

**SECONDARY SCHOOLS  
ADVANCED LEVEL  
SENIOR SIX**

**EXAM: LITERATURE IN ENGLISH / 100 marks**

**Instructions:**

***Any kind of cheating is not tolerated.***

***This paper consists of three sections: A: Prose and Poetry: 30 marks***

***B: Play: 10 marks***

***C: Novels: 60 marks***

**SECTION A: PROSE AND POETRY (30 marks)**

**1. Read the passage below and answer the questions that follow. / 20 marks.**

Details from a recent study conducted by Action Aid International Rwanda, has shown that there is no place that there is no place that is safe for children in the country.

The research dubbed ‘Gender-based violence in and around schools in Rwanda’ carried out in November 2007 said that families and schools are some of the unsafe places where children are confronted with violence. The report notes that the kind of violence subjected to children in families, schools and in their neighbourhood seems to be regarded as normal.

The report also cites corporal punishment as the most common type of violence subjected to children. “The recourse to physical violence measures is generally perceived like the more adapted manner of punishing children”, part of the report reads.

Parents and teacher continually to physically attack children by whipping, slapping, or beating them to maintain discipline at home and in class to sanction the weak school performance or unacceptable behavior.”

The researchers interviewed pupils, parents or guardians, opinion and religious leaders, police, prosecutors and teachers. They picked out random schools in ten districts across the country. The participating districts included, Gasabo, Nyanza, Nyaruguru, Musanze, Gicumbi and Rwamagana. Others were Nyagatare, Karongi, and Rubavu.

According to the report, of the 400 pupils interviewed, 59.3 per cent reported being regularly beaten, 33.8 per cent are prevented from playing, and 26.3 per are denied school materials, while 20.0per cent are neglected when they fall sick. All these acts, the report says, cause physical and psychological suffering to children.

The report cited execution of child labour as another form of violence. Inflicted on children of varying ages. The various forms of child labour cited include carrying a 20 litre jerry can of local brew to the market located in a distance of more than five kilometres by children between the age of 6 to 7 years. Others include carrying luggage like merchandise, fire wood, harvest among other things.

The teachers and parents maintain their method of punishment because under the cultural setting, their conduct is not questioned, the report says. And it has served to perpetuate the vice.

This practice however, has impacted on the children school performance and retarded their normal growth. At least 43% of the pupils interviewed fail their exams due to the violence, 30% repeat classes, while 15% abandon school.

Other effects highlighted include, children fleeing homes to act as housemaids, psychological trauma, physical handicap, early pregnancy and marriages.

On sexual violence, the report reveals that girls are involved in friendly relations with people of the opposite sex who ‘thereafter exert pressure on them to have sex.’

According to the report, girls are regularly abused by their peer and adults who force them to have sexual intercourse. Cases of parents who encourage early marriages on their daughters who have conceived were also reported.

*Adapted from “The New Times,” May 25, 2008*

- a. Explain what you understand by gender-based violence. **(2marks)**
- b. In your own words, explain why parents and teachers physically attack children. **(2marks)**
- c. What do you understand by “child labour”? **(2marks)**
- d. Explain the expressions underlined in the passage. **(6marks)**
- e. Outline the various forms of child abuse highlighted in the passage above and their effects on children. **(8marks)**

## 2. Read the poem below and answer the questions that follow. /10 marks

### I Met a Thief

On the beach, on the Coast,  
Under the idle, whispering coconut towers,  
Before the growling, foaming waves,  
I met a thief, who guessed I had  
An innocent heart for her to steal.

She took my hand and led me under  
The intimate cashew boughs which  
shaded  
The downy grass and peeping weeds.  
She jumped and plucked the nuts for me  
to suck;  
She sang and laughed and pressed close  
I gazed: her hair was like the wool of a  
mountain sheep,

Her eyes, a pair of brown - black beans  
floating in milk.  
Juicy and round as plantain shoots  
Her legs, arms and neck,  
And like wine - gourds her pillowy breasts;  
Her throat uttered fresh banana juice  
Matching her face - smooth and banana  
ripe

I touched - but long before I even tasted  
My heart had flowed from me into her  
breast;  
And then she went - High and South -  
And left my carcass roasting in the fire  
she'd lit

**By Austin Bukonya.**

- a. *Who is the persona in this poem? (2marks)*
- b. *Explain the use of imagery in the poem (2marks)*
- c. *How appropriate is the title of the poem? (2marks)*
- d. *Comment on the setting of the poem. (2marks)*
- e. *In your own words, explain what this poem is talking about. (2marks)*

### **SECTION B: PLAY (10marks)**

**3. Read the extract below from Arthur Miller's "The Crucible" and answer questions that follow.**

**TITUBA** (Shocked and angry): Abby!

**ABIGAIL** She makes me drink blood!

**PARRIS** Blood!!

Mrs Put'm my baby's blood?

