

LITERATURE IN ENGLISH

Date:21 June2024

Period: 8H30 - 11H30



**END OF TERM III EXAMINATIONS
QUESTION PAPER**

LEVEL: ADVANCED LEVEL S5

COMBINATIONS -HISTORY-LITERATURE- PSYCHOLOGY (**HLP**)
-HISTORY-GEOGRAPHY-LITERATURE (**HGL**)
-LITERATURE -FRENCH-KINYARWANDA-
KISWAHILI (**LFK**)

DURATION: 3 HOURS

MARKS:

..... /100

 CAMIS

..... /70

INSTRUCTIONS

This paper consists of **THREE** Sections: **A, B** and **C**.

Section A: Prose and Poetry (50 marks)

Section B: Plays (30 marks)

Section C: Novels (20 marks)

Note: Question eight (8) and ten (10) must be answered in essay form.

SECTION A: Prose and Poetry (50 marks)

1) Give the difference between the following key terms related to prose. (10 marks)

- a) Character and characterization **(2 Marks)**
- b) Plot and setting **(2 Marks)**
- c) Exposition and climax **(2 Marks)**
- d) Foreshadowing and flashback **(2 Marks)**
- e) African literary tradition and European literary tradition **(2 Marks)**

2) Provide literary terms related to poetry for the given descriptions. (5 marks)

- a) A long narrative poem in a dignified style about the deeds of a traditional or historical hero or heroes. **(1 mark)**
- b) The repetition of similar vowel sounds within words close to one another with different consonant sounds. **(1 mark)**
- c) The matching of sounds in words at the end of lines of a poem. **(1 mark)**
- d) The pattern of beats made up of stressed and unstressed syllables resulting in the rising and falling of the voice. **(1 mark)**
- e) A type of foot in poetry consisting of one unstressed syllable followed by a stressed syllable. **1 mark)**

3) Identify poetic devices used in the given verses. (5 marks)

- a) Rachel is as bright as the sun. **(1 mark)**
- b) I am so hungry that I could eat a horse. **(1 mark)**
- c) Happiness paid me a visit. **(1 mark)**
- d) My husband is a lion. **(1 mark)**
- e) Oh! Liberty what crimes are committed in thy name! **(1 mark)**

4) Read the passage below and answer the questions that follow. (20 marks)

Kichwele Street was now Uhuru Street. My two sisters had completed school and got married and our mother missed them sometimes. Mehroon, after a succession of woos, had settled for a former opening batsman of our school team and was in town. Razia was a wealthy housewife in Tanga, the coastal town north of Dar. Firoz dropped out in his last year at school, and everyone said that it was a wonder he had reached that far. He was assistant bookkeeper at Oriental Emporium, and brought home stationery sometimes.

Mother had placed her hopes on the youngest two of us, Aloo and me, and she did not want us distracted by the chores that always needed doing around the store. One evening she secured for the last time the half a dozen assorted padlocks on the sturdy panelled doors and sold the store. This was exactly one week after the wedding party had driven off with a tearful Razia, leaving behind a distraught mother in the stirred-up dust of Uhuru Street.

We moved to the residential area of Upanda. After the bustle of Uhuru Street, our new neighbourhood seemed quiet. Instead of the racket of buses, bicycles and cars on the road, we now heard the croaking of frogs and the chirping of insects. Nights were haunting, lonely and desolate and took some getting used to. Upanga Road emptied after seven in the evening and the side streets became pitch dark, with no illumination. Much of the area was as yet uninhabited and behind the housing developments there were overgrown bushes, large, scary baobab trees, and mango and coconut groves.

Sometimes in the evenings, when Mother felt sad, Aloo and I would play two-three-five with her, a variation of whist for three people. I had entered the university by then and came back at weekends. Aloo was in his last year at school. He had turned out to be exceptionally bright in his studies-more so than we realized.

That year Mr Dato, a former teacher from our school who was also a former student, returned from America for a visit. Mr Dato had been a favourite with the boys. When he came he received a tumultuous welcome. For the next few days he toured the town like the Pied Piper followed by a horde of adulating students, one of whom was Aloo.

The exciting event inspired in Aloo the hope that not only might he be admitted to an American university, but he could also win a scholarship to go there. Throughout the rest of the year, therefore, he wrote to numerous universities, culling their names from books at the USIS, often simply at random or even only by the sounds of their names.

Mother's response to all these efforts was to humour him. She would smile. "Your uncles in America will pay thousands of shillings just to send you to college," she would say. Evidently she felt he was wasting his time, but he would never be able to say that he did not have all the support she could give him.

