

**Literature in English**

**Date: 28 / 06 / 2022**

**8.30 AM- 11.30 AM**



## **END OF TERM III EXAMINATIONS**

**GRADE :** S5  
**COMBINATIONS:** HISTORY-ECONOMICS-LITERATURE (HEL)  
HISTORY-GEOGRAPHY-LITERATURE (HGL)  
LITERATURE-ECONOMICS-GEOGRAPPHY (LEG)  
LITERATURE-FRENCH-KINYARWANDA (LFK)  
LITERATURE-KISWAHILI-KINYARWANDA (LKK)

**DURATION:** 3 HOURS

**MARKS:**

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### **INSTRUCTIONS**

- 1) Do not open this paper until you are told to do so.
- 2) Attempt **ALL** questions.
- 3) This paper consists of **THREE** Sections: **A, B** and **C**  
**Section A:** Prose and Poetry (40 marks)  
**Section B:** Plays (30 marks)  
**Section C:** Novels (30 marks)
- 4) Use only a **blue** or **black** pen.

## **Section A: Prose and Poetry**

### **Prose**

#### **1) Read the passage below and answer the questions that follow. (25 marks)**

Teenagers don't have the life experience or perspective to discern trouble the size of an iceberg from an ice cube. No wonder so many parents enjoyed the Hollywood version of Titanic – they can identify with it! The good news is that humankind can learn to avoid making mistakes from historical disasters. It is the same with dealing with teens. There is nothing better than educating and learning through experience. So here are my top five parenting lessons from the movie Titanic.

On 10 April 1912, the Titanic left England for New York on its maiden voyage. It was to be the safest ship ever built. Yet five days later, it lay in two at the bottom of the Atlantic Ocean with over 1500 people dead. In the movie, the disaster was the fault of lookouts who did not see the iceberg in time. But during the course of my research, another reason was traced to the officer-in-charge who actually had enough time to kill the engine and prevent the disaster. However, he thought he could save time by steering around the tip of the iceberg with the engines still running.

Many of the modern dangers our teenagers face are like icebergs. Teens think they know the risks of drinking, taking drugs, sex and violence. They believe they can steer round the risks and survive the challenges unharmed. However, they often fail to see dangers behind the negative pastimes and may land themselves in real trouble. Part of our job, as a parent, is to teach them the real risks and slow down their engines.

In "Active Parenting of Teens", a parent education video, parents are taught how to be an effective provider of information. This means parents need to know what the real risks are and then communicate with them in a way that will be accepted. This means letting teens know you're concerned and not because you are judging them. Teens will not listen to your advice so until they know how much you care. Instead,

let your words and attitude say: "I love you so much that it would break my heart if something bad happened to you." By doing so, you stand a good chance of being a positive influence on the decisions they make.

Just as it's important for you to teach your teens the risks of dabbling in negative pastimes, it is also crucial to discuss rescue plans for worst case scenarios. For instance, what should your daughter do if her date has been drinking and wants her to drive out with him for a burger? Take time to talk to your teens about various situations and effective ways of handling them. Again, avoid sounding too judgmental if she disagrees with you. She may only see your wisdom in retrospect rather than during the discussion, which isn't a bad thing. The main goal is to start your teen thinking.

Teens need to be aware that what they see and hear in music, movies and television is not an accurate reflection of reality. Advertisements are designed to see things. Beer ads may feature happy and attractive men and women but we never see them binge drinking, dying from alcohol poisoning, or becoming alcoholics. Parents can help their teens see through the hype and make informed decisions.

The captain of the Titanic chose to steer his course at a disastrous price. Changing direction and cutting the engine was certainly a better option. But that's not to say that change is a sure way of preventing disasters. The teenage years are a time of experimenting and the need for adventure is high. We can help our teens find safe ways to explore new positive ventures through sports, outdoor activities and special interests. You have other truths to teach your teens, truths that offer ballast on a stormy sea. You may need to change directions now and then or cut your engines when an iceberg appears. After all, we don't want to repeat the mistakes of the Titanic.

### **Questions**

a) What misconception do teenagers have regarding drinking, taking drugs and sex?

