

**JUNIOR LYCEUM AND AREA SECONDARY SCHOOL
ANNUAL EXAMINATIONS 2002**

Educational Assessment Unit – Education Division

FORM 4

ENGLISH LITERATURE

TIME: 2 hours

Name: _____

Class: _____

Choose ONE question from each of SECTIONS A, B, C and answer ALL questions in SECTION D. All sections carry equal marks. You are reminded of the necessity for good English and orderly presentation of material. Write on the paper provided. Answers should be supported by evidence from the texts.

SECTION A - DRAMA

(25 marks)

A Midsummer Night's Dream

1. Read the following passage and answer the questions on it:

Helena: How happy some o'er other some can be!
Through Athens I am thought as fair as she.
But what of that? Demetrius thinks not so.
He will not know, what all, but he do know.
And as he errs, doting on Hermia's eyes,
So I, admiring of his qualities.
Things base and vile, holding no quantity,
Love can transpose to form and dignity.
Love looks not with the eyes but with the mind,
And therefore is winged Cupid painted blind.
Nor hath Love's mind of any judgement taste.
Wings and no eyes figure unheedy haste.
And therefore is Love said to be a child,
Because in choice he is so oft beguiled.
As waggish boys in game themselves forswear,
So the boy Love is perjured everywhere.
For ere Demetrius looked on Hermia's eyne,
He hailed down oaths that he was only mine.
And when this hail some heat from Hermia felt,
So he dissolved, and showers of oath did melt.
I will go tell him of fair Hermia's flight.
Then to the wood will he tomorrow night
Pursue her. And for this intelligence,
If I have thanks, it is a dear expense.
But herein mean I to enrich my pain,
To have his sight thither, and back again.

- a. Relate briefly what happened before Helena's soliloquy. **(6 marks)**
- b. What are the qualities of love Helena mentions in the passage? **(7 marks)**
- c. What do we learn about Helena's love for Demetrius in these lines? **(6 marks)**
- d. Explain what Helena intends to do and why. **(6 marks)**

2. In Act 2, the action of the play takes us to a wood near Athens. Although it is night, many things are happening. Explain what is happening and why.
3. Write about the comic element in the scene (Act 1 Scene 2) where we are introduced to the Mechanicals.

Macbeth

4. Read the following passage and answer the questions on it:

Banquo: The earth hath bubbles, as the water has,
And these are of them. Whither are they vanished?
Macbeth: Into the air, and what seemed corporal,
Melted, as breath into the wind. Would they had stayed!
Banquo: Were such things here as we do speak about?
Or have we eaten on the insane root,
That takes the reason prisoner?
Macbeth: Your children shall be kings.
Banquo: You shall be king.
Macbeth: And thane of Cawdor too: went it not so?
Banquo: To th' selfsame tune and words – who's here?

- a. Explain the context in which these lines occur. **(7 marks)**
- b. Describe the different ways in which Banquo and Macbeth react in this scene. **(8 marks)**
- c. How does this incident influence Macbeth's behaviour? **(10 marks)**
5. Imagine that you are Lady Macbeth. Relate what happens from the time you read Macbeth's letter up to the murder of Duncan.
6. What are Macbeth's conflicting feelings before murdering King Duncan?

Burning Everest and Mariza's Story

7. Write about Jim's relationship with each of the following:
i) Miranda ii) Stubby iii) Peter.
8. Describe how the Wellands prepare for their first meeting with Jim and how Jim behaves on this occasion.

The Long, the Tall and the Short

9. Describe how the prisoner is treated by different characters in the play.
10. Who is the character that struck you most in the play? Write about him in detail.

The Glass Menagerie

11. What, in your opinion, is the main theme of the play? Write about it with particular reference to the characters.

12. “There is much to admire in Amanda, and as much to love and pity as there is to laugh at.” Discuss this statement about Amanda Wingfield.

