



Annual Examinations for Secondary Schools 2022

YEAR 11

ENGLISH LITERATURE

TIME: 2 hours

Name: _____

Class: _____

Choose ONE question from EACH SECTION.

SECTION A – DRAMA

(25 MARKS)

Choose the Drama Text you have covered at school and then choose ONE question from 1, 2 or 3.

***A VIEW FROM THE BRIDGE* (Arthur Miller)**

1. "You want somethin' else, Eddie, and you can never have her!" Discuss how jealousy and betrayal are central themes in the play "A View from the Bridge".
2. "I have made all our troubles," Rodolfo says at the end of the play, while Catherine says, "Eddie, I never meant to do nothing bad to you." How far are Catherine and Rodolfo to blame for the tragedy in "A View from the Bridge"?
3. "The guy ain't right," Eddie says about Rodolfo. Discuss how the play creates contrasting viewpoints about manhood and masculinity through the characters and actions of Eddie, Rodolfo and Marco.

***THE PLAY OF KES*, (B. Hines and A. Stronach) and *FAST*, (David Grant)**

1. "Billy doesn't enjoy school and education seems to have failed him." Discuss by referring closely to "The Play of Kes".
2. "It's not a diet ... It's to raise money for people who haven't got enough to eat." This is not the main reason that pushes Hollie to persist with the fast. Discuss.
3. Discuss how the title of each play reflects what is important for the protagonists of "The Play of Kes" and "Fast".

1. Read the passage below and answer the questions that follow.

Enter MACBETH

LADY	Come on;	
MACBETH	Gentle my lord, sleek o'er your rugged looks;	25
	Be bright and jovial among your guests to-night.	

- a. Describe the immediate circumstances in which these words are spoken.
(3 marks)
 - b. Describe the character and state of mind of Lady Macbeth and Macbeth, as revealed by the passage.
(12 marks)
 - c. Macbeth is unable to sleep well. Sleep, and the inability to do so, is a recurring image in the play. By referring to this passage and other places in the play where the image of sleep appears, state what Shakespeare wishes to show through this image.
(10 marks)
2. Discuss Macduff and Duncan's importance and role in "Macbeth".
 3. "Things bad begun make themselves strong by ill." How does Shakespeare bring out the theme of evil in the play "Macbeth"?

THE MERCHANT OF VENICE (William Shakespeare)

1. Read the passage below and answer the questions that follow.

*Enter **BASSANIO**, **PORTIA**, **GRATIANO**, **NERISSA** and all their attendants.*

PORTIA	(to BASSANIO) I pray you, tarry. Pause a day or two Before you hazard, for in choosing wrong I lose your company. Therefore forbear awhile. There's something tells me—but it is not love— I would not lose you, and you know yourself	5
	Hate counsels not in such a quality. But lest you should not understand me well— And yet a maiden hath no tongue but thought— I would detain you here some month or two Before you venture for me. I could teach you	10
	How to choose right, but I am then forsworn. So will I never be; so may you miss me. But if you do, you'll make me wish a sin, That I had been forsworn. Beshrew your eyes, They have o'erlooked me and divided me.	15
	One half of me is yours, the other half yours— Mine own, I would say. But if mine, then yours, And so all yours. Oh, these naughty times Put bars between the owners and their rights! And so, though yours, not yours. Prove it so.	29
	Let Fortune go to hell for it, not I. I speak too long, but 'tis to peize the time, To eke it and to draw it out in length, To stay you from election.	

- a. Discuss the immediate circumstances in which these words are spoken.
(7 marks)
 - b. Comment on Portia's feelings and behaviour as shown in the above excerpt.
(8 marks)
 - c. Write about the theme of filial (parent-child) relationships as shown in the above excerpt and in the rest of the play.
(10 marks)
2. "Friendship is a theme which drives the plot of the entire play." Discuss by referring closely to "The Merchant of Venice."
 3. Compare and contrast the characters of Shylock and Antonio as portrayed in "The Merchant of Venice."

