

310/1
Literature in English
Paper 1
July/August 2019
3hour

BUGANDA EXAMINATIONS COUNCIL MOCKS

Uganda Advanced Certificate of Education

LITERATURE IN ENGLISH

PAPER 1

3HOURS

INSTRUCTIONS TO CANDIDATES

- Attempt all questions

SECTION I

1. Read the passage and answer the questions that follow:-

Under colonialism, an intelligentsia educated in western ideology emerged and provided a link between the colonial power and the masses. It was drawn for the most part from the families of the chiefs and from the “moneyed” sections of the population. The growth of the intelligentsia was limited to the minimum needed for the functioning of the colonial administration. It became socially alienated, an elite susceptible both to Left and Right opportunism.

In Africa, as in Europe and elsewhere, education largely determines class. As literacy increases, tribal and ethnic allegiances weaken, and class divisions sharpen. There is what may be described as an esprit de corps, particularly among those who have travelled abroad for their education. They become alienated from tribal and village roots and in general, their aims are political power, social position and professional status. Even today, when many independent states have built excellent schools, colleges and universities, thousands of Africans prefer to study abroad. There are at present, some 10,000 African students in France, 10,000 in Britain and 2,000 in the U.S.A

In areas of Africa which were once ruled by the British, English type public schools were introduced during the colonial period. In Ghana, Adisadel, Mfantsipim and Achimota are typical examples. In these schools, and in similar schools built throughout British colonies in Africa, curriculum, discipline and sports were as close limitations as possible of those operating in English public schools. The object was to train up western-oriented political elite committed to the attitude and ideologies of capitalism and bourgeois society.

In Britain, the English class system is largely based on education. The three percent products of English public schools are still considered by many to be the country’s “natural rulers” – that is, those best qualified to rule both by birth and education. For in Britain, the educational structure is inseparable from the political and social framework. While only six per cent of the population attends public school, and only five per cent go to University, the public schools provide 60 per cent of the nation’s company directors, 70 per cent of conservative members of Parliament, and 50 per cent of those appointed to Royal Commissions and public inquiries. In other words, the small minority of products of exclusive educational establishments, occupy the large majority of top positions in the economic and political life of the country. This irrational and outdated “system” still continues to operate in spite of apparent efforts to widen and popularize educational opportunities. It has not yet been seriously challenged by the growing importance of the experts or technocrats, most of them educated in grammar and comprehensive schools. Nor has it shown any significant weakening in the face of growing political pressure from below. In fact, if they could afford it, the majority of working-class parents would send their children to public schools because of the unique opportunities they provide for entry into top position in society.

The products of English public schools have their counter-parts in the British ex-colonial territories. There are the bourgeois establishment figures who try to be more British than the British, and who imitate the dress, manners and even the voices of the British public school and Ox bridge elite.

The colonialists' aim in fostering the growth of an African intelligentsia is "to form local cadres called upon to become our assistants in all fields, and to ensure the development of a carefully selected elite." This, to them, is a political and economic necessity. And how do they do it? "We pick our pupils primarily from among the children of chiefs and aristocrats.... The prestige due to origin should be backed up by respect which possession of knowledge evokes."

Questions

- (a) Give the passage a suitable title. (02marks)
- (b) What is the writer's view about education in general? (08marks)
- (c) Explain the role of educated people in Africa according to the passage. (06marks)
- (d) What differences exist between British and African schools? (08marks)
- (e) Explain the meaning of the following words and phrases as used in the passage
 - (i) intelligentsia
 - (ii)the moneyed sections
 - (iii) right opportunism
 - (iv)become alienated
 - (v)social framework.....
 - (vi)small minority of products
 - (vii) Technocrats
 - (viii)the bourgeois establishment
 - (ix)and aristocrats
 - (x) possession of knowledge evokes

SECTION II

2. ***Read the passage and answer the questions that follow:-***

'Those who want situations advertise, 'you must advertise in the - *shire Herald*s,'

'How? I know nothing about advertising.'

Replies rose smooth and prompt now:

'You must enclose the advertisement and the money to pay for it under a cover directed to the editor of the *Herald*; you must put it, the first opportunity you have, into the post at Lowton; answers must be addressed to J.E, at the post office there; you can go and inquire in about a week after you send your letter, if any are come, and act accordingly.'

This scheme I went over twice, thrice; it was then digested in my mind; I had it in a clear practical form: I felt satisfied and fell asleep.

