

**208/1**  
**LITERATURE**  
**IN ENGLISH**  
**Paper 1**  
**Oct./Nov 2024**  
**2½ hours**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**LITERATURE IN ENGLISH**

**Paper 1**

**2 hours 30 minutes**

**INSTRUCTIONS TO CANDIDATES:**

*This paper consists of **three** examination items. It has **two** Sections; **A** and **B**.*

*Section **A** has **one** compulsory item.*

*There are two examination items in section **B**. Answer **one** item.*

*Answer **two** examination items in all.*

*Any additional items answered will not be scored.*

*All answers must be written in the Answer Booklet provided.*

## SECTION A

**Item 1.**     *Read the passage below and then answer all the tasks that follow.*

*Le Bona* was a busy place. The main sitting area had twenty tables – fifteen with four chairs each, while the other five were two seaters. The upper area hanging above the chef's section, had ten tables, all two-seaters. While the lower place had the conventional restaurant chairs, the upper area had thick-cushioned seats that seem to have been meant for couples on dates and clients who came to the place to keep away from the city noise and crowds. At no time of the day, Alyna started work, did they have more than three free tables at a go.

Unlike other places where specific people managed the coffee machines as others served the tables, at *Le Bona*, everybody ran the coffee machines and served their clients. The chefs only did the snacks and salads. When Alyna arrived at the café, she had been taken through a thirty-minute demonstration of how to operate the machines, then pushed right into the deep end with orders to serve the clients and “make sure you serve them well enough to make them come back every day”. The man who gave her the tutorial was Kenyan in keeping with the prevalent belief among most hospitality business people that Kenyans managed such places better than their Ugandan counterparts. So, cafes, hotels clubs and spas were mostly managed by Kenyans who, in some cases brought in other Kenyans to do the other lower duties.

Mr. Riunga, in his late forties, was going to be Alyna's immediate supervisor, he had told her before the demonstration. He was a quiet soft-spoken man but Alyna could see that he did not have a lot of patience. She also thought he had the markings of a perfectionist.

Alyna worked till 9 p.m., when Mr. Riunga told her she could prepare to leave, since all the clients in her area had left. After he left, the young man who had talked to her earlier about the nature of work on the first day walked up to her.

“Hey, how's it going so far?” he asked as he sat down on a bench beside her chair. She was reading a *Le Bona* flier.

“Well, I am getting the hang of it. I guess I will get there by and by thanks for your concern and help.”

“Oh, that's nothing. I am new myself, making a month tomorrow, but it took someone else's intervention for me to make it to second day.”

“How's that?” Alyna was horrified.

The young man smiled and Alyna noticed that when he did, a shallow but deep dimple appeared on his left cheek. She thought it made his smile delicious.

“You're lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding. Mine is not as gentle with new people. She wanted me disposed of with the used napkins on the first day.”

*This guy is very funny,* Alyna thought.

“That’s so sad,” she said. Most clients had left and only a few people remained upstairs. These were mainly couples who were done with their meals but not with each other’s company. So there were no fresh orders, though it was mandatory that staff waited till the clients in their zones had left. Alyna’s clients had all left, but this young man served upstairs, and was to hang around till all the clients left, though the official time for closure was 9:00 p.m.

“Now I am fine,” he said, before adding, “By the way, I have not introduced myself. I am Henry, though my *friends* call me Harry.”

“Great to meet you Harry,” Alyna said as she stretched out her hand to shake his. “And I am Alyna Kalisa.”

“I said only my friends call me Harry,” he teased.

Which is why I did,” Alyna fired back. “I must go now; there are only two children in the house at home.”

“Oh, you are a mother?” he was truly horrified.

“No! You are weird! One of the boys is my little bro and the other is our almost five-year-old nephew. His mother, our big sister, is away on a trip.” Alyna shocked herself by opening up to Harry, someone she had just met that very evening, to the level of delving into details about her family.

“Nakasero roads can be secluded at night. Can’t you hold on just a little longer, so we can walk down to Bombo Road together? It can be unsafe, you know.”