**TITUBA:** No, no, Chicken blood. I give she chicken blood!

**HALE:** Woman, have you enlisted those children for the devils?

**TITUBA:** No, no sir, I don't track with no devil!

**HALE:** Why can she not wake? Are you silencing this child?

**TITUBA:** I love me Betty!

**HALE:** You have sent your spirit out upon this child, have you not?

Are you gathering souls for the devil?

**ABIGAIL:** She sends her spirit on me in church; she makes me laugh at prayer!

**PARRIS:** She has often laughed at prayer!

**ABIGAIL:** She comes to me every night to go and drink blood!

**TITUBA:** You beg me to conjure! She beg me make charm-

**ABIGAIL** Don't lie! (to Hale) she comes to me while I sleep; she is always making me dream corruptions!

**TITUBA:** Why you say that, Abby?

**ABIGAIL:** Sometimes I wake and find myself standing in the open doorway and a stich on my body! I always hear her laughing in my sleep. I hear her singing her barbados song and tempting me with-

**TITUBA:** Mister Reverend, I never-

**HALE** (resolved now): Tituba, I want you to wake this child.

**TITUBA:** I have no power on this child sir.

**HALE:** You most certainly do, and you will free her from it now!

When did you compact with the devil?

**TITUBA:** I don't compact with no devil!

**PARRIS:** You will confess yourself or I will take you out and whip you to your death, Tituba!

**PUTNAM:** This woman must be hanged! She must be taken and hanged!

**TITUBA** (Terrified falls to her knees): No, no don't hang Tituba. I tell him I don't desire to work for him, sir.

**PARRIS:** The devil?

**HALE:** Then you saw him! (Tituba weeps) Now Tituba, I know that when we bind ourselves to hell it is very hard to break with it. We are going to help you tear yourself free-

*From The **crucible** by Arthur Miller*

### Questions

- Comment on Abigail and Tituba's language.
- In the excerpt, someone suggests that somebody should be hanged. Who is he/she? Why?
- Describe the dramatic technique used in the excerpt.
- Why has the Reverend Hale come to Salem? What does he hope to do?
- Which character in the story do you admire most? Which do you least admire? Why?

### SECTION C: NOVELS. / (60 marks)

- 4. Choose two of the three passages and read them carefully so that you answer the questions that follow. Some questions should be answered from the passages and others from your knowledge of the novel. (40marks)**

#### Passage 1

"Kino, this pearl is evil. Let us destroy it before it destroys us. Let us crush it between two stones. Let us throw it back in the sea where it belongs. Kino, it is evil!

And as she spoke the light came back in Kino's eyes so that they glowed fiercely and his muscles hardened and his will hardened.

"No, "he said." I will fight this thing; I will win over it. We will have our chance." His fist pounded the sleeping mat. "No one shall take our good fortune from us, "he said. His eyes softened then and he raised a gentle hand to Juana's shoulder. "Believe me, "he said." I am a man." And his face grew crafty.

"In the morning we will take our canoe and we will go over the sea and over the mountains to the capital, you and I. we will not be cheated. I am a man."

"Kino," she said fiercely. "I am a man. Hush." And she was silent, for his voice was command. "Let us sleep a little," he said. In the first light we will start. You are not afraid to go with me?"

"No my husband."

His eyes were soft and warm on her then, his hand touched her cheek. "Let us sleep a little," he said.

*From "The Pearl" by John Steinbeck*

## Questions

- a. Describe Kino's character as shown in this passage.
- b. Why do you think this literary work is still relevant of all the time?
- c. Evaluate the role of women in this extract comparing to the Rwandan women one in this time.
- d. Both Kino and Juana realise that the pearl will bring evil to them. How do their opinions differ about the best way to turn away this evil?
- e. The doctor refused to nurse Coyotito. Discuss the political context behind the doctor refusal?
- f. Why did Kino and Juana go to the beach? Explain the main reason that prodded them to go there.
- g. Despite all the grief it has brought to him, Kino decides to keep the pearl. Why?
- h. How do you think Coyotito's death should have been avoided?
- i. How did the villagers tried to avoid selling their pearls to the buyers in the town and why did their attempts fail?
- j. Which evidence can you find in the pearl that Spanish Mexicans considered villagers to be primitive and be avoided as much as possible?

## Passage 2

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 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.)