With the earliest day, I was up: I had my advertisement written, enclosed, and directed before the bell rang to rouse the school; it ran thus:

‘A young lady accustomed to tuition’ (had I not been a teacher two years?) ‘is desirous of meeting with a situation in a private family where the children are under fourteen (I thought that as I was barely eighteen, it would not do to undertake the guidance of pupils nearer my own age). She is qualified to teach the usual branches of a good English education, together with French, Drawing, and Music’ (in those day, reader, this now narrow catalogue of accomplishments, would have been held tolerably comprehensive).

‘Address, J.E, Post Office, Lwton, - shire.’

This document remained locked in my drawer all day: after tea, I asked leave of the new superintendent to go to Lowton, in order to perform some small commissions for myself and one or two of my fellow-teachers; permission was readily granted; I went. It was a walk of two miles and the evening was wet, but the days were still long; I visited a shop or two, slipped the letter into the post office, and came back through heavy rains, with streaming garments, but with a relieved heart.

The succeeding week seemed long: it came to an end at last, however, like all sublunary things, and once more, towards the close of a pleasant autumn day, I found myself a foot on the road to Lowton. A picturesque track it was, by the way; lying along the side of the beck and through the sweetest curves of the dale: but that day I thought more of the letters, that might or might not be awaiting me at the little burgh whither I was bound, than of the charms of lea and water.

My ostensible errand on this occasion was to get measured for a pair of shoes; so I discharged that business first, and when it was done, I stepped across the clean and quite little street from the shoemaker’s to the post-office: it was kept by an old dame, who wore horn spectacles on her nose, and black mittens on her hands.

‘Are there any letters for J.E?’ I asked.

She peered at me over her spectacles and then she opened a drawer and fumbled among its contents for a long time, so long that my hopes began to falter. At last, having held a document before her glasses for nearly five minutes, she presented it across the counter, accompanying the act by another inquisitive and mistrustful glance – it was for J.E.

‘Is there only one?’ I demanded.

‘There are no more; said she; and I put it in my pocket and turned my face homeward: I could not open it then rules obliged me to be back by eight, and it was already half-past seven.

Various duties awaited me on my arrival: I had to sit with the girls during their hour of study; then it was my turn to read prayers; to see them to bed: afterwards I supped with the other teachers. Even when we finally retired for the night, the inevitable Miss Gryce was still my companion: we had only a short end of candle in our candle stick, and I dreaded least she should talk till it was all burnt out; fortunately, however, the heavy cupper she had eaten produced a soporific effect: she was already snoring before I had finished undressing. There still remained an inch of candle: I now took out my letter; the seal was an initial ..

I broke it; the contents were brief.

If J.E, who advertised in the – *shire Herald* of last Thursday, possesses the acquirements mentioned, and if she is in a position to give satisfactory references as to character and competency, a situation can be offered her where there is but one pupil, a little girl, under ten years of age; and where the salary is thirty pounds per annum.

J. E is requested to send references, name, address and all particulars to the direction;
"Mrs Fairfax, Thorn field, near Millcote, - shire"

Questions

- (a) What made the speaker fall asleep? (04marks)
- (b) How did the advertisement impact on the writer? (05marks)
- (c) Explain the aspects of language and style that the writer uses in the above extract. (14marks)
- (d) How does the writer feel
 - (i) before writing the advertisement
 - (ii) after writing the advertisement
- (e) What is the attitude of the speaker towards life as shown in the passage?

Dialogue

Sweetest savior, if my soul
Were but worth the having,
Quickly should I then control
Any thought of waving.
But when all my care and pains
Cannot give the name of gains
To thy wretch so full of strains,
What delight or hope remains?

*What, child, is the balance thine,
Thine the poise and measure?
If I say, Thou shall be mine;
Finger not my treasure,
What the gains is having thee
Do amount to, onely he,
Who for man was sold, can see;
That transferr'd th' accounts to me.*

But as I can see no merit,
Leading to this favour:
So the way to fit me for it
Is beyond my savour
As the reason then is thine;
So the way is none of mine:
I disclaim the whole designe:

Since disclaims and I resigne
That is all, if that I could
Get without repining;
And my clay, my creature, would
Follow my resigning:
That as I did freely part
With my glorie and desert
Left all joyes to feel all smart-
Ah! No more: thou break'st my heart

- (a) What is the subject matter of the poem? (08marks)
- (b) Who is speaking in the poem? (04marks)
- (c) Comment on the tone and mood of the above poem. (08marks)
- (d) How has the poet been able to present his message? (12marks)

END