**(3 marks)**

- b) What possible danger may this 'misconception' lead to? **(3 marks)**
- c) Describe how parents can 'stand a good chance' of making their teenaged children listen to them. **(5 marks)**
- d) In the sentence "it is crucial to discuss rescue plans for worst case scenarios ...",
- (i) Explain what is meant by 'rescue plans'. **(3 marks)**
- (ii) Give one example of 'worst case scenarios'. **(3 marks)**
- e) (i) Explain what is meant by 'Advertisements are designed to see things'. **(2 marks)**
- (ii) How can parents help their teens to be aware of what they see or hear in advertisements? **(2 marks)**
- f) We learn that parents need to help their teenaged children 'change directions'.
- (i) When do they have to do so? **(2 marks)**
- (ii) How can they help them make the change? **(2 marks)**

**2) Read the following poem and answer questions that follow. (15 marks)**

***A Taxi Driver on his Death***

When with prophetic eye I peer into the future  
 I see that I shall perish upon this road  
 Driving men that I do not know.  
 This metallic monster that now I dictate,  
 This docile elaborate horse,  
 That in silence seems to simmer and strain,  
 Shall surely revolt some tempting day.  
 Thus I shall die; not that I care  
 For any man's journey  
 Nor for proprietor's gain,  
 Nor for love of my own  
 Not for these do I attempt the forbidden limits,  
 For these defy the traffic- man and the cold cell,  
 Risking everything for the little little more.

They shall say, I know, who pick up my bones,  
'Poor chap, another victim to the ruthless machine'-  
Concealing my blood under the metal.

**Timothy Wangusa**

**Questions**

- a) Why must the taxi driver *peer* rather than *look* into the future? **(2 marks)**
- b) What does he mean by '*this road*'? **(2 marks)**
- c) In your own words explain the following expressions:
- (i) '*the metallic monster I dictate*'. **(2 marks)**
- (ii) '*docile elaborate horse*'. **(2 marks)**
- d) (i) Explain three things the taxi driver does not care for. **(3 marks)**
- (ii) What is his real reason for being a taxi driver? **(2 marks)**
- (iii) Do you consider the driver '*another victim of the ruthless machine*' or not?  
Explain. **(2 marks)**

**Section B: Plays (30 marks)**

**3) Choose ONE play and answer the question on it. (30 marks)**

**Either:**

**Bertolt Brecht: *The Caucasian Chalk Circle*.**

Discuss any five themes portrayed in the play *The Caucasian Chalk Circle*.

**Or:**

**Henrick Ibsen: *An Enemy of the People***

Describe the character traits of Dr Stockmann and Morten Kiil as depicted in the play *An Enemy of the People*.

### **Section C: Novels (30 marks)**

**4) Choose ONE of the two passages below; read it carefully and then answer the Questions that follow as concisely as possible. (15 marks)**

**Either: (A) CHINUA ACHEBE: *A Man of the People***

Nanga must have gone into politics soon afterwards and then won a seat in Parliament. (It was easy in those days-before we knew its cash price.) I used to read about him in the papers some years later and even took something like pride in him. At that time, I had just entered the University and was very active in the Students' branch of the People's Organization Party. Then in 1960 something disgraceful happened in the Party and I was completely disillusioned.

At that time Mr Nanga was an unknown back-bencher in the governing P.O.P. A general election was imminent. The P.O.P. was riding high in the country and there was no fear of its not being returned. Its opponent, the Progressive Alliance Party, was weak and disorganized.

Then came the slump in the international coffee market. Overnight (or so it seemed to us) the Government had a dangerous financial crisis on its hands. Coffee was the prop of our economy just as coffee farmers were the bulwark of the P.O.P.

The Minister of Finance at the time was a first-rate economist with a Ph.D. in public finance. He presented to the Cabinet a complete plan for dealing with the situation.

The Prime Minister said 'No' to the plan. He was not going to risk losing the election by cutting down the price paid to coffee planters at that critical moment; the National Bank should be instructed to print fifteen million pounds. Two-thirds of the Cabinet support the Minister. The next morning the Prime Minister sacked them and in the evening he broadcast to the nation. He said the dismissed ministers were conspirators and traitors who had teamed up with foreign saboteurs to destroy the new nation.

I remember this broadcast very well. Of course no one knew the truth at that time. The newspapers and the radio carried the Prime Minister's version of the story. We were very indignant. Our Students' Union met in an emergency session and passed a vote of confidence in the leader and called for a detention law to deal with the miscreants. The whole country was behind the leader. Protest marches and demonstrations were staged up and down the land.

It was at this point that I first noticed a new, dangerous and sinister note in the universal outcry.

The *Daily Chronicle*, an official organ of the P.O.P., had pointed out in an editorial that the Miscreant Gang, as the dismissed ministers were now called, were all university people and highly educated professional men. (I have preserved a cutting of that editorial.)

Let us now and for all time extract from our body-politic as a dentist extracts a stinking tooth all those decadent stooges versed in text-book economics and aping the white man's mannerisms and way of speaking. We are proud to be Africans. Our true leaders are not those intoxicated with their Oxford, Cambridge or Harvard degrees but those who speak the language of the people. Away with the damnable and expensive university education which only alienates an African from his rich and ancient culture and puts him above his people...

