

LITERATURE IN ENGLISH 028

20/07/2026 8:30 AM -11:30 AM

Names:
Index number:

COMBINATIONS:

- HISTORY-GEOGRAPHY-LITERATURE IN ENGLISH (HGL)
- HISTORY-LITERATURE IN ENGLISH-PSYCHOLOGY (HLP)
- LITERATURE IN ENGLISH FRENCH-KINYARWANDA-KISWAHILI (LFK)

DURATION: 3 HOURS

S6 QUESTIONS and ANSWERS BOOKLET

ADVANCED LEVEL NATIONAL EXAMINATIONS,
2025-2026

Instructions to candidates:

- 1) Do not open this paper until you are told to do so.
- 2) Write your names and index number on your answer booklet as they appear on your registration form and **DO NOT** write your names and index number on additional answer sheets if provided.
- 3) This paper consists of **THREE** sections: **A, B, and C.**
Section A: Prose and Poetry (40 marks)
Section B: Set short stories and novels (30 marks)
Section C: Set plays (30 marks)
- 4) Use only a **blue** pen.

FOR MARKER'S USE ONLY

Questions	Marks	Questions	Marks
1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
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12		27	
13		28	
14		29	
15		30	

TOTAL MARKS...../100

SECTION A: PROSE AND POETRY (40 MARKS)

1) Read the following passage carefully and answer the questions.

(10 marks)

Poverty goes hand in hand with malnutrition and disease. The incidence of malnutrition and deficiency diseases is very high among 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 laborers.

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***

Questions

- i) How does the text compare the availability of education for white and African children? **(2 marks)**
- A) Education is compulsory for both groups but higher quality for whites.
 - B) Neither group has access to compulsory education.
 - C) Africans receive more assistance because they are poorer.
 - D) Education is compulsory and free for whites, but not for Africans.
- ii) According to the text, why are white-made laws a point of complaint for Africans? **(2 marks)**
- A) Because they were not written in African languages for Africans to understand.
 - B) Because they encourage too much competition in the workplace.
 - C) Because they are designed to preserve the poverty of Africans and wealth of whites.
 - D) Because they require Africans to attend school for too long.
- iii) According to the Prime Minister's 1953 statement, what was the main goal of Bantu Education? **(2 marks)**
- A) To prepare Africans for technical jobs in the mining industry.
 - B) To teach African children from childhood that they are not equal to Europeans.
 - C) To ensure that African children received the same higher education as Europeans.
 - D) To encourage teachers to promote the idea of social equality.
- iv) Outline the consequences of poor health according to this passage. **(2 marks)**
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- v) What are the two avenues of advancement Mandela identifies for escaping poverty? **(2 marks)**
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2) Choose the correct answer among the given alternatives and circle the letter corresponding to it. (5 marks)

- i) Which of the following sequences best describes the order of conflict development in the plot of a literary work? **(1 mark)**

- A) Exposition, falling action, climax, rising action, resolution.
- B) Exposition, climax, rising action, falling action, resolution.
- C) Exposition, rising action, climax, falling action, resolution.
- D) Exposition, rising action, falling action, climax, resolution.

- ii) A woman named Sandra writes a story about her own life, starting from her childhood in the village to her success as a lawyer. She describes her own feelings, her personal struggles, and her private victories in her own words. It is a true account of her personal journey through time. This type of story is referred to...

(1 mark)

- A) Biography
- B) Autobiography
- C) Myth
- D) Legend

- iii) Which theme can you observe from the paragraph below?

What type of man are you? She said. What a shame! Look at your face full of cuts and scars. I really regret. I have married a pig. Her husband responded by insulting his wife...Oh poor me what a wicked wife I have got! The man gave his wife a sound beating by slapping her.

(1 mark)

- A) Prostitution
- B) Unfaithfulness
- C) Family violence
- D) Family conflict

- iv) The author writes, "I walked down the narrow alleyway and felt the cold wind biting at my face. I didn't know where I was going, but I knew I couldn't go back home after what I had seen. My heart was pounding against my ribs as I reached for the heavy iron door handle." Which point of view is used in the paragraph above? **(1 mark)**

- A) First-person point of view
- B) Second-person point of view
- C) Third-person point of view
- D) Omniscient point of view

v) Mugabo is writing a story. In his story, he includes some characters who appear occasionally to help move the events of the story forwards and to reveal more about main characters. However, the story is not mainly about these characters. How are these characters called? **(1 mark)**

- A) Stock characters
- B) Static characters
- C) Foil characters
- D) Minor characters

3) Answer by True or False (5 marks)

i) Victor Hugo is one of the leading figures of Romanticism in France.