Responses to his enquiries started coming within weeks and a handful of them were guardedly encouraging. Gradually Aloo found out which were the better places, and which among them the truly famous. Soon a few catalogues arrived, all looking impressive. It seemed that the more involved he became with

the application process; the more tantalizing was the prospect of going to an American university. Even the famous placed did not discourage him. He learnt of subjects he had never heard of before: genetics, cosmology, artificial intelligence: a whole universe was out there waiting for him if only he could reach it. He was not sure if he could, if he was good enough. He suffered periods of intense hope and hopeless despair.

Of course, Aloo was entitled to a place at the local university. At the end of the year, when the selections were announced in the papers, his name was on the list. But some bureaucratic hand, probably also corrupt, dealt out a future prospect for him that came as a shock. He had applied to study medicine; he was given a place in agriculture. An agriculture officer in a rural district somewhere was not what he wanted to become however patriotic he felt. He had never left the city except to go to the national parks once on a school trip.

When Aloo received a letter from the California Institute of Technology offering him a place with a scholarship, he was stupefied at first. He read and reread the letter, not believing what it seemed to be saying, afraid that he might be reading something into it. He asked me to read it for him. When he was convinced, there was no possibility of a mistake he became elated.

(From Leaving by Moyez G. Vassanji)

Questions

- a) Why does the narrator's mother close the store? **(2 marks)**
- b) What event triggers Aloo's interest in foreign universities? **(2 marks)**
- c) Identify two character traits of Aloo in the passage. **(4 marks)**
- d) Explain two themes portrayed in the passage. **(4 marks)**
- e) Identify four characters in the passage. **(4 marks)**
- f) What moral lessons do you draw from the passage? **(4 marks)**

5) Read the poem below and answer the questions that follow. (10 marks)

BUILDING THE NATION

Today I did my share

In building the nation.

I drove the permanent secretary

To an important urgent function

In fact, to a luncheon at the Vic.

The menu reflected its importance
Cold Bell beer with small talk,
Then fried chicken with niceties
Wine to fill the hollowness of the laughs
Ice-cream to cover the stereotype jokes
Coffee to keep the PS awake on return journey.

I drove the permanent secretary back.
He yawned many times in the back of the car
Then to keep awake, he suddenly asked,
Did you have any lunch friend?
I replied looking straight ahead
And secretly smiling at his belated concern
That I had not, but was sliming!

Upon which he said with seriousness
That amused more than annoyed me,
Mwananchi, I too had none!
I attended to matters of state.
Highly delicate diplomatic duties you know,
And friend, it goes against my grain,
Causes me stomach ulcers and wind.
Ah, he continued, yawning again,
The pains we suffer in building the nation!
So the PS had ulcers too!
My ulcers I think are equally painful
Only they are caused by hunger,
No sumptuous lunches!

So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation -
Different ways.

By Christophe H.M. Barlow

Questions

- a) Who is the persona of the poem? How do you know? **(2 marks)**
- b) Identify two poetic devices used in the poem. **(2 marks)**
- c) Discuss two themes revealed in the poem. **(2 marks)**
- d) The poet says in the last stanza 'so two nation builders arrived home this evening' Were the two people building the nation? Support your answer **(2 mark)**
- e) Comment on the relevance of this poem in your society. **(2 marks)**

SECTION B: Plays (30 Marks)

6) Explain the difference between the following terms related to drama. (10 marks)

- a) Monologue and soliloquy **(2 Marks)**
- b) Script and cast of characters **(2 Marks)**
- c) Entrance and exit **(2 Marks)**
- d) Theatre and play **(2 Marks)**
- e) Prologue and epilogue **(2 Marks)**

7) Choose ONE of the two passages below, read it carefully and then answer the questions that follow as concisely as possible. (10 marks)

Either:(A) HENRIK IBSEN: An Enemy of the People

DR. STOCKMANN: I will tell you that too, later on; I have something else to think about now. (*Goes to the table and writes on a visiting card.*) Look there, Katherine; what have I written there?

MRS. STOCKMANN: Three big Nos; what does that mean?

DR. STOCKMANN: I will tell you that too, later on; (*holds out the card to PETRA*). There, Petra; tell sooty –nose to run over to “the Badge’ s with that, as quick as she can. Hurry up! (*PETRA takes the card and goes out to the hall.*). Well, I think I have had a visit from every one of the devil’s messengers today! But now I am going to sharpen my pen till they feel its point; I shall dip it in venom and gall; I shall hurl my inkpot at their heads! They’ll find out that a pen is mightier than an umbrella.

MRS. STOCKMANN: Yes, but we are going away, you know Thomas. (*PETRA comes back*).