This cry was taken up on all sides. Other newspapers pointed out that even in Britain where the Miscreant Gang got its 'so called education' a man need not be an economist to be Chancellor of the Exchequer or a doctor to be Minister of Health. What mattered was loyalty to the party.

I was in the public gallery the day the Prime Minister received his overwhelming vote of confidence. And that was the day the truth finally came out; only no one was listening. I remember the grief-stricken figure of the dismissed Minister of Finance as he led his team into the chamber and was loudly booed by members and the

public. That week his car had been destroyed by angry mobs and his house stoned. Another dismissed minister had been pulled out of his car, beaten insensible, and dragged along the road for fifty yards, then tied hand and foot, gagged and left by the roadside. He was still in the orthopaedic hospital when the house met.

That was my first – and last – visit to Parliament. It was also the only time I had set eyes on Mr Nanga again since he taught me in 1948.

### **Questions**

- a) Where and when does the event in the extract take place? **(2 marks)**
- b) Who is the narrator in this extract? **(2 marks)**
- c) What are the character traits of Chief Nanga in this extract? **(3 marks)**
- d) Compare the economic activity mentioned in the extract with the economic activity in Rwanda. **(2 marks)**
- e) Discuss literary techniques used in this extract to portray the message. **(3 marks)**
- f) Discuss the theme of corruption in this extract. **(3 marks)**

### **Or: (B) PETER ABRAHAMS: *Mine Boy***

Around them, the street was alive. People moved up and down. Children played in the gutters, and picked up dirty orange peels and ate them. The pulsating motion of Malay Camp at night was everywhere. Warm and intense and throbbing.

People sang.

People cried.

People fought.

People loved.

People hated.

Others were sad.

Others gay.

Others with friends.

Others lonely. Some died.



Some were born...

“You say you don’t know. I know, Xuma, I know.”

She looked at him and there was the shadow of a smile on her lips, but her eyes were serious. “I know,” she whispered. Then she pulled herself together and her voice changed:

“Listen to me Xuma. I will try again to make you understand. In the city it is like this: all the time you are fighting. Fighting. Fighting! When you are asleep and when you are awake. And you look only after yourself. If you do not, you are finished. If you are soft, everyone will spit in your face. They will rob you and cheat you and betray you. So, to live here, you must be hard. Hard as a stone. And money is your best friend. With money, you can buy a policeman. With money, you can buy somebody to go to jail for you. That is how it is, Xuma. It may be good, it may be bad, but there it is. And to live, one must see it. Where you come from, it isn’t so. But here, it is so.”

Again, there was a long silence between them. The stars came out and twinkled brightly in the sky. The moon came up, and chasing the Milky Way, travelled eastward.

Rosita, who lived across the way, turned on her gramophone and came on her veranda swaying her broad hips.

“Hello!” she called across to Leah.

Leah looked up, startled. Xuma too, was startled.

“We must go in,” Leah said. “Food will be ready.”

“My white man gave me a pound,” Xuma said. “Will you take some of it for my food and my sleeping here?”

Leah got up. She stared down at him then turned away.

“No. You can pay me when you get paid properly,” she said gruffly. “Come.” They went in.

A fire, made in a paraffin tin with holes in the side, stood in the centre of the kitchen. And around it, of the floor, sat Ma Plank, Daddy, a man who was a stranger to Xuma, the pale fat one called Drunk Liz, Lena the thin coloured woman, Johannes, and another woman who was also a stranger.

### **Questions**

- a) Where is the setting this extract? **(1 mark)**
- b) Describe Xuma's character traits in this novel. **(3 marks)**
- c) Identify any literary devices used to portray the message. **(2 marks)**
- d) How is Leah related to Daddy? **(2 marks)**
- e) From the above extract, describe the life in Malay Camp. **(4 marks)**
- f) Why is Xuma worried according to this extract? **(1 mark)**
- g) What piece of advice did Leah give to Xuma? **(2 marks)**

### **5) Choose ONE novel and answer the question on it. (15 marks)**

#### **Either: A. George Orwell: *Animal Farm***

Analyse the seven commandments in *Animal Farm* and show their moral lesson in daily life.

#### **Or: B. John Steinbeck: *The Pearl***

What does the "Pearl" symbolize in the novel *The Pearl*?