### Tasks:

- (a) Authors often use setting to develop their stories. Readers are taken to different places, are introduced to different characters and shown what they do and how they relate with each other. The readers are also taken into knowing the time when such happenings take place.  
Describe the setting of the passage.
- (b) In Literature we can understand a character by considering what the character says, does and what others say about him or her. Referring to the dialogue, actions, and relationships in the passage, describe the character of **either** Alyna **or** Harry.
- (c) Some texts communicate ideas which are largely expressed through narrative style, setting, character actions, experiences and relationships. These ideas are broadly presented as themes. Explain the themes presented in the passage.
- (d) Harry says, “You are lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding.” This is because Mr. Riunga is a considerate supervisor. Using the character of Mr. Riunga as an example, advise your class councillor or class monitor on how to treat their classmates. You should write your advice in two paragraphs.

## SECTION B

Choose **one** task from this section. Illustrate your answer by referring to any of the following set books:

- WILLIAM SHAKESPEARE: *The Merchant of Venice*
- FRANCIS IMBUGA: *The Return of Mgofu*
- JOHN STEINBECK: *The Pearl*
- LAWRENCE DARMANI: *Grief Child*
- SYLVESTER ONZIVUA: *The Heart Soothers*
- OKIYA OMTATAH OKOITI: *Voice of the People*
- VICTOR BYABAMAZIMA: *Shadows of Time*
- CHINUA ACHEBE: *Things Fall Apart*
- DANIEL MENGARA: *Mema*
- DAVID RUBADIRI: *Growing up with Poetry*
- A.D. AMATESHE: *An Anthology of East African Poetry*

**Either**

### Item 2.

Many authors write to present different human weaknesses and wrongs in society. The weaknesses and wrongs affect different characters, character relationships and society in general. With reference to any one of the set books that you have studied, explain the different weaknesses and wrongs that the writer brings out.

**Or**

### Item 3.

James is a new student in your school. His classmates are finding him hard to get along with because of his unacceptable behaviour. As a student of Literature, refer to situations and character experiences in one of the set books and advise him on how to gain acceptable behavior.

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# ***SCORING GUIDE***

## Scoring guide

### Literature in English

Bases of assessment:

1. Identification Setting
2. Characterisation
3. Themes

#### a) **Setting**

- Candidates are expected to identify the setting of the passage.
- Candidates are expected to state the events that take place in the passage and link them to the passage.

The setting

- Le Bona, a busy city restaurant.
- Night hours is the time setting.
- Young restaurant workers and city diners as a social setting.

Scoring: all three settings identified = 3, only 2 settings identified = 2 scores, only 1 setting identified = 1 and none identified = 0.

Events of the story

- Alyna is given a 30-minute demonstration on how to operate the coffee machine.
- Alyna, Harry and other waiters/waitresses serve clients tea up to late in the night.
- Harry and Alyna talk about their supervisors.
- Harry asks to walk Alyna home because of the night city insecurity.

Scoring: any 3 events identified = 3 scores, 2 events identified = 2, any 1 event identified = 1 and none identified = 0.

#### b) **Description of one of the two characters.**

Alyna:

- Kind
- Loving and caring
- Friendly
- Empathetic
- Responsible
- Hardworking

Harry:

- Friendly
- Humorous/funny
- Kind
- Caring
- Responsible
- Helpful

Scores: Any 3+ traits = 3 scores, any 2 traits=2 scores, any 1 trait identified = 1 score, none identified = 0 score.

Illustrations should be given for each trait identified. 1 score for each relevant illustration given. Thus 3 scores, 2 scores, 1 score and 0 score if none is identified.

**c) Themes in the text**

- Expected themes are:
- Work and responsibility
- Nepotism/corruption e.g. Kenyans bring fellow Kenyans.
- Crime and insecurity
- Love and courtship e.g. couples go on a date at the restaurant; Alyna and Harry serve tea up to late in the night.
- Exploitation/oppression e.g.: Henry's supervisor is not as gentle as Mr. Riunga is.

Scores: The candidate is to give relevant illustrations for each identified theme. 3 themes=3 scores, 2 themes=2 scores, 1 theme=1 score 0 theme 0 score. 3 relevant illustrations= 3 scores, 2 illustrations=2 scores, 1 relevant illustration= 1 score and 0 illustration = 0

**(d) Harry says, "You are lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding." This is because Mr. Riunga is a considerate supervisor. Using the character of Mr. Riunga as an example, advise your class councillor or class monitor on how to treat their classmates.**

**You should write your advice in two paragraphs.**

The candidate is expected to contextualise the statement.