(1 mark)

ii) Modernist literature frequently uses stream of consciousness and fragmented narrative structures to reflect inner psychological reality. **(1 mark)**

iii) Both Classical Ancient Greek and Enlightenment literature prioritize supernatural events and focus little on human experiences. **(1 mark)**

iv) Romanticism emerged in the late 18th century as a reaction against the Enlightenment's focus on reason, instead of celebrating emotion, imagination, and the beauty of nature. **(1 mark)**

v) Naturalism is a literary movement that is characterized by an emphasis on industrialization, urbanization, and the lives of ordinary people, particularly through the exploration of social issues. **(1 mark)**

4) Choose the correct answer among the given alternatives and circle the letter corresponding to it. (5 marks)

i) What is enjambment in poetry? **(1 mark)**

- A) The structured pattern of stressed and unstressed syllables in a line of poetry.
- B) The continuation of a sentence without a pause beyond the end of a line.
- C) A word or line that is repeated at the end of each stanza.
- D) The repetition of identical consonant sound at the beginning of consecutive words in a verse.

ii) Samuel was told to compose a poem at his school. He composed a simple poem making careful selection of certain words and their artistic arrangements to fit their contexts. How is this selection called in literature? **(1 mark)**

- A) Poetic license
- B) Rhyme
- C) Rhythm
- D) Diction

iii) What is the primary difference between a Tanka and a Haiku in terms of structure? (1 mark)

- A) Tanka has 17 syllables; Haiku has 31 syllables.
- B) Tanka uses a rhyme scheme; Haiku does not.
- C) Tanka has 3 lines; Haiku has 5 lines.
- D) Tanka has 5-7-5-7-7 syllables; Haiku has 5-7-5 syllables.

iv) Which of the following represents the standard rhyme scheme of an English sonnet? (1 mark)

- A) ABBA ABBA CDE CDE
- B) AABB CCDD EEFF GG
- C) ABAB CDCD EFEF GG
- D) AAAA BBBB CCCC DD

v) What type of meter is used in this line? (1 mark)

"I am the master of my fate."

- A) Iambic tetrameter
- B) Iambic pentameter
- C) Trochaic tetrameter
- D) Spondaic tetrameter

5) Identify literary devices in the following lines: (5 marks)

i) Love is a battlefield. (1 mark)

ii) The crown will address the assembly. (1 mark)

iii) The mountain wore a blanket of mist in the morning. (1 mark)

iv) I have a lot of mouths to feed at home. (1 mark)

v) His hair was as black as midnight. (1 mark)

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

Song of Lawino

Ocol is no longer in love with
the old type;
He is in love with a modern girl.
The name of the beautiful one
Is Clementine.

Brother, when you see
Clementine!
The beautiful one aspires
To look like a white woman;

Her lips are red-hot
Like glowing charcoal,
She resembles the wild cat
That has dipped its mouth in
blood,
Her mouth is like ray yaws
It looks like an open ulcer,
Like the mouth of a field!
That has turned over her face
And it looks so pale;
She resembles the wizard
Getting ready for the midnight
dance.

She dusts the ash-dirt all over
her face
And when little sweat
Begins to appear on her body
She looks like the guinea fowl!

By Okot P' Bitek

Questions

- i) What is the central theme of the poem? (2 marks)
- A) The beauty of African women
 - B) Conflict between tradition and modernity
 - C) The importance of marriage
 - D) Religious hypocrisy

ii) Who is the persona in the poem? (2 marks)

- A) Clementine
- B) Ocol
- C) Lawino
- D) The poet himself

iii) Which literary device is dominant in the description of Clementine? (2 marks)

- A) Simile
- B) Metaphor
- C) Irony
- D) Personification

iv) The description of Clementine's appearance in the poem mainly serves to:

(2 marks)

- A) Praise her beauty
- B) Show jealousy without reason
- C) Encourage women to use cosmetics
- D) Criticize Western influence

v) What moral lesson do you draw from the poem?

(2 marks)

Section B: Set short stories and novels (30 marks)

7) Choose ONE of the following short story titles from the anthology "When the Sun Goes Down and Other stories from Africa and Beyond" by Emilia Ilieva and Waveney Olembo and use them to answer related questions.

Either

(10 marks)

Twilight Trek by Sefi Atta

i) Why does the narrator carry a fake passport?

(2 marks)

- A) He wants to change his identity permanently.
- B) He is hiding from his family.
- C) He needs it to travel illegally across borders.
- D) He lost his real passport.

ii) The narrator describes his mother's strict and controlling behaviour, such as making him sit still for hours. What is the effect of these actions on him? (2 marks)

- A) Instilling a strong sense of respect and obedience toward elders.
- B) Contributing to feelings of frustration and the desire to escape home.
- C) Encouraging him to develop patience and a love for domestic tasks.
- D) Preparing him for teamwork and discipline on the football field.

iii) Describe the setting of the story. (2 marks)

iv) What do you dislike for the following characters in the story: (2 marks)

A) Patience

B) Narrator's mother

v) What important lessons do you get from the story? (2 marks)

Or

Leaving, Moyez G. Vassanji

i) Why was the mother worried about Aloo going to America? **(2 marks)**

- A) She feared he would fail academically.
- B) She thought America was unsafe.
- C) She feared losing her son forever.
- D) She disliked Americans.

ii) What is Mr. Velji's role in the story? **(2 marks)**

- A) He discourages Aloo from going abroad.
- B) He provides money for Aloo's travel.
- C) He criticizes the mother for letting Aloo leave.
- D) He acts as a wise adviser to the family.

iii) If you were given chance to advise Aloo's mother, what piece of advice would you give her? **(2 marks)**

iv) Describe the setting of the story.