TWELFTH NIGHT (William Shakespeare)

1. Read the passage below and answer the questions that follow.

OLIVIA	<i>(aside)</i> Oh, what a deal of scorn looks beautiful In the contempt and anger of his lip! A murderous guilt shows not itself more soon Than love that would seem hid. Love's night is noon. <i>(to VIOLA)</i> Cesario, by the roses of the spring, By maidhood, honour, truth, and everything, I love thee so, that, maugre all thy pride, Nor wit nor reason can my passion hide. Do not extort thy reasons from this clause, For that I woo, thou therefore hast no cause, But rather reason thus with reason fetter. Love sought is good, but given unsought better.	5
VIOLA	By innocence I swear, and by my youth I have one heart, one bosom, and one truth, And that no woman has, nor never none Shall mistress be of it, save I alone. And so adieu, good madam. Nevermore Will I my master's tears to you deplore.	15
OLIVIA	Yet come again, for thou perhaps mayst move That heart, which now abhors, to like his love.	20

Exeunt

- Discuss the immediate circumstances in which these words are spoken.
(9 marks)
 - Write about how Olivia and Viola perceive love in the above excerpt.
(6 marks)
 - Misconceptions and misunderstandings are the rule of the day in "Twelfth Night". Discuss with particular reference to the above excerpt and to the whole play.
(10 marks)
- "Viola is one of Shakespeare's most sympathetic and resourceful heroines." Discuss.
 - At one point of the play Olivia states that "Love sought is good, but given unsought is better." Comment on the theme of unrequited (unreturned) love as a central element in Shakespeare's "Twelfth Night."

SECTION B – POETRY

(25 MARKS)

Choose ONE question from this section. You can, if you wish, refer to diction, imagery, form, tone and theme.

1. Compare and contrast John Masefield's and Ted Hughes' treatment of nature in "Sea Fever" and "Wind".
2. "Poetry often captures a moment in time which represents a significant change in one's life." Discuss this statement in relation to "The Lesson" and "The Discovery".
3. "Reality reveals itself through poetry." Discuss this statement in relation to any TWO poems you have read.

SECTION C – PROSE

(25 MARKS)

Choose the Prose Text you have covered at school and then choose ONE question from either 1 or 2.

THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES

1. Explore the theme of greed in "Parson's Pleasure" and "The Great Automatic Grammatizator".
2. Compare and contrast the relationship between husband and wife in "The Way up to Heaven" and "Neck".

ANIMAL FARM

1. "Old Major plays a more significant role in the novel than he seems to." Discuss the significance of Old Major in the novel.
2. In what ways does Orwell explore the themes of oppression and control in "Animal Farm"?

PRIVATE PEACEFUL

1. With close reference to any two female characters in "Private Peaceful", explain their role in the novel.
2. By referring to specific events in the novel, discuss Charlie's relationship with the ideas of leadership and authority.

THE BOY IN THE STRIPED PYJAMAS

1. The novel portrays both the cruelty of Nazism, as well as representations of human kindness. Discuss the theme of human nature in "The Boy in the Striped Pyjamas".
2. "The adult women in the novel are bound by traditional gender roles." How far do you agree with this statement? Discuss by referring closely to the novel.

FRANKENSTEIN

1. "Frankenstein does not learn from his mistake in creating the Monster. Wisdom escapes him even as he tells his story to Walton." Discuss.
2. "The women in Victor's life are seemingly perfect, unlike the Monster." Compare and contrast Caroline Beaufort, Elizabeth and Justine with the Monster in light of this statement.

THE OTHER SIDE OF TRUTH

1. Show how courage triumphs over corruption and lies in "The Other Side of Truth".
2. Discuss Sade's relationship with her brother in "The Other Side of Truth".

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SECTION D – UNPREPARED TEXT**(25 MARKS)****Answer ALL the questions in this section.**

My mother did not tell me they were coming. I was chopping vegetables in the kitchen when I heard voices outside our front door—a woman's, bright as polished brass, and a man's, low and dark like the wood of the table I was working on. They were the kind of voices we heard rarely in our house. I could

5 hear rich carpets in their voices, books and pearls and fur.

