

208/1
LITERATURE
IN ENGLISH
Paper 1
2024



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

LITERATURE IN ENGLISH

Paper 1

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.