

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 **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. No marks will be awarded for any extra questions attempted.
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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 from the **CHOSEN SET** in this section with reference to the short story “The Elephant” by Slawomir Mrozek.

Set I

Question 1a.

[1x5]

Direction: For each of the following questions there are four possible responses.
Choose the correct response and write it in the space provided.

- (i) “It is an uphill job, all right”.

The above statement by one of the zoo keepers referred to

- A bursting of the elephant.
- B blowing air in the elephant.
- C making of a rubber elephant.
- D painting the rubber elephant.

- (ii) The idea of creating a fake elephant showed the director's
- A power.
 - B deceit.
 - C concern.
 - D innovation.
- (iii) The rubber elephant was used as
- A a real elephant could not be found.
 - B the government was too poor to afford one.
 - C it was an inexpensive substitute for a real one.
 - D the government had to purchase a jet plane instead.
- (iv) The punctured elephant in the story symbolized the failure of the
- A zoo director's plan.
 - B zoo keeper's responsibility.
 - C communist government in Poland.
 - D soulless officers to understand the director's plan.
- (v) The school children turned into hooligans because
- A they didn't believe in elephants.
 - B they lost faith in the government.
 - C they drank liquor and broke windows.
 - C the rubber elephant didn't do anything.

Question 1b.**[20]**

Direction: Answer the following questions:

- (i) Give **two** reasons why the director had planned to install a fake elephant? Explain how he executed his plan. (5)
- (ii) Describe **any two** characters in the story who symbolized the communist government. (5)
- (iii) Imagine that you are the upstart director of the zoo. Write a report to the Polish government about how you are going to rectify your blunder regarding the elephant. (5)
- (iv) What possible explanation, do you think the teacher in charge gave to his students after they witnessed the elephant flying in the air? (5)

Set II

Question 2.

Direction: Answer the following questions:

- (i) What is the central theme of the story, 'The Elephant'? Discuss the theme at both the literal and allegorical levels. (10)
- (ii) The story ends in a negative note with 'the school children no longer believing in elephants'. Rewrite the ending of the story in a positive note. (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.

The Ethics of Euthanasia

Euthanasia, also mercy killing, is a practice of ending a life so as to release an individual from an incurable disease or intolerable suffering. The term is sometimes used to refer to an easy or painless death. Voluntary euthanasia involves a request by the dying patient or that person's legal representative. Passive or negative euthanasia involves not doing something to prevent death - that is, allowing someone to die; active or positive euthanasia involves taking deliberate action to cause a death.

Euthanasia has been accepted both legally and morally in various forms in many societies. In ancient Greece and Rome it was permissible in some situations to help others die.

However, with the rise of organized religions, euthanasia became morally and ethically abhorrent. Christianity, Judaism, and Islam all hold human life sacred and condemn euthanasia in any form.

Following traditional religious principles, western laws have generally considered the act of helping someone to die a form of homicide subject to legal sanctions. Euthanasia, however, occurs secretly in all societies, including those in which it is held to be immoral and illegal.

Organizations supporting the legalization of voluntary euthanasia were established in Great Britain in 1935 and in the United States in 1938. They have gained some public support, but so far they have been unable to achieve their goal in either nation. In the last few decades, western laws against passive and voluntary euthanasia have slowly been eased, although serious moral and legal questions still exist.

Critics point to the so-called euthanasia committees in Nazi Germany that were empowered to condemn and execute anyone found to be a burden to the state. This instance of abuse of power of life and death has long served as a warning to some against allowing the practice of euthanasia.

The pro-euthanasia, or “right to die,” movement has received considerable encouragement by the passage of laws in 40 states by 1990, which allow legally competent individuals make “living wills.” These wills empower and instruct doctors to withhold life-support systems if the individuals become terminally ill.

The medical profession has generally been caught in the middle of the social controversies that rage over euthanasia. Government and religious groups as well as the medical profession itself agree that doctors are not required to use “extraordinary means” to prolong the life of the terminally ill. What constitutes extraordinary means is usually left to discretion of the patient’s family. Modern technological advances, such as respirators and artificial kidney machines, have made it possible to keep persons alive for long periods of time even when they are permanently unconscious or irrevocably brain damaged. Proponents of euthanasia, however, believe that prolonging life in this way may cause great suffering to the patient and the family. In addition, certain life-support systems are so expensive that they cannot be provided for all potential patients.

Some opponents of euthanasia have feared that the increasing success that doctors have had in transplanting human organs might lead to abuse of practice of euthanasia. It is now generally understood, however, that physician will not violate the rights of the dying donor in order to help preserve the life of organ recipient.

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Set I

Question 1a.

[1x5]

Direction: For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.

- (i) Request by the dying patient for a release from an incurable disease and an intolerable suffering is
- A passive euthanasia.
 - B negative euthanasia.
 - C voluntary euthanasia.
 - D involuntary euthanasia.

