



JINJA JOINT EXAMINATIONS BOARD

Mock examinations 2022

P310/1 – LITERATURE IN ENGLISH PAPER 1,

MARKING GUIDE

SECTION 1(34 MARKS)

(a) WHO IS THE SPEAKER?

The speaker is the **Third Person Point-of-View. (02 Marks)**

(b) IDENTIFY THE MAJOR FORMS OF COMMUNICATION MENTIONED IN THE TEXT.

The major forms of communication mentioned the text are: **words, tone of voice, body language/facial expressions, gestures and silence.**

(c) EXPLAIN THE CAUSES OF MISUNDERSTANDING BETWEEN ARABS AND ANGLO-SAXONS

.While the American is brought up to **control his emotions** and be calm in social interactions, the Arab is allowed and even encouraged to **express his feelings freely** without repressing it.

. So the Anglo-Saxon American remains cool-headed, maintains a straight face and hard look, reasons logically but not emotionally; on the other hand, the Arab considers **emotional outbursts**, even by grown-ups, as **signs of sincerity**, taking the dispassionate responses of the American as signs of **deception** while the American construes the emotional reactions of the Arab as **childish and shameful**.

. In conversations between equals, **if the American raises his voice a bit, it means he is requesting the partner to raise his voice too** so as to increase audibility. On the other hand, Among Arabs a **strong voice in conversation between fellow colleagues is taken as a sign of strength and sincerity**, while the American considers as **provocative and unacceptable**.

(d) GIVE THE CONTEXTUAL MEANING OF THE FOLLOWING WORDS AND EXPRESSIONS

- i. ONE MAN'S NOD IS ANOTHER MAN'S NEGATIVE
. What is accepted as correct in one society is taken as wrong in another.
- ii. POINTED SILENCES
. Communicate by keeping quiet.
- iii. DISPASSIONATE
emotions.
- iv. WITHOUT INHIBITION
. Free to act in the way one desires.
- v. DECIBEL LEVEL
. Increase the loudness of voice.
- vi. QUES
. To hint or evoke a particular reaction.

SECTION II (33 MARKS)

(a) SUGGEST A SUITABLE TITLE FOR THE PASSAGE

Misconceptions about the Roles and Responsibilities of the Press.

(b) i. WHAT MAKES THE IDEAS THAT PEOPLE HOLD OF THE PRESS FALSE?

. It is not true that the press is basically intended to convey news because the press also writes about other issues that are not news.

. It is equally false to believe that the press has a lot of power to form, control, or influence public opinion because the source of opinions is the public themselves not the press.

. The notion that the press has power to weaken and bring down governments, influence the result of elections, cause an uprising or revolution, or stop wars lacks evidence.

ii. WHAT ALTERNATIVE VIEWS DOES THE WRITER OFFER ABOUT THE PRESS?

. The press is not fundamentally a news carrier as many believe but also engages in the projection of issues and people based on personal impressions rather than objective reporting of facts, and this causes alarm, anger, amusement, humiliation, and even drives individuals out of their society or jobs.

. The Press can fan an already existing fear or hatred among people but cannot make peace; it can make already existing opinions stronger but cannot form new ideas, control or influence public opinion.

. People buy newspapers not because they seek for solutions or answers, but because they want entertainment.

(C) HOW EFFECTIVE ARE ANY FOUR TECHNIQUES USED IN THE TEXT?

TECHNIQUES	EXAMPLES	EFFECTIVENESS
1. Third Person Point-of-View.	The speaker comments on issues without referring to anyone.	To provide a sense of objectivity and impartiality.
2. Present Simple Tense as the basic tense.	Entire text	Gives the impression that the issues addressed are recurrent and relevant even today.
3. Reference to a person of authority.	Professor David Mitrany	Provides a strong backing and authentic evidence.
4. Inverted Commas	"... power of the press."	To mock and suggest that the so-called power does not exist.
5. Argument	Entire Passage	To convince the reader through logical.

SECTION III (33 MARKS)

(a) WHO IS THE SPEAKER IN THE POEM?

. The speaker is the First Person Narrator, "Me", son to a dying father.

(b) EXPLAIN FULLY WHAT HAPPENS IN THE POEM

. A young boy is at the side of his dying father's bed.

. The two communicate wordlessly to each other by means of eye-contact.

. The father's parting words to the son are: "Oh, little body, do not die," which the boy reads in the father's eyes before he dies.

. The boy repeats these last words of his father's while praying to God to spare his life.

. Now that his father was dead, the words 'spoken' by the eyes of the dead man echo loudly in him as if the dead man was still alive.

(c) HOW EFFECTIVE ARE THE POETIC DEVICES USED?

POETIC DEVICES	EXAMPLES	EFFECTIVENESS
1. Title	A Child Ill	The father's poor health makes the child to suffer and risk dying too.
2. First Person Point-of-View	"I"	Conveys speaker's first-hand experience.
3. Direct Address/Speech	"Oh, little body, do not die."	Portrays the deep feelings and intimacy between father and son.
4. Rhyme	Stanza 1 opens with the rhyme scheme: ababcca	For musicality.
5. Stanza Structure	Stanza 1 and 2 are eight lines and stanza 3 is four lines.	Stanza 1 and 2 introduce and develop ideas, respectively, and stanza 3 concludes the poetic message.
6. Metaphor	Light	Refers to life.

7. Synecdoche	The Eye	A witty reference to the boy's father.
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(d) COMMENT ON THE FOLLOWING ASPECTS IN THE POEM.

- i. TONE
. The tone is **pleading** and **remorseful**
- ii. MOOD
. The mood is **grave** and **sad**
- iii. ATTITUDE
. The speaker **honors/respects** and **loves/values** the father.
- iv. INTENTION
. The intention of the poem is to **portray the strong emotional attachments and fond memories** that people hold of their **beloved ones who have passed on.**

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