

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2009

Directorate for Quality and Standards in Education  
Educational Assessment Unit

**FORM 5** **ENGLISH LITERATURE** **Time: 2 hours**

Name: \_\_\_\_\_ Index No: \_\_\_\_\_ Class: \_\_\_\_\_

Choose ONE question from Section A, ONE question from Section B, and ONE question from Section C. 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. Answers should be accompanied by evidence from the text.

## SECTION A – DRAMA

(25 marks)

Choose ONE question from this section.

### **MACBETH**

1. Comment on the significance of the passage below in the play. You may wish to concentrate on two or more of the following topics that are offered as a guide:

- The relation of the passage to the plot of the play;
- Its relation to the central themes of the play;
- What the passage reveals about any of the play's characters;
- Interesting and effective use of language;
- The passage as performed on stage.

**Macbeth:** But Banquo's safe?

**First Murderer:** Ay, my good lord: safe in a ditch he bides,  
With twenty trenched gashes on his head,  
The least a death to nature.

**Macbeth:** Thanks for that.

There the grown serpent lies; the worm that's fled 5  
Hath nature that in time will venom breed,  
No teeth for th'present. Get thee gone; tomorrow  
We'll hear ourselves again. *Exit First Murderer*

**Lady Macbeth:** My royal lord,  
You do not give the cheer; the feast is sold 10  
That is not often vouched while 'tis a-making  
'Tis given with welcome. To feed were best at home:  
From thence, the sauce to meat is ceremony,  
Meeting were bare without it.

*Enter the GHOST OF BANQUO and sits in Macbeth's place*

**Macbeth:** Sweet remembrancer!  
Now good digestion wait on appetite,  
And health on both.

**Lennox:** May't please your highness, sit. 15

**Macbeth:** Here had we now our country's honour roofed,  
Were the graced person of our Banquo present,  
Who may I rather challenge for unkindness  
Than pity for mischance.

2. Choose **two** of the following characters and discuss their importance and role in the play *Macbeth*.
  - (i) Duncan
  - (ii) Lady Macbeth
  - (iii) Macduff
3. Describe the two scenes in the play in which Macbeth meets the witches, and discuss how the witches and the supernatural influence Macbeth's decisions.

### TWELFTH NIGHT

4. Comment on the significance of the passage below in the play. You may wish to concentrate on two or more of the following topics that are offered as a guide:
  - The relation of the passage to the plot of the play;
  - Its relation to the central themes of the play;
  - What the passage reveals about any of the play's characters;
  - Interesting and effective use of language;
  - The passage as performed on stage.

**Second officer:** Come, sir, I pray you, go.

**Antonio:** Let me speak a little. This youth that you see here  
 I snatched one-half out of the jaws of death,  
 Relieved him with such sanctity of love,  
 And to his image, which methought did promise 5  
 Most venerable worth, did I devotion.

**First officer:** What's that to us? The time goes by; away!

**Antonio:** But O! how vile an idol proves this god!  
 Thou hast, Sebastian, done good feature shame  
 In nature there's no blemish but the mind; 10  
 None can be called deformed but the unkind;  
 Virtue is beauty, but the beauteous evil  
 Are empty trunks o'erflourished by the devil.

**First officer:** The man grows mad; away with him! Come, come, sir.

**Antonio:** Lead me on. 15

*Exeunt OFFICERS with ANTONIO*

**Viola:** Methinks his words do from such passion fly,  
 That he believes himself; so do not I.  
 Prove true, imagination, O! prove true,  
 That I, dear brother, be now ta'en for you.

**Sir Toby:** Come hither, knight; come hither, Fabian; we'll 20  
 whisper o'er a couplet or two of most sage saws.

**Viola:** He named Sebastian; I my brother know  
 Yet living in my glass; even such and so  
 In favour was my brother; and he went  
 Still in this fashion, colour, ornament, 25  
 For him I imitate. O! if it prove,  
 Tempests are kind, and salt waves fresh in love.

*Exit*

5. *Twelfth Night* touches on all of the following themes:  
 love, foolishness, illusion, fate.  
 Choose **two** of these themes and show how they are developed in the play *Twelfth Night*.

6. Choose **two** of the following characters and discuss their importance and role in the play *Twelfth Night*.

- (i) Olivia                      (ii) Orsino                      (iii) Sir Toby Belch

### ***BURNING EVEREST AND MARIZA'S STORY***

7. In *Mariza's Story* Michele Celeste highlights different types of injustices: poverty, lack of charity, corruption, social inequality and exploitation. Choose any **three** of these types of injustices and show how they are brought out in the play.

8. Despite the difficulties that Jim and Mariza encounter, both *Burning Everest* and *Mariza's Story* end on a positive note. Write about some of the factors that contribute towards these happy endings.

9. "Do you know how lucky you are, Jim? ... I said, do you know how lucky you are?" This is what Mr Welland tells Jim the police have been to the house after he breaks the window of Matt's Takeaway. To what extent do you agree that Jim is a lucky boy?

### ***THE GLASS MENAGERIE***

10. All the characters in Tennessee Williams's *The Glass Menagerie* feel imprisoned and try to escape. Discuss.

11. Laura collects little glass figurines. These figurines represent the fragility of some of the characters in the play. Discuss with reference to **two** characters.

12. Describe a scene or situation in *The Glass Menagerie* which you consider important. Give reasons for your choice and say how it affects the development of the play.

### **SECTION B: POETRY**

**(25 marks)**

**Choose ONE question from this section.**

1. With close reference to both *The Soldier* and *Dulce et Decorum Est* show how poets adopt different attitudes to war.
2. By referring to imagery and diction bring out the powerful way in which nature is described in the poems *Wind* and *The Sea*.
3. *Ozymandias* describes a ruin, but it also deals with themes such as art, power and time. Discuss.