DR. STOCKMANN: Well?

PETRA: She has taken it.

DR. STOCKMANN: Good! Going away, did you say? No, I’ll be hanged if we are going away! We are going to stay here, Katherine!

PETRA: Stay here?

MRS. STOCKMANN: Here, in this town?

DR. STOCKMANN: Yes, here. This is the field of battle -this is where the fight will be. This is where I shall triumph! As soon as I have had my trousers sewn up I shall go out and look for another house. We must have a roof over our heads for the next winter.

HORSTER: That you shall have in my house.

DR. STOCKMANN: Can we really?

HORSTER: Yes, quite. I have plenty of room, and I am hardly ever at home.

MRS. STOCKMANN: How good of you, Captain Horster!

PETRA: Thank you!

DR. STOCKMANN: (*shaking his hands*): Thank you, thank you: That is one trouble over! Now I can set to work in earnest. There is an endless amount of things to look through here, Katherine! Fortunately I shall have all the time; because I have been dismissed from the Baths, you know.

MRS. STOCKMANN: (*with a sigh*); Oh yes, I expected that.

DR. STOCKMANN: And they want to take my practice away from me too. Let them! I have got the poor people to fall back upon, anyway- those that don’t pay anything; and, after all, they need me most, too. But, oh, they will have to listen to me; I shall preach to them in season and out of season, or whatever the phrase is!

MR. STOCKMANN: But, dear, Thomas, I should have thought events had showed you what use it is to preach.

Questions

- a) Briefly describe the happenings that lead to the events taking place in this passage. **(2 marks)**.

- b) Identify four characters in this passage. **(2 marks)**
- c) Dr. Stockmann seems to contradict his earlier decision. Explain the contradiction. **(2 marks)**
- d) Discuss the character traits of the following as shown in the passage. **(2 marks)**
- i) Captain Horster
- ii) Dr. Stockmann
- e) How do Hovstad and Billing betray Dr. Stockmann in the play “An Enemy of the People”? **(2 marks)**

Or: (B) ARTHUR MILLER: *The Crucible*

ABIGAIL: I have a sense for heat, John, and yours has drawn me to my window, and I have seen you looking up, burning in your loneliness. Do you tell me you’ve never looked up at my window?

PROCTOR: I may have looked up.

ABIGAIL, *(now softening):* And you must. You are no wintry man. I know you, John. I know you. She is weeping. I cannot sleep for dreamin’; I cannot dream but I wake and walk about the house as though I’d find you comin’ through some door. *She clutches him desperately.*

PROCTOR, *(gently pressing her from him, with great sympathy but firmly):* Child

Abigail, *(with a push of anger):* How do you call me child!

Proctor, Abby, I may think of you softly from time to time. But I will cut off my hand before I’ll ever reach for you again. Wipe it out of mind. We never touched, Abby.

Abigail: Aye, but we did.

Proctor: Aye, but we did not.

Abigail: *with a bitter anger:* Oh, I marvel how such a strong man may let such a sickly wife be-

Proctor: *(angered - at himself as well):* You’ ll speak nothin’ of Elizabeth!

Abigail: She is blackening my name in the village! She is telling lies about me! She is a cold, sniveling woman, and you bend to her! Let her turn you like a -

Proctor: *(shaking her):* Do you look for whippin’?

(A psalm is heard being sung below.)

Abigail: *(in tears):* I look for John Proctor that took me from my sleep and put knowledge in my heart! I never knew what pretense Salem was, I never knew the lying lessons I was taught by all these Christian women and their covenanted men! And now you bid me tear the light out of my eyes? I will not, I cannot! You loved me, John Proctor, and whatever sin it is, you love me yet!

(He turns abruptly to go out. She rushes to him. John, pity me, pity me!)

The words “going up to Jesus” are heard in the psalm and Betty claps her ears suddenly and whines loudly.)

Questions

- a) Comment on the setting of this passage. **(2 marks)**
- b) What is the passage about? **(2 marks)**
- c) Describe the relationship between Abigail and Proctor in this passage. **(2 marks)**
- d) Discuss the dramatic techniques used to portray the message. **(2 marks)**
- e) Prove that Abigail Williams is the villain character of the play “The Crucible” **(2 marks)**

8) Choose ONE play and answer the question on it. (10 marks)

Either:(A) BERTOLT BRECHT: *The Caucasian Chalk Circle*

Explain the similarities between the story of the peasants and the story of the chalk circle in Bertolt Brecht’s play “*The Caucasian Chalk Circle*”

Or: (B) WILLIAM SHAKESPEARE: *Julius Caesar*

Discuss three themes in *William Shakespeare’s* play “Julius Caesar”.

