

LITERATURE IN ENGLISH

019

12/11/2015 8.30 AM - 11.30 AM

REB
Rwanda Education Board

ADVANCED LEVEL NATIONAL EXAMINATIONS, 2015

SUBJECT: LITERATURE IN ENGLISH

COMBINATIONS: HISTORY - ECONOMICS-- LITERATURE (HEL)

LITERATURE-- ECONOMICS-- GEOGRAPHY (LEG)

HISTORY - GEOGRAPHY - LITERATURE (HGL)

ENGLISH - FRENCH - KINYARWANDA (EFK)

ENGLISH - KISWAHILI - KINYARWANDA (EKK)

DURATION: 3 HOURS

INSTRUCTIONS

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)

SECTION A: Prose and Poetry. (40 MARKS)

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

Poverty goes hand in hand with malnutrition and disease. The incidence of malnutrition and deficiency diseases is very high amongst Africans. Tuberculosis, pellagra, kwashiorkor, gastro-enteritis, and scurvy bring death and destruction of health. The incidence of infant mortality is one of the highest in the World. According to the Medical Officer of Health for Pretoria, tuberculosis kills forty people a day (almost all Africans), and in 1961 there were 58,491 new cases reported. These diseases not only destroy the vital organs of the body, but they result in retarded mental conditions and lack of initiative, and reduce powers of concentration. The secondary results of such conditions affect the whole community and the standard of work performed by African labourers.

The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The present Government has always sought to hamper Africans in their search for education. One of their early acts, after coming into power, was to stop subsidies for African school feeding. Many African children who attended schools depended on this supplement to their diet. This was a cruel act.

There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children, though there are some who receive such assistance. African children, however, generally have to pay more for their schooling than whites. According to figures quoted by the South African Institute of Race Relations in its 1963 journal, approximately 40 per cent of African children in the age group between seven to fourteen do not attend school. For those who do attend school, the standards are vastly different from those afforded to white children. In 1960-61 the per capita Government spending on African students at State-aided schools was estimated at R12.46. In the same years, the per capita spending on white children in the Cape Province (which are the only figures available to me) was R144.57. Although there are no figures available to me, it can be stated, without doubt, that the white children on whom R144.57 per head was being spent all came from wealthier homes than African children on whom R12.46 per head was being spent.

The quality of education is also different. According to the Bantu Educational Journal, only 5,660 African children in the whole of South Africa passed their Junior Certificate in 1962, and in that year only 362 passed Matric. (equivalent of A2). This is presumably consistent with the policy of Bantu education about which the present Prime Minister said, during the debate on the Bantu Education Bill in 1953:

"When I have control of Native education I will reform it so that Natives will be taught from childhood to realize that equality with Europeans is not for them. People who believe in equality are not desirable teachers for Natives. When my Department controls Native education it will know for what class of higher education a Native is fitted, and whether he will have a chance in life to use his knowledge."

Extract from Nelson Mandela's statement from the dock at his trial
Pretoria Supreme Court, 20 April 1964

- (a) Outline the consequences of poor health according to this passage. (4marks)
- (b) According to the passage, what is the complaint of the Africans? (4marks)
- (c) Use one example to show how the Government was hostile to African children from the start. (2marks)
- (d) What evidence is given in the passage to show that the quality of education for African children is different from that for white children? (2marks)
- (e) Explain the underlined words and expressions as used in the passage:
- i) The incidence of malnutrition and deficiency diseases
 - ii) avenues of advancement are deliberately curtailed by legislation
 - iii) The present Government has always sought to hamper Africans (3marks)
- 2) (a) Explain two ways in which government support for education of white children is different from that of African children. (2marks)
- (b) Discuss the views of the Prime Minister on Bantu Education and explain whether or not you agree with them. (8marks)
- 3) **Read the poem below and answer the questions that follow.**

There is a little hut
Built across from here;
They've mudded two walls
And the rest stands unmade
For they ran out of mud

There is a deep gully
Running along the road;
They have filled it halfway
And the rest is still gaping
For they ran out of mud

There is a pot by the altar
That they began to mould;
They finished the base
But the neck remains undone
For they ran out of mud

Mud! Mud!
Who can find mud?
Maybe if it were gold
Someone would.