SECTION B - POETRY

(25 marks)

13. Choose TWO poems with the same theme. By referring to the images, rhythm and diction, show how the theme is treated in each poem.
14. This year you have studied several poems with your teacher in class. Has this helped you to appreciate poetry? If it has, write an article for the school magazine saying why you like poetry. You may refer to as many poems as you like.
15. Choose TWO poems on ONE of the following topics:
i) Childhood ii) Seascape iii) People.
Show how the poet deals with this topic to make the poems interesting and effective.

SECTION C - PROSE

(25 marks)

Into the Wind

16. Which particular character in this selection of short stories do you sympathise very much with? Give your reasons, with close reference to the story.
17. Most women in this collection of short stories suffer because of male dominance. Choose TWO female characters and write about them, bringing out their suffering at the hands of men.

Lord of the Flies

18. The conch appears several times in the course of the story. Write about the use of the conch and its significance in the novel.
19. The novel may be said to consist of a series of episodes leading to a climax. Choose ONE episode, narrate what happens and explain its importance in the novel.

Dr Jekyll and Mr Hyde

20. Describe the role played by Mr Utterson in the novel.
21. Give an account of the episode in which Mr Hyde tramples over the child's body, paying particular attention to the surroundings and the atmosphere.

Stories Then and Now

22. Write about the way women are treated by men in TWO of the short stories from this selection.
23. Write about any TWO characters from “The Whole Town's Sleeping” describing their behaviour when faced with danger.

SECTION D - UNSEEN TEXT

(25 marks)

24. Read the following passage carefully and then answer the questions on it.

While walking in the bush early one morning, a young boy comes across a wounded buck being eaten to death by ants. (a buck is a male deer)

He ran closer, and again stood still, stopped by a new fear. Around him the grass was whispering and alive. He looked wildly about, then down. The ground was black with ants, great energetic ants that took no notice of him, but hurried and scurried towards the fighting shape, like glistening black water flowing through the grass. And, as he drew in his breath, pity and terror seized him, the beast fell and the screaming stopped. Now he could hear nothing but one bird singing, and the sound of the rustling, whispering ants. He peered over at the writhing blackness. It grew quieter. There were small twitches from the mass that still looked vaguely like the shape of a small animal.

It came into his mind that he could shoot it and end its pain; and he raised the gun. It was a swelling feeling of rage and misery and protest that expressed itself in the thought: if I had not come it would have died like this, so why should I interfere? All over the bush things like this happen; they happen all the time; this is how life goes on, by living things dying in anguish. I can't stop it. I can't stop it. There is nothing I can do. He was glad that the buck was unconscious and had gone past suffering so that he did not have to make a decision to kill it. At his feet were ants trickling back with pink fragments in their mouths, and there was a fresh acid smell in his nose. He sternly controlled the muscles of his empty stomach, and reminded himself: the ants must eat too!

The shape had grown small. Now it looked like nothing recognisable. He did not know how long it was before he saw the blackness thin, and bits of white showed through, shining in the sun – yes, there was the sun just up, glowing over the rocks. Why, the whole thing could not have taken longer than a few minutes.

That morning, perhaps an hour ago, this small creature had been stepping proud and free through the bush, feeling the chill on its skin even as he himself had done, exhilarated by it. Proudly stepping the earth, frisking a pretty white tail, it had sniffed the cold morning air. Walking like kings and conquerors it had moved freely through this bush, where each blade of grass grew for it alone, and where the river ran pure water for it to drink.

- a. Choose the best title for the passage: **(2 marks)**
 - i) Shooting a buck
 - ii) An outing in the bush
 - iii) Anguish in the bush
 - iv) The ants and the buck.
- b. "If I had not come, it would have died like this, so why should I interfere?" Give a reason why the boy asks himself this question. **(3 marks)**
- c. "I can't stop it. I can't stop it." Why does the writer repeat the statement? **(3 marks)**
- d. How, in your opinion, does the boy feel towards the ants? **(4 marks)**
- e. Mention two instances of contrast in the passage. **(4 marks)**
- f. Explain how the writer brings out the horror of the situation. Consider figures of speech, diction and references to the senses. **(9 marks)**