

ENGLISH PAPER II
Reading and Literature
Three hours and a quarter

(The first fifteen minutes of the examination are for reading the paper **only**.
Candidates must **NOT** start writing during this time.)

Instructions:

1. This paper has four sections, **Section A** for Short Stories, **Section B** for Essay, **Section C** for Poetry and **Section D** for Drama.
2. In each section, there are two sets of questions: Set I and Set II. Set I comprises of **Question nos. 1a and 1b** and Set II corresponds to **Question no.2** across all sections.
3. You are required to answer **four sets** of questions in all, **one set from each section**. Your choice **must** include **one Set II question** (question no.2) from any section.
4. The choices offered are between the sets and not among the questions within the sets.
5. The intended marks for each question is given in brackets.
6. You are reminded to mention the section, question set number and question numbers before writing your response.
7. You should begin each answer on a fresh page.
8. No marks will be awarded for any extra questions attempted.

Section A: Short Stories

Direction: *From the two sets of questions under this genre, choose one set and write your responses in your answer sheet. Answer the questions in this section with reference to the story 'Mirror Image' by Lena Coakley.*

Set I

Question 1a.

[1x5]

Direction: *Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.*

- (i) In the beginning of the story, the narrator wishes there were no mirrors because she
- A was getting older.
 - B was getting too fat.
 - C did not like the way she looked.
 - D did not recognize herself anymore.
- (ii) Jenny resented Alice because
- A Alice was prettier than her.
 - B their mother loved Alice more.
 - C Alice was becoming a stranger.
 - D Alice survived the accident while their father did not.

- (iii) The hospital scene in this story occurs as
- A a prologue.
 - B a flashback.
 - C an epilogue.
 - D a foreshadowing.
- (iv) Alice did not like chocolate cake with mocha cream because
- A her taste had changed.
 - B she did not get the first share.
 - C she had never liked chocolate cake.
 - D she was offered a smaller piece than Jenny.
- (v) Jenny refused to share her diary with Alice because
- A they never shared their diaries.
 - B Jenny did not want to let out her secrets.
 - C Alice did not share her diary with Jenny.
 - C Jenny felt that she did not know Alice any longer.

Question 1b.**[20]**

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.

- (i) How did the accident change the lives of Alice and her family? (5)
- (ii) What kind of emotional trauma did Alice face? (5)
- (iii) To which sub-genre does this story belong? Support your answer with a description of the sub genre and close reference to the text. (5)
- (iv) In your opinion, was the operation a success? Explain. (5)

Set II**Question 2.****[25]**

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.

- (i) Alice's father always said, "the eyes are the mirror of the soul." Show how this thought is used to develop Alice's identity and self-acceptance starting from the time she recovers from the operation. (10)
- (ii) Comment and elaborate on the ethics of the medical profession and the media in this story. Suggest ways the medical profession and media could have handled matters to cause less pain to the characters in the story. (15)

Section B: Essay

Direction: *Read the essay given below carefully. From the two sets of questions on this text, choose one set and write your responses in your answer sheet.*

May 10 dawned bright and clear. For the past few days, I had been pleasantly besieged by arriving world leaders and dignitaries paying their respects. The inauguration would be the largest ever gathering of international leaders on South African soil.

The ceremonies took place in the sandstone amphitheatre formed by the Union Buildings in Pretoria. I was accompanied by my daughter Zenani. On the podium Mr. Klerk was first sworn in as the second deputy President. Then Thabo Mbeki was sworn in as the first deputy President. When it was my turn, I pledged to obey and uphold the constitution and to devote myself to the well being of the republic and its people.

We all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect unison over the Union Buildings. It was a display not only of pinpoint precision and military force but of the military's loyalty to democracy, to a new government that had been freely and fairly elected. Only moments before, the highest generals of the South African Defense Force and police, their chest covered with ribbons and medals from days gone by had saluted me and pledged their loyalty. I was not unmindful of the fact that not so many years before, they would not have saluted but arrested me.

