institution in las vegas is abused

Omniscient narrator:- to give specific information eg “like craps is a game to be played when the table seems hot”

Description: gives a clear gesture of what we are reading of vegas comfy.

Candidates should sight a device, give an example from the narrative and explain its total effect/ significance in the meaning got from the text

-brackets- for elaboration information

-quotation marks- to capture, mention and emphasis

-flash backs

-bolding

- rhetorical question

-sentence structure ie long and short sentences

- hyper bole

-semites

Yes-simple English /diction

Its commercialized(marriage) many marriage bureaus competing

Availability of all things to get married

Lack of blood test before instant marriage

Las vegas a city of marriage

How cheap marriage is(6 dollars)

Marriages contracted any hour of the day or night

Persuasive advertisements that make one think marriage is a game

No preparation time/ rushed marriage contracts

Sarcastic / ironic/ Mockery /Tonic of sarcasm / mocking

Humorous/ Tone of humour

Matter of fact / Realistic/ sincere

Critical

Contemptuous

**SECTION III**

In the poem, the speaker ( a black woman) complains about the inhuman treatment of her husband. She is treated as a slave, overworked and starved. She therefore , asserts her rights of freedom and equality as a human being. She expects and demands to be respected and recognized as beautiful and valuable. She also demands that her worth as a mother be given special recognition / consideration.The poem attacks domination of women by men / male chauvinism .

The speaker is :

Assertive because she demands for justice / fairness

Courageous / bold / confident . She openly protests her mistreatment without any fear of reprisal.

Proud of herself . She proclaims , “I am black and beautiful ‘’

Intelligent / objective/ realistic / critical / open minded / liberal. She challenges the treatment of women as second class citizens in a conservative, male – dominated society.

A progressive woman. She advocates for modern views that support the emancipation of women.

Hardworking and productive. She is portrayed as ever busy with house chores, gardening nursing and nurturing children.

Charming. Her captivating eyes and smiles are irresistible.

The title, “I am black and beautiful” is used to arouse curiosity/ draw attention/ point to the subject matter/ sum up the subject matter.

The use of capitalization in the title is to emphasize/ highlight/draw attention of the reader to the poem.

Repetition of “I am” is to show assertiveness of the speaker. It is also used for emphasis.

Run-on lines/enjambment,for example the sixth stanza. This sis meant for continuity of ideas and spontaneous/ free flow of ideas/ thoughts and emotions.

End-stopped/ caesura lines have also been used for example in the second stanza. These are mean to create a slow rhythm in the poem and also create suspense.

The poem uses free verse. The entire poem is irregular this is to allow free flow of ideas and emotions in the poem

There is also use of first person speaker in the poem. For example, “I am…” this is used to express personal experiences of the speaker about the subject matter.

Visual imagery has also been used, for example, ‘radiant eyes,’ ‘infectious grin’, ‘black and beautiful’. These paint a vivid mental picture of the woman’s charm.

Simple English has also been used in the poem. The entire poem is in plain and simple language. This makes the speaker’s message easily understood by the readers.

The writer has used appropriate diction in the poem. Words like, ‘rights’, ‘privileges’ ‘equality’ ‘chauvinism’ ‘liberation’ are suitable for matters to do with civil rights and struggle for emancipation.

The tone of voice of the speaker in the poem is

Assertive/ bold/ confident/ aggressive

Proud/ self assured

Matter-of-fact/ objective/ straight-forward/ sincere

Triumphant

Defiant

Passionate

Critical

Serious

The poet’s intention is to:

Criticize/ attack the evil of domination of women by men

Fight and advocate for equality, justice and emancipation of women from male chauvinism

END