**MARKING GUIDE**

**Uganda Advanced Certificate of Education**

LITERATURE IN ENGLISH

(Prose and Poetry)

**Paper 1**

3 hours

# **SECTION I : ADVANCED COMPREHENSION**

1. ***Suitable title***

* *Solving the Beggary problem*
* *A proposal to curb Beggary*
* *How to solve the inhumanity in Dublin*

*Consider any other titles close to the above*

* *The writer intends to ridicule / satirise the government / authority at Dublin for its failure plan for the low class citizens*
* *The write intends to expose the glaring levels of immorality triggered off by poverty (few of the children are a result of marriage)*
* *The writer sets out to attack the selfish act of social / class stratification in society*
* *The writer sets out to scorn deprivation especially of the low class people of Dublin*
* *He also sets out to share experience with the rest of the world on the demeaning life style of the poor in society*

***Any 4 x 2***

* *Look out for evidence of such views*

***(c)***

* *The writer explores the deplorable condition under which the poor of Dublin city live. Unemployment and poverty has resulted into gross beggary. Authority has failed to curb poverty, hunger, unemployment, class stratification and all expoitation*
* *To this he sardonically / sarcastically attacks such greed among the well off / rich through exaggerating that the young ones would be their supplementary meal*
* *In this biting satire, the author notes that the rich enslave the poor and others are volunteers into exile due to hardships*

***Mark as a whole (8 x 1 )***

***(d)***

* *Writer’s attitude towards the situation directly relating to landlords / kingdom authority*
* *He nurses;*

*Contempt, disdain, detest, detachment, hatred, criticism because of their lack of emotional texture and their inhuman treatment of the poor towards the suffereing of the people generally*

* *Disgusted, indignant, ribald, sneering*
* *Pitiful / empathetic / compassionate / sad due to the situation that the low class / poor find themselves into.*

***6 x 1 = 6 marks***

*(e)*

1. *Aims means aid / relief / support / food / charity / money / help*
2. *Prodigious – big / out of hand / abnormal / large / unimaginable / unmanageable / sky – rocketing*
3. *Lawful occupation of begging – acceptable profession of seeking help / charity / legal job of pauperism*
4. *Probationers – Amateurs / learners / trainees / inexpert / unskilled*
5. *Acquaintance – Friend / mate / colleague / associate*
6. *Render them plump – make them fatty / enable them gain weight / flesh*
7. *Tolerably nursed – fairly fed / acceptably cared for / looked after*
8. *Pepish infants – catholic children / low placed childen / poor peoples’ childen*
9. *Collateral advantage – additional importance / supplementary significance / joint good*
10. *Repine – wave / lament / refuse / reject / gumbling / hesitate*

***1 mark @***

**SECTION II : STYLE**

1. *What impression has the writer created of the black community?*

* *They are discriminated against. They are not Americans yet unlike everything from Europe*
* *They are marginalized; not eating what’s on the plate*
* *They are victims of the system; “Americanism and democracy”.*
* *They are disillusioned; rather than being the “American dream” they see the “American night mare”.*
* *They are on an important block that can determine trends in America.*

***Any 3 x 2 = 6 marks***

***One for point and another for illustration***

1. *What arguments does the writer make in the passage?*

* *The blacks are not yet considered Americans but are discriminated because all whites from Europe automatically become American unlike blacks who were ever born in America.*
* *You cannot call yourself a dinner because you are on the table, unless you eat of what’s on the table so blacks do not benefit from the American system.*
* *Blacks have become an import mass in America and can determine the trends in America with their vote. (block vote)*

1. *Comment on the mood of the narrator in the passage (5 marks)*

* *He is angry or bitter or hostile*
* *He is reflective or contemplative*
* *He is melancholic or sad / dull*
* *Optimistic / disappointed*
* *Scornful of the administration*
* *Disgusted by the process and system*