Miriam Khamadi Were

- (a) Explain the meaning of the expression "they ran out of mud". (2marks)
(b) What is this poem about? (4marks)
(c) Identify the task in each of the first three stanzas and why it was left unfinished. (3marks)
(d) What does mud represent in this poem? (2marks)
(e) Describe the poet's feeling as expressed in the final stanza. (4marks)

SECTION B: PLAYS (30MARKS)

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

(15marks)

Either: (A) WILLIAM SHAKESPEARE: *Romeo and Juliet*

- PARIS** This is that banished haughty Montague,
That murdered my love's cousin, with which grief
It is supposed the fair creature died,
And here is come to do some villainous shame
To the dead bodies. I will apprehend him. 5
[Steps forth.]
Stop thy unhallowed toil, vile Montague!
Can vengeance be pursued further than death?
Condemned villain, I do apprehend thee.
Obey and go with me, for thou must die.
- ROMEO** I must indeed, and therefore came I hither. 10
Good gentle youth, tempt not a desp'rate man,
Fly hence and leave me. Think upon these gone,
Let them affright thee. I beseech thee, youth,
Put not another sin upon my head,
By urging me to fury: O be gone! -15
By heaven, I love thee better than myself,
For I come hither armed against myself.

Stay not, be gone; live, and hereafter say,
A madman's mercy bid thee run away.

PARIS

I do defy thy conjuration,
And apprehend thee for a felon here.

20

ROMEO

Wilt thou provoke me? Then have at thee, boy!
[They fight.]

[Act 5 Scene 3]

Where does this scene take place?

(2marks)

Explain why each of the following characters have arrived there:

(a) Paris

(2marks)

(b) Romeo

(2marks)

From the following expressions, explain whether or not Paris understands the situation at hand

haughty Montague

(2marks)

murdered my love's cousin

(2marks)

with which grief the fair creature is supposed to have died

(2marks)

With evidence from the passage, describe Romeo's feelings at this point in the play.

(3marks)

Or: (B) ROBERT BOLT: *A Man for All Seasons*)

ROPER Arrest him.

ALICE Yes!

MORE For what?

ALICE He's dangerous!

ROPER For libel; he's a spy.

ALICE He is! Arrest him!

MARGARET Father, that man's bad.

MORE There is no law against that.

ROPER There is! God's law!

MORE Then God can arrest him.

ROPER Sophistication upon sophistication!

MORE No, sheer simplicity. The law, Roper, the law. I know what's legal not what's right. And I'll stick to what's legal.

ROPER Then you set man's law above God's!

MORE No, far below; but let me draw your attention to a fact-I'm not God. The currents and eddies of right and wrong, which you find such plain sailing, I can't navigate. I'm no voyager. But in the thickets of the law, oh, there I'm a forester. I doubt if there's a man alive who could follow me there, thank God. *(He says this last to himself)*

ALICE *(Exasperated, pointing ...)* While you talk, he's gone!

MORE And go he should, if he was the Devil himself, until he broke the law!

ROPER So now you'd give the Devil benefit of law!

MORE Yes. What would you do? Cut a great road through the law to get after the Devil?

ROPER I'd cut down every law in England to do that!

MORE (*Roused and excited*) Oh? (*Advances on ROPER*) And when the last law was down, and the Devil turned round on you-where would you hide, Roper, the laws all being flat? (*He leaves him*) This country's planted thick with laws from coast to coast-man's laws, not God's-and if you cut them down - and you're just the man to do it - d'you really think you could stand upright in the winds that would blow then? (*Quietly*) Yes, I'd give the Devil benefit of law, for my own safety's sake.

- (a) *Who should be arrested, who has the authority to arrest him and what has he actually done?* (3marks)
- (b) *Briefly describe the relationship between More and Roper.* (4marks)
- (c) *With evidence from the text, explain whether or not More sets the laws of man above the laws of God.* (4marks)
- (d) *Comment on More's views about the law in the light of what happens later.* (4marks)

4) **Choose ONE play and answer the question on it.**

Either: (A) WOLE SOYINKA: *The Trials of Brother Jero*

Describe the relationship between Chume, Amope and Brother Jero

Or: (B) FRANCIS IMBUGA: *Betrayal in the City*

Discuss the extent to which Boss is the main villain in the play,

SECTION C: NOVELS (30MARKS)

- 5) **Choose ONE of the two passages below; read it carefully and then answer the questions that follow as concisely as possible.**

(15marks)

Either: (A) WILLIAM GOLDING: *Lord of the Flies*

All the boys of the island, except Piggy, Ralph, Simon, and the two tending the pig, were grouped on the turf. They were laughing, singing, lying, squatting, or standing on the grass, holding food in their hands.

