

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2010

Directorate for Quality and Standards in Education
Educational Assessment Unit

Total

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:	It will have blood they say: blood will have blood. Stones have been known to move and trees to speak. Augures, and understood relations, have By maggot-pies, and choughs, and rooks brought forth The secret'st man of blood. What is the night?	5
Lady Macbeth:	Almost at odds with morning, which is which.	
Macbeth:	How sayst thou that Macduff denies his person At our great bidding?	
Lady Macbeth:	Did you send to him, sir?	
Macbeth:	I hear it by the way, but I will send. There's not a one of them but in his house I keep a servant feed. I will tomorrow - And betimes I will - to the weird sisters. More shall they speak. For now I am bent to know By the worst means, the worst; for mine own good, All causes shall give way. I am in blood Stepped in so far that should I wade no more, Returning were as tedious as go o'er. Strange things I have in head that will to hand, Which must be acted ere they may be scanned.	10
Lady Macbeth:	You lack the season of all natures, sleep.	
Macbeth:	Come, we'll to sleep. My strange and self-abuse Is the initiate fear that wants hard use; We are yet but young in deed.	15
		20

Exeunt

2. Choose **two** of the following and discuss their character and the role they play in *Macbeth*.

- (i) Banquo (ii) Hecate and the witches (iii) Malcolm

3. Discuss **one** of the following themes in the play *Macbeth*.

- (i) ambition (ii) appearance and reality (iii) fate

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.

Sir Toby Belch: Never trust me then - and by all means stir on the youth to an answer. I think oxen and wainropes cannot hale them together. For Andrew, if he were opened and you find so much blood in his liver as will clog the foot of a flea, I'll eat the rest of th'anatomy. 5

Fabian: And his opposite the youth bears in his visage no great presage of cruelty.

Enter MARIA

Sir Toby Belch: Look where the youngest wren of nine comes.

Maria: If you desire the spleen, and will laugh yourself into stitches, follow me. Yond gull Malvolio is turned heathen, a very renegado; for there is no Christian, that means to be saved by believing rightly, can ever believe such impossible passages of grossness. He's in yellow stockings! 10
15

Sir Toby Belch: And cross-gartered?

Maria: Most villainously; like a pedant that keeps a school i' th'church. I have dogged him like his murderer. He does obey every point of the letter that I dropped to betray him. He does smile his face into more lines than is in the new map with the augmentation of the Indies. You have not seen such a thing as 'tis. I can hardly forbear hurling things at him - I know my lady will strike him. If she do, he'll smile, and take't for a great favour. 20
25

Sir Toby Belch: Come, bring us, bring us where he is.

Exeunt

5. “Viola is the character whose love seems the purest.” Discuss how the theme of love is developed in the play *Twelfth Night* and brought out by different characters.
6. Describe the character of Malvolio and his role in the play *Twelfth Night*.

BURNING EVEREST AND MARIZA’S STORY

7. “The death of a number of children makes *Mariza’s Story* unsuitable for the classroom.” Say whether you agree **or** disagree with this statement.
8. By referring to *Burning Everest*, say how and why Jim finds it difficult to adapt to his new life with the Wellands.
9. Choose a character from **either** *Burning Everest* **or** *Mariza’s Story*. By close reference to the play, describe the character you chose and the role s/he plays in the action of the play. Give reasons for your choice.

THE GLASS MENAGERIE

10. What is your opinion of Amanda as a mother? Support your answer with evidence from the text.
11. “The characters in the play *The Glass Menagerie* are disappointed in life.” Discuss this statement with reference to **two** characters in the play.
12. Why, do you think, is the play called *The Glass Menagerie*? Give reasons for your answer by referring to different episodes from the play.

THE LONG THE SHORT AND THE TALL

13. “Throughout the play the different characters have to confront the hardships of war and their own values.” Discuss this statement by referring to specific incidents and characters in the play *The Long and the Short and the Tall*.
14. “*The Long and the Short and the Tall* explores war related issues about the treatment of prisoners of war, and the justification of killing a man just because he has been labelled an 'enemy'.” Discuss what the play reveals about this important theme.
15. Your school is presenting the play *The Long and the Short and the Tall*. Which character would you like to play? By close reference to the play, describe this character and the role he plays in the action of the play. Give reasons for your choice.

SECTION B: POETRY

(25 marks)

Choose ONE question from this section.

THE NEW DRAGON BOOK OF VERSE

1. “Childhood brings with it a complex mixture of emotions and fears.” Discuss this statement with reference to both *The Lesson* and *My parents kept me from children who were rough*.
2. A feature common to both *Uphill* and *The Tiger* is the use of questions. Explain how the questions asked help to bring out the theme of the poems.
3. *Wind* is a vivid portrayal of the forces of nature. Show how Hughes manages to bring out the power of the wind.