They should then suggest how the relationship between students and their leaders could be improved.

Expected interpretation of the statement: Although Mr. Riunga is very particular/strict, he is humane/considerate and a good supervisor. He is constructive.

Expected suggestions are:

- Class monitors need to do their work of guiding fellow students. They do not have to compromise their duties.
- Supervisors/leaders need to be understanding/patient with their subordinates and more especially when they are new. When Riunga sees that customers have gone he allows Alynna to leave.
- The school and class environment should be motivating to students especially the new ones. Harry tells Alynna how he nearly left the job because of his immediate supervisor.
- Orientation is important. New students need to be taken through the school rules and culture. Alynna is trained in coffee making.
- Class monitors should be more helpful and friendly to their subordinates.

Scores: Any 3+ suggestions = 3, 2 suggestions = 2, 1 suggestion = 1 score and 0 suggestion = 0 score.

Each suggestion should be illustrated. 1 score for each relevant illustration. Thus 3,2,1,0

## SECTION B

**Either**

**1. Explain the different weaknesses and evils that the writer brings out.**

Candidates are expected to identify a set text for reference.

Candidates should identify and explain the human weaknesses and evils brought out. They may include: Greed/materialism, Sexual immorality, Corruption, Social discrimination, Exploitation, betrayal, hypocrisy, violence, oppression, hatred, selfishness, laziness, envy/jealousy, treachery etc.

Scores: any 5+ vices = 3, 3-4 = 2, 1-2 = 1 and 0 vice = 0.

The identified vices should be explained/illustrated: 5+ = 3, 3-4 = 2, 1-2 = 1 0 = 0.

**2. Explain the morals that may help you improve your character.**

Candidates should identify a set text for reference.

Candidates should identify and explain lessons drawn from the story in the text.



The lessons can be based on the following: character behaviour, character experiences, character relationships, events, and themes.

The expected lessons may include:

- Too much desire for material things can ruin one's reputation/life.
- Forgiveness is better than revenge.
- Good governance brings progress.
- A friend in need is a friend indeed.
- Rigidity can lead to one's personal destruction.
- Good often triumphs over evil.
- Envy can ruin interpersonal relationships.
- Believing and trusting in God offers protection against evil.
- Whatever is done under the cover of darkness always comes to light.
- What the evil does will always come back to them.
- Do not pay evil with evil.
- We should do good without expecting a reward.
- Humility should always prevail.
- Anger can be destructive.
- Wealth/riches should not detach one from their true self.
- It is unwise to ignore parental advice.
- We should always deal with our friends cautiously.
- Some traditional practices can be destructive.

Scores: 5+ lessons = 3, 3-4 lessons = 2, 1-2 lessons = 1  
no lesson identified = 0

Each identified lesson should be explained/illustrated. 5+ = 3, 3-4 = 2, 1-2 = 1 and no explanation made = 0

**1. Show how the relationship of any 2 characters influences the decisions they make.**

- Candidates are expected to identify the set text of reference.
- Candidates are to identify 2 characters from the chosen text who relate with one another.
- Candidates are expected to state the decisions that the two characters make.
- They are to show how decisions are influenced by the relationship the characters have.
- They should illustrate with appropriate examples from the chosen text.
- Scores: Any 5+ decisions = 3, 3-4 = 2, 1-2 = 1 and no decision identified = 0

- Illustrations for the identified decisions given should be given: 3, 2, 1, 0.

**2. Show how works of Literature relates to your own community.**

- Identify the text for reference.
- Identify the community e.g. country, town, rural, etc.
- Relate aspects of the identified text to their community. These may include:
  - ✓ Character (traits, experiences and relationships)
  - ✓ Events/situations
  - ✓ Themes
  - ✓ Setting (places, atmosphere, time)
  - ✓ Lessons

Candidates should illustrate by referring to real life examples.

Scores: 5+ aspects identified = 3, 3-4 = 2, 1-2 = 1 and 0 aspect identified = 0.

Each aspect identified should be Illustrated with reference to real life: 3, 2, 1, 0.

Or

- 3.** James is a new student in your school. His classmates are finding him hard to get along with because of his unacceptable behaviour. His classmates have advised him to change but he gives a deaf ear. As a student of Literature suggest to him to read one of the set books that has experiences that can help him gain acceptable behaviour.