SECTION C: Novels (20 Marks)

9) Choose ONE of the two passages below; read it carefully and then answer the questions that follow as concisely as possible. (10 marks)

Either: (A) PETER ABRAHAMS: *Mine Boy*

His brain cleared suddenly. He should get away from here. He struck at a helmeted figure in front of him and moved on. Now he was on the outskirts of the fighting crowd. He could make a dash for it and be away. Then Paddy's voice drifted to him.

“Do not run away, Xuma!”

But feet were pounding behind him and the desire to be free was strong, so he run. The pounding drew near, so he ran faster. After a time, no one followed him. Still he ran. His lungs felt as though they were bursting and his brain throbbed painfully. And he could still hear Paddy shouting:

“Do not run away, Xuma!”

Around him, the streets were empty. He was alone in the world. He ran through empty street after empty street. Through Malay Camp, past park Station. It was as though a devil was driving him. Tears of weariness burned in his eyes. Still, he could not stop himself. Now he was near Maisy's place. He slackened his pace. When he got to Maisy's gate he walked, but very fast. He was in a hurry. He went through the little passage. There was very little time.

He knocked on her door. In a little while he saw a light, then Maisy opened the door. When she saw his face, all sleep vanished from her eyes.

“Xuma!”

“Hello, Maisy.”

She pulled him into the room and shut the door. Ma Plank sat up in the corner of the room where she slept on the floor. Xuma noticed that she looked very much older.

Without a word, Maisy got water and bathed his head. Ma Plank made tea, on Maisy's little Primus stove. When he had drunk the tea, Xuma told them what had happened.

“What are you going to do?” Maisy asked when he had finished.

“The Red One's in jail. I must go there too. It would be wrong if I do not go. I would not be a man then.”

“You are mad, Xuma,” Ma Plank said. “Go to another city till it is all over. They will not get you.”

“No, Ma Plank. I must go. If I do not go, I will not want to live for the disgust I will have against myself. I must go. The Red One is there. He is not black man but he is going to jail for our people. How can I not go? And there are many things I want to say too. I want to tell them how I feel and how the black people feel.”

“They know how we feel. They will do nothing,” the old woman said.

“But they have not heard us say it. It is good that a black man should tell the white people how we feel. And also, a black man must tell the black people

how they feel and what they want. These things I must do, then I will feel like a man. You understand?" He looked at Maisy.

Questions

- a) Describe the situation before this passage. **(2 marks)**
- b) Explain why Xuma was running. **(2 marks)**
- c) Describe the character traits of Maisy in this passage. **(2 marks)**
- d) Place the context of this passage. **(2 marks)**
- e) Identify four characters in this passage. **(2 marks)**

Or: (B) GEORGE ORWELL: *Animal Farm*

Sometimes the work was hard; the implements had been designed for human beings and not for animals, and it was a great drawback that no animal was able to use any tool that involved standing on his hind legs. But the pigs were so clever that they could think of a way round every difficulty. As for the horses, they knew every inch of the field, and in fact understood the business of mowing and raking far better than Jones and his men had ever done. The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership.

Boxer and Clover would harness themselves to the cutter or the horse-rake (no bits or reins were needed in these days, of course) and tramp steadily round and round the field with a pig walking behind and calling out "Gee up, comrade!" or "Whoa back, comrade!" as the case might be. And every animal down to the humblest worked at turning the hay and gathering it. Even the ducks and hens toiled to and fro all day in the sun, carrying tiny wisps of hay in their beaks. In the end they finished the harvest in two days less time than it had usually taken Jones and his men. Moreover, it was the biggest harvest that the farm had ever seen. There was no wastage whatever; the hens and ducks with their sharp eyes had gathered up the very last stalk. And not an animal on the farm had stolen so much as a mouthful.

All through that summer the work of the farm went like clockwork. The animals were happy as they had never conceived it possible to be. Every mouthful of food was an acute positive pleasure, now that it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. With the worthless parasitical human beings gone, there was more for everyone to eat. There was more leisure too, inexperienced though the animals were. They met with many difficulties. For instance, later in the year,

when they harvested the corn, they had to tread it out in the ancient style and blow away the chaff with their breath, since the farm possessed no threshing machine but the pigs with their cleverness and Boxer with his tremendous muscles always pulled them through.

Boxer was the admiration of everybody. He had been a hard worker even in Jones's time, but now he seemed more like three horses than one; there were days when the entire work of the farm seemed to rest on his mighty shoulders. From morning to night he was pushing and pulling, always at the spot where the work was hardest. He had made an arrangement with one of the cockerels to call him in the mornings half an hour earlier than anyone else, and would put in some volunteer labor at whatever seemed to be most needed, before the regular day's work began. His answer to every problem, every setback, was "I will work harder!" which he had adopted as his personal motto.