But to judge by the greasy faces, the meat-eating was almost done; and some held coco-nut shells in their hands and were drinking from them. Before the party had started a great log had been dragged into the centre of the lawn and Jack, painted and garlanded, sat there like an idol. There were piles of meat on green leaves near him, and fruit, and coco-nut shells full of drink.

Piggy and Ralph came to the edge of the grassy platform; and the boys, as they noticed them, fell silent one by one till only the boy next to Jack was talking. Then the silence intruded even there and Jack turned where he sat. For a time he looked at them and the crackle of the fire was the loudest noise over the bourdon of the reef. Ralph looked away; and Sam, thinking that Ralph had turned to him accusingly, put down his gnawed bone with a nervous giggle. Ralph took an uncertain step, pointed to a palm tree, and whispered something inaudible to Piggy; and they both giggled like Sam. Lifting his feet high out of the sand, Ralph started to stroll past. Piggy tried to whistle.

At this moment the boys who were cooking at the fire suddenly hauled off a great chunk of meat and ran with it toward the grass. They bumped Piggy who was burnt, and yelled and danced. Immediately, Ralph and the crowd of boys were united and relieved by a storm of laughter. Piggy once more was the centre of social derision so that everyone felt cheerful and normal.

Jack stood up and waved his spear.

"Take them some meat."

The boys with the spit gave Ralph and Piggy each a succulent chunk. They took the gift, dribbling. So they stood and ate beneath a sky of thunderous brass that rang with the storm-coming.

Jack waved his spear again.

"Has everybody eaten as much as they want?"

- (a) *Explain why Piggy, Ralph and Simon were not part of the group having the party.* (4marks)
- (b) *Relate the incident that has resulted in the feasting described in the passage.* (4marks)
- (c) *With evidence from the passage, describe Jack's behaviour and explain why he is given special treatment.* (4marks)
- (d) *Discuss the feelings of the boys towards Piggy.* (3marks)

Or: (B) CHINUA ACHEBE: *Things Fall Apart*

Then they came to the tree from which Okonkwo's body was dangling, and they stopped dead.

"Perhaps your men can help us bring him down and bury him," said Obierika. "We have sent for strangers from another village to do it for us,

but they may be a long time coming."

The District Commissioner changed instantaneously. The resolute administrator in him gave way to the student of primitive customs.

"Why can't you take him down yourselves?" he asked.

"It is against our custom," said one of the men. "It is an abomination for a man to take his own life. It is an offence against the Earth, and a man who commits it will not be buried by his clansmen. His body is evil, and only strangers may touch it. That is why we ask your people to bring him down, because you are strangers."

"Will you bury him like any other man?" asked the Commissioner.

"We cannot bury him. Only strangers can. We shall pay your men to do it. When he has been buried we will then do our duty by him. We shall make sacrifices to cleanse the desecrated land."

Obierika, who had been gazing steadily at his friend's dangling body, turned suddenly to the District Commissioner and said ferociously: "That man was one of the greatest men in Umuofia. You drove him to kill himself and now he will be buried like a dog..." He could not say any more. His voice trembled and choked his words.

- (a) *What has happened that led Okonkwo to take his own life?* (4 marks)
- (b) *How far is Obierika correct in saying: "You drove him to kill himself"?* (3 marks)
- (c) *Why did the clansmen refuse to bury Okonkwo's body?* (2 marks)
- (d) *In what ways was Okonkwo "one of the greatest men in Umuofia"?* (4 marks)
- (e) *Apart from his official role, what is the Commissioner's interest in inquiring into the death of Okonkwo?* (2 marks)

6) **Choose one novel and answer the question on it. (15 marks)**

Either: (A) NGUGI WA THIONG'O: *The River Between*

Choose two female characters in the novel and show how their roles highlight the conflict between Makuyu and Kamenno

Or: (B) ELECHI AMADI: *The Concubine*

Using suitable examples from the novel, explain how the supernatural is presented in natural events.

Or: (C) CAMARA LAYE: *The African Child*

Discuss the contrasting influence of Camara Laye's parents on his life.