- (ii) Which of the following was the first country to accept euthanasia?
- A Greece.
 - B Germany.
 - C Great Britain.
 - D The United States.
- (iii) The word 'execute' in the sixth paragraph is to
- A kill.
 - B release.
 - C murder.
 - D carry out.
- (iv) The nature of this essay is
- A narrative.
 - B persuasive.
 - B expository.
 - D descriptive.
- (v) Synonym of the word 'homicide' in the fourth paragraph is
- A murder.
 - B execute.
 - C suicide.
 - D guillotine.

Question 1b.

[20]

Direction: Answer the following questions:

- (i) Write down the theme of the essay with a brief explanation. (5)
- (ii) Why do you think euthanasia is also being practiced in those societies which are against it? (5)
- (iii) After reading the essay, how did the essay affect you? Write down your feelings. (5)
- (iv) Imagine you are a doctor. One patient on the death bed requests you to help him or her to die peacefully. What would you do? Elaborate **two** points in the context of the essay. (5)

Set II

Question 2.

Direction: Answer the following questions:

- (i) Write a persuasive essay of about 300 words highlighting **ten** important points regarding euthanasia. (10)

- (ii) Some of your friends happen to speak in favour of euthanasia. How would you discourage them in a convincing manner? Use **three** points from the text to defend your argument. (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.

A Deserted Palm Tree - James A. Agboro

The weaver-birds have left you
Fretting like a giant ghost
Feeling from a conjuror;
You that once held sway over
Your kindred;
Feared, honored, flattered
And envied by all
For the endless revelry in your palace
As you welcomed new visitors
And bade farewell to old guest
Amidst the flourishing of trumpets.

But now, only the withered fingers
Hanging loosely from your skeletal hands,
The thick bushy eyebrows which hide
Your wrinkled face,
And the feathers about you,
Are the only remains of your glorious past.

The gentlest wind that blows
Puts you in rage,
And makes you tell
Over and over again
The ingratitude of it all.

Set I

Question 1a

*Direction: For each of the following questions there are four possible responses.
Choose the correct response and write it in the space provided.*

- (i) 'You' in the first line of the poem refers to the
- A tree.
 - B poet.
 - C guest.
 - D ghost.
- (ii) The line from the poem which depicts a successful past is
- A Feeling from a conjuror.
 - B And the feathers about you.
 - C And bade farewell to old guest.
 - D Amidst the flourishing of trumpets.
- (iii) "For the endless revelry in your past." The underlined word means
- A festivals.
 - B gathering.
 - C happiness.
 - D celebration.
- (iv) "Fretting like a giant ghost". The figure of speech used in the extract is
- A metaphor.
 - B hyperbole.
 - C alliteration.
 - D onomatopoeia.
- (v) The tone of the poem is filled with
- A love.
 - B regret.
 - C happiness.
 - D pessimism.

Question 1b

Direction: Answer the following questions:

- (i) How is the title of the poem appropriate to its content? (5)
- (ii) What does the speaker mean by 'withered fingers and feathers'? Illustrate the meaning with reference to the second stanza. (5)
- (iii) What kind of person do you imagine the speaker to be? Give any **two** reasons to support your answer. (5)
- (iv) Which stanza appeals you the most? Why? (5)

Set II

Question 2.

[25]

Direction: Answer the following questions:

- (i) Show the contrast between the ideas expressed in the first stanza with those of the last stanza. (10)
- (ii) Rewrite the poem in a short narrative prose form. (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]

Directions: For each of the following questions there are four possible responses. Choose the correct response and write it in the space provided.

- (i) La Surette is pictured as
 - A a comical figure.
 - B a jealous person.
 - C an ambitious person.
 - D an affectionate person.

- (ii) The dialogue which indicates that Ardele doesn't want to leave her husband is
- A "Who is going to look after the cats?"
 - B "The letter was concealing something."
 - C "It isn't going to be as easy as you are hoping."
 - D "Cutting off water just as I am taking my shower."
- (iii) 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.
- (iv) The act of the author laughing nastily is an example of
- A hypocrisy.
 - B absurdity.
 - C satire.
 - D irony.
- (v) Gontran's absurd situation is that he
- A is weeping like a child.
 - B wants a gun from the author.
 - C is in love with Lea whom Ardele calls a stick.
 - D had been deceived by Lucienne ever since he left her.

Question 1b.

[20]

Direction: Answer the following questions:

- (i) Compare the characteristics of Ardele and the author's mother. Give **two** comparisons. (5)
- (ii) Write a short review of 'Episode in the Life of an Author' to be published in your school magazine. (5)
- (iii) Briefly rewrite any two satirical situations that you come across in the play. (5)
- (iv) Gontran can easily be removed from the play without any implication on it. Do you agree and why? (5)

Set II

Question 2.

Direction: Answer ALL the following questions:

- (i) Focusing on the roles of the house inspector and La Surette, discuss the elements of humour in the play. (10)

- (ii) “And there are so many serious writers in the theatre today. I am sure you will forgive the author’s failing if he has only made you laugh”. Do you agree that the author has failed? Justify your reasons with any **five** points from the drama. (15)