*From "A Man of the People" by Chinua Achebe.*

### Questions

- a. Who was the Minister of Finance? **(2marks)**
- b. The Minister of Finance presented to the Cabinet a complete plan for dealing with the situation. Which situation is being said here? What was that plan? **(4marks)**
- c. Why did the Minister say "no" to the plan? **(2marks)**
- d. Discuss the main economic activity depicted from the above extract. **(2marks)**
- e. Compare the economic activity from the above extract with the economic activity in Rwanda. **(4marks)**
- f. Which relationship was between Chief Nanga and Odili Samalu? **(2marks)**
- g. Which are the 2 main reasons which made Odili go to Urua before going to the capital? **(4marks)**

### Passage 3

In January there came bitterly hard weather. The earth was like iron, and nothing could be done in the fields. Many meetings were held in the big barn, and the pigs occupied themselves with planning out the work of the coming season. It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy, though their decisions had to be ratified by a majority vote. This arrangement would have worked well enough if it had not been for the disputes between Snowball and Napoleon. These two disagreed at every point where disagreement was possible.

If one of them suggested sowing a bigger acreage with barley, the other was certain to demand a bigger acreage of oats, and if one of them said that such and such a field was just right for cabbages, the other would declare that it was useless for anything except roots. Each had his own following, and there were some violent debates. At the Meetings Snowball often won over the majority by his brilliant speeches, but Napoleon was better at canvassing support for himself in between times. He was especially successful with the sheep. Of late the sheep had taken to bleating "Four legs good, two legs bad" both in and out of season, and they often interrupted the Meeting with this. It was noticed that they were especially liable to break into "Four legs good, two legs bad" at crucial moments in Snowball's speeches. Snowball had made a close study of some back numbers of the 'Farmer and Stockbreeder' which he had found in the farmhouse, and was full of plans for innovations and improvements. He talked learnedly about field drains, silage, and basic slag, and had worked out a complicated scheme for all the animals to drop their dung directly in the fields, at a different spot every day, to save the labour of cartage. Napoleon produced no schemes of his



own, but said quietly that Snowball's would come to nothing, and seemed to be biding his time. But of all their controversies, none was so bitter as the one that took place over the windmill.

In the long pasture, not far from the farm buildings, there was a small knoll which was the highest point on the farm. After surveying the ground, Snowball declared that this was just the place for a windmill, which could be made to operate a dynamo and supply the farm with electrical power. This would light the stalls and warm them in winter, and would also run a circular saw, a chaff-cutter, a mangel-slicer, and an electric milking machine. The animals had never heard of anything of this kind before (for the farm was an old-fashioned one and had only the most primitive machinery), and they listened in astonishment while Snowball conjured up pictures of fantastic machines which would do their work for them while they grazed at their ease in the fields or improved their minds with reading and conversation.

Within a few weeks Snowball's plans for the windmill were fully worked out. The mechanical details came mostly from three books which had belonged to Mr. Jones — 'One Thousand Useful Things to Do About the House', 'Every Man His Own Bricklayer', and 'Electricity for Beginners'. Snowball used as his study a shed which had once been used for incubators and had a smooth wooden floor, suitable for drawing on. He was closeted there for hours at a time. With his books held open by a stone, and with a piece of chalk gripped between the knuckles of his trotter, he would move rapidly to and fro, drawing in line after line and uttering little whimpers of excitement. Gradually the plans grew into a complicated mass of cranks and cog-wheels, covering more than half the floor, which the other animals found completely unintelligible but very impressive. All of them came to look at Snowball's drawings at least once a day. Even the hens and ducks came, and were at pains not to tread on the chalk marks. Only Napoleon held aloof. He had declared himself against the windmill from the start. One day, however, he arrived unexpectedly to examine the plans. He walked heavily round the shed, looked closely at every detail of the plans and snuffed at them once or twice, then stood for a little while contemplating them out of the corner of his eye; then suddenly he lifted his leg, urinated over the plans, and walked out without uttering a word.

*From "Animal Farm" by George Orwell*

### Questions

- Discuss the main reasons that caused the disagreements between Napoleon and Snowball in the above extract. **(2marks)**
- According to Snowball, what would a windmill serve in the farm? **(3marks)**
- What do you think had made Napoleon to urinate over the plans of building the windmill? **(2marks)**
- What solutions does Old Major suggest to solve the animals' problems? **(2marks)**
- What did the animals decide to do with the farmhouse? **(2marks)**
- Napoleon has stolen five buckets of milk. What does it foreshadow? **(2marks)**
- Differentiate The Battle of the Windmill from The Battle of The Cowshed. **(2marks)**
- What do the windmill and farmhouse symbolize? **(2marks)**
- After overthrowing Mr Jones from the leadership of the farm, animals have led themselves. Did they get what they were fighting for? Support your answer. **(3marks)**

**5. Answer both questions concerning the following novels. (20 marks)**

**a. ANIMAL FARM by George Orwell**

Compare and contrast the general life of animals under the leadership of Mr Jones and Napoleon.

**b. THE PEARL by John Steinbeck**

Explain why and how the pearl as an incredible gift to Kino and Juana, is considered as good or evil.

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