Questions

- a) Identify four characters in the passage. **(2 marks)**
- b) What make all of the animals happy at this time? **(2 marks)**
- c) Assess the work done by Boxer in comparison to other animals. **(2 marks)**
- d) Discuss different literary techniques used in the passage. **(2 marks)**
- e) What moral lessons do you draw from this passage? **(2 marks)**

10) Choose ONE novel and answer the questions on it. (10 marks)

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

Many leaders misuse the leadership positions for their own interest. Use the novel "*A Man of the People*" to justify this statement.

Or: (B) JOHN STEINBECK: *The Pearl*

Explain three moral lessons you draw from John Steinbeck's novel "*The Pearl*".

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MARKING GUIDE

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INSTRUCTIONS

This paper consists of **THREE** Sections: **A, B** and **C**.

Section A: Prose and Poetry **(50 marks)**

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

Section C: Novels **(20 marks)**

Note: Question eight (**8**) and ten (**10**) must be answered in essay form.

SECTION A: Prose and Poetry (50 Marks)

1) Give the difference between the following key terms related to prose. (10 marks)

a) A **character** refers to the person, animal, force or an object that the writer of a story uses to advance the plot or themes while **characterization** is the act of creating and developing a character. In the other words, it is the way the writer reveals the personality of a character. (2 marks)

b) A **plot** is a sequence of events in a story while **setting** refers to the time, place and the social environment in which the events of a story take place. (2 marks)

c) **Exposition** is background information on characters, setting and the conflict or a problem that is given at the beginning of the story while **climax** is the turning point of the story where the events reach their peak. (2 marks)

d) **Foreshadowing** is a technique in which a writer gives an advance hint or clue of what is to come later in the story while flashback occurs when the writer breaks away from the current action of a story to recount events that happened earlier. (2 marks)

e) **African literary tradition** mainly emerged from oral literature. It is divided into three periods: the pre-colonial, the colonial and postcolonial literature while **European literary tradition** was mainly written and divided into six periods which include Classical ancient Greek and Latin literature, Medieval literature, Renaissance literature, Baroque literature, Classical literature and Enlightenment literature. (2 marks)

2) Provide literary terms related to poetry for given descriptions. (5 marks)

a) A long narrative poem in a dignified style about the deeds of a traditional or historical hero or heroes. **An epic (1 mark)**

b.) The repetition of similar vowel sounds within words close to one another with different consonant sounds. **Assonance (1 mark)**

c) The matching of sounds in words at the end of lines of a poem. **Rhyme (1 mark)**

d) The pattern of beats made up of stressed and unstressed syllables resulting in the rising and falling of the voice. **Rhythm (1 mark)**

e) A type of foot in poetry consisting of one unstressed syllable followed by a stressed syllable. **Iamb (1 mark)**

3) Identify poetic devices used in the given verses. (5 marks)

a) Rachel is as bright as the sun. **Simile** (1 mark)

b) I am so hungry that I could eat a horse. **Hyperbole** (1 mark)

c) Happiness paid me a visit. **Personification** (1 mark)

d) My husband is a lion. **Metaphor** (1 mark)

e) Oh! Liberty what crimes are committed in thy name! **Apostrophe** (1 mark)

4) Read the passage below and answer the questions that follow. (20 marks)

a) The mother closed the store because she did not want her two young sons to be distracted by the chores that always needed doing around the store.

Again, she had used a big amount of money in Razia's wedding party. **(2 marks)**

b) Aloo's interest in foreign university was triggered by the way Mr Datoos was welcomed when he returned from America. **(2 marks)**

c)

➤ Aloo was **intelligent**. He scores straight A's in his final exam

➤ Aloo was **determined**. He studied hard in order to study medicine. He also wrote many applications with the aim of getting a varsity in America. **(4 marks)**

d)

➤ **Fear**

Aloo's mother is reluctant to let him go study in a foreign country.

➤ **Education**

The two sisters are taken to school. Also, the narrator and Aloo go to university. It is instructive to know that their mom laid her hopes on them. This shows that she understands that through education her children would improve their lot. **(4 marks)**

e) Aloo, Aloo's mother, Mr Datoos, Mehroon. **(4 marks)**

f) Open ended question. The candidates give a lesson related to the given passage. **4 marks**

5) Read the poem below and answer the questions that follow. (10 marks)

Poem: BUILDING THE NATION

a) The persona is a driver. In line 3 he says "I drove the permanent secretary"
(1 mark)

b)

➤ **Alliteration**

Highly **d**elicate **d**iplomatic **d**uties.