The day was symbolized for me by the singing of our two national anthems and the vision of whites singing 'Nkosi Sikelel' iAfrika' and blacks singing 'Die Stem', the old anthem of the republic. Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart. On the day of the inauguration I was overwhelmed with a sense of history. That day had come about through the unimaginable sacrifices of thousands of my people. I felt that day that I was simply the sum of all the African patriots who had gone before me. The policy of apartheid created a deep and lasting wound in my country and my people. All of us will spend many years recovering from that profound hurt. But the decades of oppression and brutality had another, unintended effect – they produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Bram Fischers of our time. Men of such extraordinary courage, wisdom and generosity; that their like may never be known again.

Perhaps it requires such depths of oppression to create such heights of character. My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer than the purest diamonds.

It is from these comrades in the struggle that I learned the meaning of courage. Time and again I have seen men and women risk and give their lives for an idea. I have seen men in prison stand up to attacks and torture without breaking, showing a strength and resilience that defy the imagination. I learned that courage was not the absence of fear, but the triumph over it. I felt fear myself more times than I can remember, but hid it behind a mask of boldness. The brave man is not he who does not feel afraid, but he who conquers that fear.

I never lost hope that this great transformation would occur. No one is born hating another person because of the colour of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

For myself, I have never regretted my commitment to the struggle. But my family paid a terrible price – perhaps too dear a price – for my commitment. In South Africa, a man who tried to fulfill his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. It was as simple and yet as incomprehensible as the moment a small child asks her father, “Why can you not be with us?”

I was not born with a hunger to be free. I was born free – free in every way that I could know. Free to run in the fields near my mother’s hut, free to swim in the clear stream that ran through my village. It was only when I began to learn that my boyhood freedom had already been taken from me that I began to hunger for it. And I saw that it was just not my freedom that was curtailed but the freedom of everyone who looked like I did. That was when I joined the African National Congress, and that was when the hunger for my own freedom became the still greater hunger for the freedom of my people.

This hunger became a hunger for the freedom of all people, white and black. I knew as well as I knew anything that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man’s freedom is a prisoner of hatred. I am not truly free if I am taking away someone else’s freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

When I walked out of the prison; that was my mission: to liberate both the oppressor and the oppressed. Some say that has now been achieved. But I know that the truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. We have taken the first step on a longer and even more difficult road.

I have walked that long road to freedom. I have tried not to falter; I have made mistakes along the way. But I have discovered the secret that, after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back at the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.

Nelson Mandela
Long Walk to Freedom
Readers’ Digest Association 1995

Set I

Question 1a.

[1x]

Direction: Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.

- (i) May 10 appears to be the inaugural day of
A Nelson Mandela's appointment as President.
B the International Leaders' Seminar.
C the South African Defence Force.
D the Union Buildings in Pretoria.
- (ii) It is clear from the essay that the narrator had lived through the days of
A fear.
B war and peace.
C oppressive rule.
D hunger and starvation.
- (iii) According to the narrator, a country's wealth lies in its
A people.
B freedom.
C fertile soil.
D minerals and gems.
- (iv) The narrator defines a courageous man as one who
A is not afraid.
B can fight for others.
B can overcome his fears.
D can tolerate a lot of pain.
- (v) The author's mental awakening is shown in paragraph
A 5.
B 6.
C 7.
D 8.

Question 1b.

[20]

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.

- (i) What according to the writer was the symbolic significance of the military air display? Explain. (5)
- (ii) Explain the metaphor that the author uses in the last paragraph to describe his life and its events. (5)

- (iii) What do you think is the reason for having two national anthems sung on the day of the inauguration? Explain. (5)
- (iv) What kind of essay is the given piece? Why? (5)

Set II

Question 2. [25]

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.

- (i) Write down and explain the ideas of freedom which the author presents in the essay. (10)
- (ii) Show in what ways the day of the inauguration seemed to affect the author. (15)

Section C: Poetry

Direction: Read the poem given below carefully. From the two sets of questions on this poem, choose one set and write your responses in your answer sheet.

Once Upon a Time

Once upon a time, son,
They used to laugh with their hearts
And laugh with their eyes:
But now they only laugh with their teeth,
While their ice-blocked-cold eyes
Search behind my shadow.
 There was a time indeed
 They used to shake hands with their hearts:
 But that's gone, son.
 Now they shake hands without hearts
 While their left hands search
 My empty pockets.
'Feel at home'! 'Come again':
They say, and when I come
Again and feel
At home, once, twice,
There will be no thrice -
For then I find doors shut on me.