My mother's voice—a cooking pot, a flagon*—approached from the front room. I pushed the leeks I had been chopping into place, then set the knife on the table and wiped my hands on my apron.

10 My mother appeared in the doorway, her eyes two warnings. The woman looked as if she had been blown about by the wind, although it was a calm day. Her cap was askew so that tiny blonde curls escaped and hung about her forehead like bees which she swatted at impatiently several times. Her collar needed straightening and was not as crisp as it could be. She pushed her grey mantle back from her shoulders, and I saw then that under her dark blue dress a baby

15 was growing.

'This is the girl, then,' she said abruptly.

'This is my daughter, Griet,' my mother replied. I nodded respectfully to the man and woman.

20 'Well. She's not very big. Is she strong enough?' As the woman turned to look at the man, a fold of her mantle caught the handle of the knife I had been using, knocking it off the table so that it spun across the floor.

The woman cried out.

'Catherina,' the man said calmly. He spoke her name as if he held cinnamon in his mouth.

25 I stepped over and picked up the knife, polishing the blade on my apron before placing it back on the table. The knife had brushed against the vegetables. I set a piece of carrot back in its place.

30 The man was watching me, his eyes grey like the sea. He had a long, angular face, and his expression was steady, in contrast to his wife's, which flickered like a candle. He had no beard or moustache, and I was glad, for it gave him a clean appearance. He wore a black cloak over his shoulders, a white shirt, and a fine lace collar. His hat pressed into hair the red of brick washed by rain.

'What have you been doing here, Griet?' he asked.

35 I was surprised by the question but knew enough to hide it. 'Chopping vegetables, sir. For the soup.'

I always laid vegetables out in a circle, each with its own section like a slice of a pie. I had used a knife edge to shape each slice, and placed a carrot disc in the centre.

- 40** The man tapped his finger on the table. 'I see you have separated the whites,' he said, indicating the turnips and onions. 'And then the orange and the purple, they do not sit together. Why is that?'

I looked at my mother, who nodded slightly.

'The colours fight when they are side by side, sir.'

* *Flagon = a large container in which drink is served, typically with a handle and spout.*

Adapted from 'Girl with the Pearl Earring' by Tracy Chevalier

1. Tick (✓) the correct answer. (1 mark)
a. The passage is written in:

 - i. first person narrative.
 - ii. second person narrative.
 - iii. third person narrative.

2. "My mother did not tell me they were coming." (line 1) Give a reason why these words are effective at the start of the story. (2 marks)

3. In the first two paragraphs (lines 1 – 8) the writer uses a number of figures of speech. By focusing on THREE of these figures of speech, show how the writer:
a. creates an impression of the visitors and
b. compares the visitors to the persona's mother. (3 marks)

- a.

- b.

4. By referring to the third paragraph (lines 9 – 15) and the tenth paragraph (lines 28 – 32), state whether the writer creates a positive or a negative impression of the man and the woman through the descriptions. Give TWO reasons for each of your answers. (3 marks)

The woman	
Impression:	
Reasons:	a) _____

	b) _____

The man	
Impression:	
Reasons:	a) _____

	b) _____

5. Comment on the mood created through the falling knife (lines 19 – 22). (2 marks)

6. What is the effect of the short sentence: 'The woman cried out.' (line 22)? (2 marks)

7. "He spoke her name as if he held cinnamon in his mouth." (lines 23 - 24).
- Identify the figure of speech in this sentence.
 - Give a reason why this is an effective image. (2 marks)

a. _____

b. _____

8. How does the writer create a positive relationship between the man and Griet? (2 marks)

9. What impression do we get of Griet's physical appearance and character through the passage? You are expected to support your answer by referring to what is said in the text. (4 marks)

10. Comment on the use of colours in the passage. (4 marks)