And **s**ecretly **s**milin...

Cold **B**ell **b**eer

➤ **Onomatopoeia**

Ah, he continued yawning
again. This is the sound of
yawning

➤ **Satire**

To an important urgent function

In fact, to a luncheon at the Vic.

Lunch is called an important urgent function; this is very satirical

➤ **Irony.**

The title of the poem 'Building the Nation' is ironical because the guys in the poem were not building the nation.

c)

➤ **DISILLUSIONMENT**

The kind of disillusionment portrayed in the poem is that Africans have towards their leaders who have adopted the very tenets(principles) of the colonizers from whom they got power. Essentially, the idea of nation building turns out to be a very complicated phenomenon where those who are central to the process have their efforts wasted by leaders who can implement policies.

➤ **LIES AND HYPOCRISY.**

The PS lies to the driver that he did not have any meal just as did the driver yet you and I know that he had a very heavy and sumptuous lunch. He even shows his hypocrisy more clearly when he asks this question. "then to keep awake he suddenly asked/Did you have any lunch friend?". It is rather sad to note that he does not ask whether the driver has eaten anything because he is concerned about his welfare, but it is simply to keep himself awake through the journey. **(2 marks)**

d) Not really. The poet uses this as a satire to criticize the idea that people always claim to build the nation but they end up building their stomachs. **(2 marks)**

e) The poem is relevant in our community in a number of ways:

- Today we have a lot of leaders who misuse the public funds while those who are involved in the means of production live in dire poverty.
- Hypocrisy has also become a way of life.
- Classes, exploitation and marginalization are also major issues in our society. **(2 marks)**

SECTION B: Plays (30 Marks)

6) Explain the difference between the following terms related to drama. (10 marks)

a) Monologue is a long, uninterrupted speech delivered by one character to other characters who are onstage but remain silent while **Soliloquy** is a speech in which a character alone on a stage reveals private thoughts and feelings that the audience is allowed to overhear. It is in few words, a long speech expressing the thoughts of a character alone on the stage. **(2 marks)**

b) A script refers to the written text of a play while **cast of characters** is a list of the characters in a play. **(2 marks)**

c) Entrance is the process by which the actors appear on the stage. It is also defined as the way the actors introduce to the audience on the stage when they are going to perform a play while **exit** is explained as the process by which the actors disappear on the stage after performing a play. **(2 marks)**

d) Theatre refers to a building where performing plays and other performances are done while **play** is a literary work written for the theatre that dramatizes events through the performance of dialogues and stage directions. **(2 marks)**

e) Prologue

- Prologue is a written piece in a storybook or a novel consisting of a brief introduction to the story.
- It appears at the beginning of a literary work.
- It provides a few details of information that helps readers to get an idea of what the story is about.
- Its objective is to build curiosity among the readers and encourage them to read the whole story.

Epilogue

- It is a short-written section in a storybook or novel that comes at the end of the book to wind up the story.
- It adds a finishing touch to the ending of a story.
- Its objective is to satisfy the readers with the ending of a story. **(2 marks)**

7) Choose ONE of the two passages below, read it carefully and then answer the questions that follow as concisely as possible. (10 marks)

Either:(A) Henrik Ibsen: An Enemy of the People

a)

- Morten kill visits Dr- Stockmann and tries dissuade him making his report public by explaining to him the consequences.
- Dr-Stockmann gets furious with Aslaksen and Hovstad and chases them out of his compound after realizing selfish motives. **(2 marks)**
- b) Dr-Stockmann, Mrs. Stockmann, Captain Horster, Petra. **(2 marks)**
- c) Earlier, Dr-Stockmann had made a decision that he and the family were going to move away but in this passage he has changed his mind and insists that they are going to stay and fight on. **(2 marks)**
- d)
 - (i). Captain Horster
 - **He is generous/kind/caring and dependable.** He offers his house to the Stockmann.
 - (ii). Dr. Stockmann
 - **He is stubborn.** He is determined to fight on.
 - He is grateful/thankful/ appreciative.** He thanks Captain Horster for offering him his house to stay in. **(2 marks)**
- e) At the beginning, Hovstad and Billing declared Dr. Stockmann a friend of the society when he found out about the contamination of the baths. At the end, they turned against him when he wanted to print the article about the poisoning of baths and declared him an enemy of the people. **(2 marks)**