So I have learned many things, son
I have learned to wear many faces
Like dresses – homeface,
Officeface, streetface, hostface,
Cocktailface, with all their conforming smiles
Like a fixed portrait smile.

And I have learned too
To laugh with only my teeth
And shake hands without my heart.
I have also learned to say, ‘Goodbye’,
When I mean ‘Good-riddance’:
To say ‘Glad to meet you’,
Without being glad; and to say ‘It’s been
Nice talking to you’, after being bored.

But believe me, son.
I want to be what I used to be
When I was like you. I want
To unlearn all these muting things.
Most of all, I want to relearn
How to laugh, for my laugh in the mirror
Shows only teeth like a snake’s bare fangs!

So, show me, son,
How to laugh; show me how
I used to laugh and smile
Once upon a time when I was like you.

Gabgirel Okara
The Forms of Poetry, Cambridge University Press, 1990

Set I

Question 1a.

[1x5]

Direction: Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.

- (i) The speaker in the poem is expressing
- A sadness.
 - B hope for the future.
 - C regret over the past.
 - D hypocrisy of the society.
- (ii) ‘They’ in the third stanza refers to the
- A speaker’s hosts.
 - B speaker’s guests.
 - C people in general.
 - D speaker’s colleagues.

- (iii) The phrase “ice-block-cold eyes” best means
A big eyes.
B hollow eyes.
C wicked eyes.
D unfeeling eyes.
- (iv) The speaker in the poem wants to
A be like the son.
B be honest and true.
C learn how to laugh.
D go back to the past.
- (v) The poem is based on the observation that
A adults life is difficult.
B children are good listeners.
C the adult world is hypocritical.
D one child cannot change the society.

Question 1b.**[20]**

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.

- (i) In about 5 to 6 lines, write **two** things you can gather about the present circumstances of the speaker. (5)
- (ii) Explain in your own words what you understand by the following phrase:
“...with all their conforming smiles
Like a fixed portrait smile.” (5)
- (iii) What kind of person do you imagine the speaker to be? How can you tell? (5)
- (iv) Is the speaker the child’s father or mother? How can you tell? Does the gender of the speaker matter? Why? (5)

Set II**Question 2.****[25]**

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.

- (i) Why do you suppose the speaker chose to address his son? What does this tell us of children? (10)
- (ii) How true are the views expressed by the speaker with reference to present-day Bhutanese society? Justify your response. (15)

Section D: Drama

Direction: *From the two sets of questions under this genre, choose one set and write your responses in your answer sheet.*

Set I**Question 1.****[1x5]**

Direction: *Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.*

- (i) The name of the author in 'Episode in the Life of an Author' is
- A Gontran.
 - B Gustave.
 - C Jaques.
 - D Leon.
- (ii) The author's mother wants her son to
- A divorce his wife.
 - B write a play for her.
 - C buy her a new house.
 - D invite her to live with him.
- (iii) The maid cries throughout the play because
- A she is pregnant.
 - B La Surette has been teasing her.
 - C the plumbers cannot find the leak.
 - D Ardale is threatening to leave the house.
- (iv) The author's friend, who is a scriptwriter, wants the author to
- A listen to his ideas.
 - B talk to the difficult actor.
 - C co-write the ending of the film with him.
 - D help him find a proper ending for his film.
- (v) "Episode in the Life of an Author" is a
- A farce.
 - B tragedy.
 - C comedy.
 - D romantic tragedy.

Question 1b.

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.

- (i) What does the 'falling picture' symbolize in the drama? Explain. (5)
- (ii) Imagine yourself to be Madame Bessarabo. Write a report on what you have seen and heard at the author's house. (5)
- (iii) Briefly rewrite any **two** satirical situations that you come across in the play. (5)
- (iv) Using illustrations from the text, give **five** points to justify how 'Episode in the Life of an Author' belongs to the theatre of the absurd. (5)

Set II

Question 2.

[25]

Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.

- (i) The play has a number of sub-plots intertwined with the main plot. Pick any **one** sub-plot and show how it helps develop the main plot. (10)
- (ii) Everyone in the play wants something or the other from the author. Put yourself in the author's shoes, and write about the hectic day, how you felt, and how things could have worked out better for you. (15)