

**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.