Or: (B) ARTHUR MILLER: *The Crucible*

- a) This passage takes place at Reverend Parris's home when Proctor comes in during the time when Betty is lying in a total coma. **(2 marks)**
- b) The passage is about the conversation between Abigail with Proctor conversing on their secret affair and also about Elizabeth. **(2 marks)**
- c) Abigail is Parris's niece who once worked for Proctor's household as a maid. She had an affair with Proctor, husband to Elisabeth that led to being fired. **(2 marks)**
- d) Dramatic techniques used to portray the message:
 - **Stage directions: e.g. Proctor,** (*gently pressing her from him, with great sympathy but firmly*)
 - **Dialogue: e.g.** Dialogue between John Proctor and Abigail.
 - **Repetition: e.g.** I know you, John. I know you.
 - **Elision:** Elision is when a writer or speaker leaves out unstressed. **(2 marks)**

e) Abigail Williams is clearly the villain of the play “The Crucible”, more so than Parris or Danforth: she tells lies, manipulates her friends and the entire town, and eventually sends innocent people to their deaths. Throughout the hysteria, Abigail’s motivations never seem more complex than simple jealousy and a desire to have revenge on Elizabeth Proctor. **(2 marks)**

8) Choose ONE play and answer the question on it. (10 marks)

Either:(A) BERTOLT BRECHT: *The Caucasian Chalk Circle*

Explain the similarities between the story of the peasants and the story of the chalk circle in Bertolt Brecht’s play “*The Caucasian Chalk Circle*”

The story of the peasants describes the dispute between two groups of peasant over the ownership of the valley that was abandoned during World War II when the Germans invaded. One group used to live in the valley and herded goats there. The other group is from a neighboring valley and hopes to plant fruit trees there. The delegate has arbitrated the dispute in favor of the fruit growers after explaining their elaborate plans to irrigate the valley and produce a tremendous amount of food.

The story of the chalk circle talks about Grusha and Natella each claiming Michael as her son. After hearing all the arguments and learning about what Grusha has done to take care of the child, Azdak orders a Chalk Circle to be drawn. He places the child in the middle and orders women to pull, saying that whichever woman can pull the child out of the circle will get him.

The Governor’s wife pulls whereas Grusha lets go. Azdak then gives Michael to Grusha and orders the Governor’s wife to leave.

Or: (B) WILLIAM SHAKESPEARE: *Julius Caesar*

a) Persuasion

In this play, everyone seems to be trying to convince someone else of something: Caesar tries to create an image in the public's mind of his crowing; Cassius finds the best way to manipulate each man he seeks to bring to his side; and Brutus, whom the reader hopes will refuse to participate, takes longer than the others to respond to Cassius' manipulations, but eventually does respond and even finishes the job for him by persuading himself.

b) Betrayal

Betrayal lies at the heart of the plot *Julius Caesar*:

Cassius in partnership with other conspirators betray Julius Caesar by saying that he would behave mischievously if he is crowned. Cassius betrays Brutus' trust in him by falsifying letters to prompt Brutus to join the conspiracy to kill Caesar.

Brutus misinterprets Calpurnia's dreams in order to convince Julius Caesar to go to Capitol as they have planned to murder him.

Later, Cassius (one of the Roman senators) again betrays Caesar's friend Brutus by failing to support his army in the battle against Antony.

The "unkindest cut of all", however, occurs when Brutus stabs Caesar. Caesar has loved Brutus, and he dies with the knowledge that his friend Brutus has betrayed him.

c) Revenge

Mark Antony gives a speech and tell Romans to seek revenge. He and Octavius are committed to seeking revenge over the death of his boyhood and longtime friend.

d) Conflicts

Conflicts are rampant throughout the play. There are typical examples.

Conflicts between Romans and sons of Pompey

Conflicts between the soothsayer and Julius Caesar

Conflicts between conspirators and Julius Caesar

Conflicts between Romans and conspirators after the murder of Julius Caesar

Conflicts between Brutus and his wife (Portia)

e) Power of Speech

Speech plays a very important role in the plot developments of Julius Caesar. The plebeians are easily swayed into greatly opposing viewpoints through Brutus' and Antony's speeches. First, Antony's great manipulation of the crowd causes anarchy in the streets of Rome and creates the support for a mission to avenge Caesar's death. In addition, Brutus is hesitant at first to join the conspiracy against Caesar, but after speaking with the highly manipulative Cassius, Brutus is more convinced. Then, after receiving an anonymous letter (actually written by Cassius) that decries the rule of Caesar, Brutus is convinced he must take action and agrees to join Cassius' murderous plot.

f) Omens

The omens are evident throughout Julius Caesar in the following ways:

- Caesar ignores the soothsayer's warning to "beware the ides of March",
- He also ignores Calpurnia's detailed dream of his death.
- In addition, he ignores the negative omen of the sacrificial animal who has no heart. After ignoring these omens, Caesar dies.
- Other omens that play important roles in the play include the appearance of Caesar's ghost and when eagles abandon Cassius' and Brutus' camp and are replaced by vultures.
- Lastly, after the festival of Lupercalia, Casca sees many strange omens, such as a man with a burning hand, a lion roaming the streets, and an owl screeching during the day time. Cicero, with whom Casca confers regarding these matters, explains that people with interpret omens as they see fit, inventing their own explanations. True to form, Casca interprets these strange omens as warnings of Caesar's wish to rule all of Rome with an iron hand, and to destroy the Republic.

SECTION C: Novels (20 Marks)

9) Choose ONE of the two passages below; read it carefully and then answer the questions that follow as concisely as possible. (10 marks)

Either: (A) PETER ABRAHAMS: *Mine Boy*

- a) Before this passage, the mine cage has collapsed and the accident kills two people; Chris and Johannes. **(2 marks)**
- b) Xuma is running to escape the police. They have come to arrest him as one of the ringleaders of the strike. He runs to Maisy's to inform her of what happened. **(2 marks)**
- c) **MAISY:**
 - She Very intelligent although uneducated.
 - Very understanding.
 - Loving and caring.
 - Very social and friendly.
 - Brave and courageous. **(2 marks)**

- d) There has been an accident in the mine and two men died. Xuma and the other miners are ordered to go down before the cage is properly fixed. They refuse. Then the manager called the police who come to arrest Paddy, even everyone who was supposed to be involved in the strikes. **(2 marks)**
- e) Four characters in this passage are: Xuma, Maisy, Ma Plank and Red One. **(2 marks)**

Or: (B) GEORGE ORWELL: *Animal Farm*

- a) Clover, Mr Jones, Boxer, Hens, Pigs, etc... **(2 marks)**
- b) At this time all animals are happy because they are getting more production than expected, no production is stolen and every animal down to the humblest is working. **(2 marks)**
- c) Comparably to other animals in the farm, Boxer does hard work. In the morning he wakes up one hour earlier than other animals. There were days when the entire work of the farm seemed to rest on his mighty shoulders. **(2 marks)**
- d) - **Personification.** Animals are given human faculties of different kinds.
For instance:

-But the pigs were so clever that they could think of a way round every difficulty.

-The animals were happy as they had never conceived it possible to be.

- **Simile:** "All through that summer the work of the farm went like clockwork."
(2 marks)

- e) The moral lessons that I draw from this passage are:
- To work hard like Boxer.
 - To develop a problem solving spirit like the animals after chasing Mr. Jones.
 - To be united because in unity there is achievement. **(2 marks)**

10) Choose ONE novel and answer the questions on it. (10 marks)

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

Many leaders misuse the leadership positions for their own interest. Use the novel "*A Man of the People*" to justify this statement.

- The Prime Minister misused his power in sucking the minister of finance and his supporters for fear that he could lose his position in the elections to come.

- Chief Nanga tried in vain to bribe Odile in order to prevent him from contesting in the national elections.
- Jonathan Mwege organizes the students and teachers to welcome the minister (Chief Nanga) in order to plead with him and get a position in the cabinet.)
- Chief Koko was going to kill his house boy innocently after the latter used OHMS instead of Nescafé because it was finished.

Or: (B) JOHN STEINBECK: The Pearl

Explain the moral lessons you draw from John Steinbeck’s novel “*The Pearl*”.

There are many lessons that someone can get from the study of *The Pearl*.

- Colonisers exploited the natives.
- Some priests are materialistic and traitors. The priest did not marry the couple of Kino and Juana in the church but he came to their house after realizing that Kino had found a great pearl.
- Sometimes wealth can bring evil and suffering. Kino’s family was at ease before he found a great pearl but the situation changed instantly after finding a great pearl.
- Everyone must have skills about First Aid. Juana had sucked Coyotito’s wound before taking him to the hospital.

ESSAY MARKING SCHEME

NOTE: The following points and marks allocation must be put into consideration when marking essay questions:

Format:

1. Introduction-body-conclusion: **(1.5 marks)**

Content:

2. Introduction: **(0.5 mark)**
3. Body (ideas): **(6 marks)**

Note: Accept any **3** well- illustrated ideas **2:2:2**.

For question 8 (**A**), Accept 2 well- illustrated ideas **3:3**.

4. Conclusion: (**0.5 mark**)

5. Grammar and language use:(**1.5 marks**) (2 errors=**0.5mark**)