**END**

## Marking guide

### Section A: Prose and Poetry

#### 1) Prose

- a) They think they know what they are doing and they can survive whatever risks that they may face. **(3 marks)**
- b) This misconception may land the teenagers in some big trouble or danger. **(3 marks)**
- c) They could do so by letting their children know how much they cared for them and then advising them the real risks they would be facing. **(5 marks)**
- d) (i) It means 'solutions or ways of solving the risks one is facing'. **(3 marks)**  
(ii) It could be having to deal with a boyfriend who is drunk but wants to take the girl out in his car. **(3 marks)**
- e) (i) Advertisements are aimed at displaying the best side of things for us to see. We don't get to see the reality of things. **(2 marks)**  
(ii) They can tell their children that advertisements do not necessarily tell the truth and cannot be relied on always. **(2 marks)**
- f) (i) They have to do so whenever their children seem to head towards danger or disaster. **(2 marks)**
- (ii) They can help them find safe ways like involving in activities like sports to satisfy their spirit of adventure. **(2 marks)**

#### 2) Poem

- a) Why must the taxi driver *peer* rather than *look* into the future? **(2 marks)**  
The future is unknown. He cannot 'look' because he cannot see it clearly. He can only 'peer' as though through a mist.
- b) What does he mean by *'this road'*? **(2 marks)**  
This way of life I have chosen
- c) In your own words explain the following expressions:  
i) *'the metallic monster I dictate'* **(2 marks)**  
This huge, strong, dangerous vehicle that I am driving  
ii) *'docile elaborate horse'* **(2 marks)**  
Obedient but complex means of transport
- d) Explain three things the taxi driver does not care for. **(3 marks)**
- The journey of his passenger
  - The profits of the taxi owner
  - His own benefit
- e) What is his real reason for being a taxi driver? **(2 marks)**  
He wants to earn a living; he risks his life because he wants to get some little more money.
- f) Do you consider the driver *'another victim of the ruthless machine'* or not? Explain. **(2 marks)**

He is not a victim of the machine, he is a victim of himself. He has the ability to control the machine and drive safely but his desire to earn more money leads him to over speeding. Driving at accelerating speed thrills him at the risk of killing himself or being challenged by the police and sent to jail.

## **Section B: Plays**

**3) Choose ONE play and answer the question on it. (30 marks)**

### **Bertolt Brecht: *The Caucasian Chalk Circle***

*Themes in the play are:*

- Social class Inequality
- Selflessness
- Abuse of power/misuse of power:
- Greed and materialism
- Betrayal
- Political and social instability
- Injustice
- Deceit, religiosity and hypocrisy
- Conflict/antagonism
- Love

*(Any five well illustrated points: 30 marks)*

### **Henrick Ibsen: *An Enemy of the People***

Dr. Thomas Stockmann

The protagonist of the play, Stockmann is a doctor and family man. He is occasionally naive and carried away by his passions, but he is fiercely dedicated to the preservation of the truth regarding the Springs. He holds on to his view regardless of how much he and his family are attacked

Morten Kiil

Catherine's father, he initially seems harmless but once he realizes his tannery is causing the pollution, he behaves disreputably by buying up stock in the springs and ordering Stockmann to clear his name.

**Section C: Novels (30 marks)**

**4) Choose ONE of the two passages below; read it carefully and then answer the Questions that follow as concisely as possible. (15 marks)**

**Either: (A) CHINUA ACHEBE: *A Man of the People***

- a) The event in the extract takes place in a parliamentary cabinet meeting. It is in 1960 when Nanga was a Member of Parliament. It was the time of financial crisis due to fluctuation of coffee prices. **(2 marks)**
- b) The narrator in the extract is Odili. **(2 marks)**
- c) Chief Nanga is portrayed as a country's minister of culture in the reigning POP political party. He is Odili's antagonist and competitor throughout the novel. He is a power-hungry, selfish and corrupt politician. He wants to offer Odili a scholarship to go abroad for further education. He betrays Odili by sleeping with Elsie, his girlfriend, which resulted into revenge for Odili to sleep with Edna in turn, the proposed second wife of Chief Nanga. **(3 marks)**
- d) The economic activity in the extract is coffee growing/plantation. Coffee is a cash crop commonly grown in Rwanda for its beverage, for export and source of employment. **(2 marks)**
- e) Literary techniques used in this extract include:  
**Simile** is a direct comparison of one thing with another using "as" or "like"  
e.g. "Let us now and for all time extract from our body-politic **as** a dentist extracts a stinking tooth all those decadent stooges".  
**Irony**: a difference from what one says or does and what one means.  
e.g. The Prime Minister fires the Minister of Finance and other Cabinet members for his own personal gain and ambitions so as to retain his position during elections.  
**Flashback**: a reference to the past interrupting the plot in order to give earlier information.  
e.g. "It was also the only time I had set eyes on Mr Nanga again since he taught me in 1948".  
**(3 marks)**
- f) Money and corruption: money is a prerequisite to power and Nanga was used as the symbol of corruption. He was a man of the people because he had money, so even though the people completely knew him as a fraudulent man, they continued to worship him. In the story, money holds women, people and choices. The people knew Nanga had money so it was easy to pretend since money can simply put aside anyone who stands in Nanga way (as it is the case of Max)