***Any 5 x 1***

1. *How does the writer brought out his intended message in the passage?*

|  |  |  |
| --- | --- | --- |
| ***aspect*** | ***Illustration*** | ***Effect*** |
| * *Parallel statements* * *Irony* * *Companion* * *Slang or informal word* * *Hyperbole* * *Vivid description* * *1st person narration* * *Argument* * *Facts and figures* * *Repetition* * *Allusion* * *Parallism* * *Apostrople* * *Short sentences* * *Buying sentences* * *Personification* * *Political / register* | * *I am not a .....* * *He says he isn’t American.* * *Blacks and honkies* * *Honkes* * *Everything that lives out of Europe* * *Blue – eyed thing* * *I am not* * *If blacks wake up; with their block vote...* * *22 million victims* * *22 million victims* * *Political or historical facts (presidents)* * *American dreams vs American nightmares* * *I am .... speaking to you as an.......* * *Their eyes are coming open* * *I’am one of the 22 million ....disguised hypocrisy* * *Dumb vote, ignorant vote etc* * *Patriot, flag – shier etc* | * *Emphasis* * *Discrimination* * *Segregation and unfaireness* * *Anger and disgust* * *Segregation* * *Personal feelings and opinion* * *To arouse action; political awareness* * *Persuade* * *Emphasis* * *Persuade* * *Satirise* * *Persuade* * *Emphasis* * *Detailed or elaborate account or explanation* * *Political awareness* |

1. *What feelings does the passage arouse in you?*

* *Sympathy or pity*
* *Empathy*
* *Disgust*
* *Disappointment*
* *Anger*

***Any 4 x 1 = 4 marks***

**SECTION III : POETRY**

**DEATH IN THE DAWN**

***Questions***

1. *Who is the persona in the poem? (02 marks)*

*First person speaker, reflected by the use of “I”*

1. *Describe the themes developed in the poem? (06 marks)* 
   * 1. *Death = The cockeres, a freshly dead man the earth worm. These develop the theme of death*
     2. *Technological progress or* ***enhancement***

* *The motor vehicles = driving to lass motor accident and last statement silenced in the startled long of your invention* 
  + 1. *Fate*

*The death of the cockerel is faile*

*The motor accident determines the end of the dead man*

*Limited control over progress*

* + 1. *Fear and uncertainty*
    2. *Misfortune*

*Any 3 x 2 = 6 marks*

1. *What is the writer’s mood? (04 marks)*

* *Sorrowful*
* *Sympathetic*
* *Concern*
* *Sad*
* *Lamentative*
* *Tense*
* *Gloomy*
* *Critical of progress*
* *Melancholy*
* *Despair*
* *Mournful*
* *Broken – heartedness*
* *Misery*
* *Desolation*
* *Etc*

*Any 4 x 1 = 4 marks*

1. *Comment on the writer’s use of Form and Structure. (09 marks)*

*Form and structure*

|  |  |  |
| --- | --- | --- |
| *Device* | *Evidence / example* | *effectiveness* |
| *Title* | *Death in the dawn* | *Curiosity* |
| *Short lines* | *Came across a motor accident* | *Emphasis* |
| *Long lines* | *Dusk and smashed itself against my wind screen* | *Details* |
| *Short stanza* | *The last one* | *Emphasis* |
| *Run – on lines / enjambment* | *Travellers, you must set out at dawn* | *Continuity / continuous flow of ideas* |
| *Repetition* | *Traveller* | *Emphasis* |
| *Dash* | *Your invention – is the mocked grimace* | *Additional information* |
| *Ellipsis* | *The wrathful wings of man’s progression* | *Suspence* |
| *Free verse* | *Entire poem* | *Spontaneous flow of ideas / unrestricted or free flow* |
| *Consonance* | *Driving to lagos one morning* | *Musicality or euphonic effect* |
| *Run – on – lines / line enjambment* |  | *Continuous flow of ideas* |

*Any 3 x 3 = 9 marks*

1. *How does the writer effectively use Figurative Language in the Poem? (09 marks)*

* *Figurative language*

|  |  |  |
| --- | --- | --- |
| *Symbolism* | *Motor accident* | *Symbolizes death* |
| *Visual imagery* | *A white cockered flew out of dusk* | *Creates mental pictures* |
| *Personification* | *Naked day / wake silent markets* |  |
| *Hyperbole* | *Lettered fact to break the early earth worm* |  |
| *Irony* | *Brother silenced in the started hug of your invention.* | *Mock / scorn* |
| *Satire* | *Brother silenced in the started hug of your invention.* | *Mock / scorn / attack* |

*Any 3 x 3 = 9 marks*

1. *What lesson do you draw from the poem? (evidence) (03 marks)*

* *Man is subject to fate*
* *Everything has got advantages and disadvantages*
* *Technological enhancement is sometimes detrimental to human life*
* *Caution is paramount for travellers*
* *Death is a fact of life.*

*Any 3 x 1 = 3 marks = 33 marks*

***END***