THE CALLING OF KINDRED

4. “The speaker in this poem refuses to be sentimental about his grandfather, and describes him with respect, if not with affection.” Discuss this statement about the poem *Grandfather* by Chandran Nair.
5. “One of the main roles of poets down the ages has been to speak simply and directly to us of human emotion.” Discuss this with reference to *Piano* and *Our Father*.
6. How is the element of time passing portrayed in *As I Walked Out One Evening* and *Ozymandias*?

SECTION C: PROSE

(25 marks)

Choose ONE question from this section.

ANIMAL FARM

1. “Loyalty, courage and hard work are exploited on Animal Farm.” Discuss this statement with reference to the novel *Animal Farm*.
2. Discuss the role each of the characters below plays in the novel *Animal Farm*.
(i) Snowball (ii) Moses the Raven (iii) Squealer

THE OTHER SIDE OF TRUTH

3. Uncle Tunde tells Folarin Solaja, “...we all know how brave you are. Braver than most of us. But are you wise?” By referring to Folarin’s actions and what happens to the Solaja family, show why you agree **or** disagree with Uncle Tunde that Folarin is brave but not very wise.
4. A number of dreams and fables are mentioned in the novel *The Other Side of Truth*. By mentioning *at least* one dream and one fable, discuss how Beverley Naidoo uses dreams and fables to bring out Sade’s feelings and/or to reflect what happens to Sade and her family.

KING OF SHADOWS

5. Arby tells Nat about how he needed to find a boy "*who had a fierce painful need strong enough to take him through Time.*" In what way does the trip through Time help Nat?
6. Parts of *A Midsummer Night's Dream* are included in the book *King of Shadows*. How does the play reflect important elements in the novel such as magic, love and mistaken identities?

THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES

7. Albert Taylor in *Royal Jelly* and Mr Boggis in *Parson's Pleasure* appear to be very knowledgeable about their line of business. Show how they make use of their knowledge and comment about their character.
8. With reference to two stories from *The Automatic Grammatizator and Other Stories* show how some characters are motivated by feelings of revenge.

THE TIME MACHINE

9. "*The Time Machine* is Wells's warning of what will happen to mankind if the rich continue to exploit workers." Discuss.
10. "Weena exhibits all the good and bad characteristics of the Eloi." Discuss Weena's character and role in the novel.

PRIVATE PEACEFUL

11. "After joining the army Charlie Peaceful does not really change." Discuss this statement with reference to the novel *Private Peaceful*.
12. Grandma Wolf and Sergeant Hanley are rather unpleasant characters. Give reasons why they were not liked, by referring to different episodes from the book.

SECTION D – UNPREPARED TEXT
Answer ALL the questions in this section.

(25 marks)

Throwing* a Tree

The two executioners stalk along over the knolls*,
Bearing two axes with heavy heads shining and wide,
And a long limp two-handled saw toothed for cutting great boles*,
And so they approach the proud tree that bears the death-mark on its side.

5 Jackets doffed they swing axes and chop away just above ground,
 And the chips fly about and lie on the moss and fallen leaves;
 Till a broad deep gash in the bark is hewn all the way round,
 And one of them tries to hook upward a rope, which at last he achieves.

10 The saw then begins, till the top of the tall giant shivers;
 The shivers are seen to grow greater each cut than before;
 They edge out the saw, tug the rope; but the tree only quivers,
 And kneeling and sawing again, they step back to try pulling once more.

15 Then, lastly, the living mast sways, further sways: with a shout
 Job and Ike rush aside. Reached the end of its long staying powers
 The tree crashes downward: it shakes all its neighbours throughout,
 And two hundred years' steady growth has been ended in less than two hours.

Thomas Hardy

- NOTES:** * 'Throwing' was a word used in the nineteenth century for chopping down a tree.
 * 'knolls' = small hills
 * 'boles' = trunks

1. In two sentences write down what the poem is about. One sentence should be about the story in the poem and the other about how the poet feels. 4m []

2. Write down the rhyme scheme of the poem. 1m []

- 3 i. Write down the word from the first stanza which shows us how the poet feels about the woodcutters. 1m []

- ii. Suggest why the poet uses this word. 1m []

4 i. Quote an example of personification from the poem. 1m []

ii. Explain this personification. 1m []

5. Why is the word 'shivers' in line 9 effective? What does it suggest? 3m []

6. Do you think the poem has a fast or a slow rhythm? Give one reason why this rhythm is appropriate. 3m []

7. Quote **four** words or phrases the poet uses to make the tree seem impressive. 4m []

8 i. Pick any **six** words or phrases which convey a negative image in the poem. 3m []

ii. Choose **two** words / phrases from above and comment on the effect that each of them creates. 3m []

word / phrase = _____

word / phrase = _____

(25 marks)