**SECTION C: PROSE**

(25 marks)

Choose ONE question from this section.

**ANIMAL FARM**

1. Choose **three** of the following characters and say why they are important in the novel *Animal Farm*.  
Boxer    Benjamin    Squealer    Mollie    Old Major
2. "The creatures outside looked from pig to man and from man to pig, and from pig to man again; but already it was impossible to say which was which." Briefly describe why the revolution failed.
3. Napoleon and Snowball both had leadership qualities. Describe their qualities and say how Napoleon eventually gained power.

**THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES**

4. With reference to at least **two** stories show how characters in the *Great Automatic Grammatizator and Other Stories* are attracted by the prospect of owning expensive items or of making a fortune.
5. Show how at least two characters from *The Automatic Grammatizator and Other Stories* are dominated by fear or obsession.
6. Katina appears to be quite different from the other stories in the collection *The Automatic Grammatizator and Other Stories*. By referring to subject, setting, character and plot contrast *Katina* with at least one other story from the collection.

**THE OTHER SIDE OF TRUTH**

7. Discuss the character of Sade and her relationship with Femi.
8. "I believe in the power of stories we tell. If we keep quiet about injustice, then injustice wins. We must dare to tell. Across the oceans of time words are mightier than swords." (Letter written by Folarin Solaja to his children).  
In what ways is the power of words and the media brought out in the novel *The Other Side of Truth*?
9. Abandoned in London, Sade and Femi suffer many challenges as refugees, such as  
(i) robbery                      (ii) bullying                      (iii) bureaucracy.  
Discuss **two** of these dangers with reference to the events in the novel *The Other Side of Truth*.

**PRIVATE PEACEFUL**

10. In *Private Peaceful* show how war changes the lives of the Peaceful family.
11. Although *Private Peaceful* is about war it also deals with different forms of love. Discuss.
12. In *Private Peaceful* authority is represented by a number of characters. Describe these characters and say why the Peacefuls rebel against them.

**SECTION D – UNSEEN TEXT**

(25 marks)

**Answer ALL the questions in this section.**

Once upon a time there was a woman who had no eye for those small details and dainty effects that most women love to spend their time on – curtains and doilies, and the chairs arranged so, and the rugs so, and a small picture here, and a large mirror there. She did not bother with all this because, in the first place, she lived alone and had no one but herself to please, and, anyway she was not interested in material objects. So her house was rather bare, and, to tell the truth, not very comfortable. She lived very much in her mind, which fed upon books: upon what Erasmus and Darwin and Gautama Buddha and Pascal and Spinoza and Nietzsche and St. Thomas Aquinas had thought; and what she herself thought about what they thought.

She was not a homely<sup>1</sup> woman. She had good bones and beautiful heavy hair, which was very long, and which she wore in a braided crown around her head. But no man had ever courted her, and at her present age she did not expect this to happen. If some man had looked at her with interest, she would not have noticed it, and this would, of course, have discouraged further attentions.

Her house was the last house on a narrow dirt road, deep in the country, and if she heard the sound of the horse and buggy or a wagon, it was somebody coming to see her, which didn't often happen. She kept peculiar hours, and ate when she was hungry, and the mirror at her dressing table was sometimes shocked at her appearance, but since she never looked in it, she was not aware of the wisps of hair that needed pinning up, the eyes clouded by absent-mindedness, the sweater with a button missing, worn over a dress that belonged in the rag bag. A blind man put down in her cottage would have thought there were two people, not one, living in it, for she talked to herself a great deal.

Birds in great numbers nested in the holes of her apple trees and in the ivy that covered her stone chimney. Their cheeping, chirping sounds were the background of all that went on in her mind. Often she caught sight of them just as they were disappearing, and was not sure whether she had seen a bird or only seen its flight - so like the way certain thoughts again and again escaped her just as she reached out for them. When the ground was covered with snow, the birds closed in around the house and were at the feeding stations all day long. Even the big birds came – the lovely gentle mourning doves, and the pheasants out of the woods, and partridge, and quail. In bitter weather, when the wind was like iron, she put pans of warm water out for them, and, in a corner sheltered from the wind, kept a patch of ground swept bare, since they wouldn't use the feeders. And at times she was as occupied – or so she told herself – as if she were bringing up a large family of children, like her sister.

1. **Homely** – ugly, plain (American English)

1. The passage describes

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|--------------------------|--|
| <input type="checkbox"/> | a. the house of a woman living on her own in the countryside.                  |
| <input type="checkbox"/> | b. a woman who has chosen to live in a lonely place with little human contact. |
| <input type="checkbox"/> | c. the beauty of the environment with birds, fruit trees and cottages.         |
| <input type="checkbox"/> | d. why certain women are disliked by society.                                  |

2m [     ]

2. What sort of writing do the first words of the passage remind you of?

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2m [     ]

3. Give two reasons why the woman was different from other women.

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3m [ ]

4. Give one reason why the woman didn't expect to be courted.

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2m [ ]

5. The woman's house was 'not very comfortable' (l.6). What does this show about her character?

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2m [ ]

6. How does the location of the woman's house reflect her isolation?

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2m [ ]

7. Name the figures of speech in the following lines and say why they are effective.

- (i) 'and the mirror at her dressing-table was shocked at her appearance' (line 16)

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2m [ ]

- (ii) 'their cheeping, chirping sounds' (line 23)

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2m [ ]

- (iii) 'In the bitter weather, when the wind was like iron' (line 29)

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2m [ ]

8. Explain the effectiveness of the lines 'A blind man put down in her cottage would have thought there were two people' (lines 29-30).

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2m [ ]

9. Using information from the text, in between 40 to 50 words, write about your impression of the woman's character.

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4m [     ]