**(3 marks)**

**Or: (B) PETER ABRAHAMS: *Mine Boy***

**a) Where is this extract set?**

This extract is set at the street Malay Camp around Leah's home at night. **(1 mark)**

**b) Describe Xuma's character traits in this novel.**

Xuma is the novel's protagonist. He leaves the family farm in the economically depressed north to work in the Johannesburg goldmine, where he encounters the social problems and harsh living conditions that arise from racial and economic oppression.

Xuma is characterized as **naïve** and **good-natured**, as often confused by the behaviors and attitudes of the city people he meets.

Xuma is **strong** and **good-looking**, attracting the attention of multiple women. E.g. Eliza, Maisy and Leah. **(3 marks)**

**c) Identify any literary devices used to portray the message.**

Literary devices in this story include:

- **Repetition:** many words and phrases have been repeated. E.g. Fighting, fighting, fighting, when you are asleep or awake.
- **Personification:** e.g. A shadow of a smile on her lips.
- **Use of a dialogue:** A conversation between two or more people. Here in the extract, Leah is talking to Xuma. **(2 marks)**

**d) How is Leah related to Daddy?**

In his time, Daddy had saved Leah from the streets and has now become an everyday customer of Leah's bar. He spends much of his time at Leah's compound. He even sleeps there. **(2 marks)**

**e) From the above extract, describe the life in Malay Camp.**

The life in Malay Camp was very **chaotic, queer, sorrow, sad, melancholic, enmity, homosexuals and bizarre**. The pulsating motion of Malay Camp at night was everywhere. Warm and intense and throbbing. For instance; People sang. People cried. People fought. People loved. People hated. Others were sad. Others gay. Others with friends. Some lonely. Some died. Some were born...*(any three points)* **(4 marks)**

**f) Why is Xuma worried according to this extract?**

Xuma is worried because of the strange behaviour of people in Malay Camp. He is also worried to see Leah bribing a policeman. **(1 marks)**

**g) What piece of advice did Leah give to Xuma?**

Leah advised Xuma to look only after himself, to avoid being soft for everyone to spit on his face in order to avoid being robbed, cheated and betrayed. She advises him to be hard as a stone and money to be his best friend. **(2 marks)**

**5) Choose ONE novel and answer the question on it. (15 marks)**

**Either: A) George Orwell: *Animal Farm***

**Analyse the seven commandments in *Animal Farm* and show their moral lesson in the daily life.**

- The interpretation of seven commandments in *Animal Farm* by George Orwell is well defined and has a paramount role in our society.
- Since they were animals, they were not for human beings. That is the reason why they set commandments basing on their own characteristics as animals all to be equal as the last commandment says.
- Setting these commandments, the animals wanted their laws and regulations. This was because any civilization without them can fail.
- With their presence, they were ready to achieve their objectives. This was from the idea of Snowball on the newly evolving farm.
- Though experienced many challenges like some of the animals were neither able to read nor to write, they went on.
- All animals were friends at the beginning and enemies at the end. Its destruction was dominated by Boxer after being bored. To mean some of the rules were broken or /and disrespected.
- Their moral lesson in our daily life is related to laws and regulations established for human beings aiming at harmonizing people. A society should have their norms and their role is not far from just being the mirror of any society they are set for.

**Or: B) John Steinbeck: *The Pearl***

**What does the “Pearl” symbolize in the novel *The Pearl*?**

- The Pearl symbolizes humankind’s greed and selfishness
- Greed and selfishness in the society.
- Divine providence (Kino society had the prophecy of the Pearl that might be. Meaning that the Pearl comes to fulfil this prophecy)
- life free from the shackle of colonization

- The Pearl of the world = destruction influence (possession + energies)

Greed, a destructive force

As Kino seeks to gain wealth and status through the pearl, he transforms from a happy, contented father to a savage criminal demonstrating the way ambition and greed destroy innocence. Kino's desire to acquire wealth perverts the pearl natural beauty and good luck, transforming it from a symbol of hope to a symbol of human destruction. Furthermore, Kino's greed leads to behave violently toward his wife. It also leads to his son's death and ultimately to Kino's detachment from his cultural tradition and his society.