(2 marks)

v) Discuss one theme in the story.

(2 marks)

8) Choose ONE of the two novels and answer related questions. (10 marks)

Either: (A) JOHN STEINBECK: *The Pearl*

Choose the correct answer among the given alternatives and circle the letter corresponding to it.

i) What event first triggers the need for a large amount of money in Kino's family?

(2 marks)

- A) Juana falls ill with a mysterious fever.
- B) Coyotito is stung by a scorpion.
- C) Kino needs to pay a debt to the pearl buyers.
- D) Kino's canoe is destroyed by a storm.

ii) How does the doctor treat Kino and Juana when they first seek his help? (2 marks)

- A) He refuses to see them because they are poor and don't have money.
- B) He offers to help in exchange for Kino's canoe.
- C) He helps the baby right away because it is his job and his responsibility to take care of sick people.
- D) He is not at home when they arrive at his gate.

iii) Why do the pearl buyers in the town try to convince Kino that his pearl is 'clumsy' and worthless? (2 marks)

- A) The pearl is too large to be sold in their market.
- B) It is made of common limestone.
- C) They are afraid the pearl carries a curse.
- D) They want to buy it at the lowest possible price to maximize their profit.

iv) What is Juana's attitude toward the pearl throughout the story? (2 marks)

- A) She views it as an evil 'thing' that will destroy their family.
- B) She believes it is a gift from God to save her son and her husband.
- C) She is even more greedy than Kino.
- D) She wants to use it to buy fine clothes and jewellery.

v) What is the tragic climax that occurs in the cave in the mountains? (2 marks)

- A) Juana decides to leave Kino and return to the village.
- B) Kino is killed by the trackers.
- C) Coyotito is accidentally shot and killed by a tracker.
- D) Kino loses the pearl in a deep crevice.

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

i) What does the phrase "All animals are equal, but some animals are more equal than others" suggest in the novel? (2 marks)

- A) The pigs are more deserving than other animals.
- B) Animalism was a perfect system that only needed minor improvements.
- C) The revolution has failed to address inequality.
- D) The animals' hard work is rewarded equally.

ii) Who is the main antagonist in the novel? (2 marks)

- A) Mr. Jones
- B) Boxer
- C) Squealer
- D) Napoleon

iii) In *Animal Farm*, the commandment "No animal shall kill any other animal" is ultimately changed to... (2 marks)

- A) No animal shall harm another without reason.
- B) No animal shall kill any other animal without cause.

- C) No animal shall kill another without permission.
 D) No animal shall kill another unless necessary for self-defense.
- iv) How does the leadership of Napoleon differ from that of Old Major and Snowball? **(2 marks)**
- A) Napoleon manipulates fear and propaganda to control the animals, while Old Major and Snowball focus on equality and unity.
- B) Napoleon is a democratic leader who values the input of all animals while Old Major and Snowball are dictators.
- C) Napoleon prioritizes the needs of the working animals, while Old Major and Snowball represent the interests of the pigs.
- D) Napoleon fosters an environment of complete transparency, whereas Old Major and Snowball were secretive about their plans.
- v) In what way does George Orwell use the character of the dogs in *Animal Farm* to represent totalitarian regime? **(2 marks)**
- A) The dogs are portrayed as a noble and honorable group that serves the common good of all animals.
- B) The dogs are used as tools by Napoleon to suppress opposition and maintain order through fear and violence.
- C) The dogs are loyal companions to the animals, symbolizing the strong bonds of community.
- D) The dogs represent the working-class animals, who perform all the labor but receive no rewards or recognition.

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) CHINUA ACHEBE: *A Man of the People*

The first thing critics tell you about our ministers' official residences is that each has seven bedrooms and seven bathrooms, one for every day of the week. All I can say is that on that first night there was no room in my mind for criticism. I was simply hypnotized by the luxury of the great suite assigned to me. When I lay down in the double bed that seemed to ride on a cushion of air, and switched on that reading lamp and saw all the beautiful furniture anew from the lying down position and looked beyond the door to the gleaming bathroom and the towels as large as a lappa I had to confess that if I were at that moment made a minister I would be most anxious to remain one for ever. And maybe, I should have thanked God that I wasn't. We ignore man's basic nature if we say, as some critics do, that because a man like Nanga has risen overnight from poverty and insignificance to his present opulence he could be persuaded without much trouble to give it up again and return to his original state.

A man who has just come in from the rain and dried his body and put on dry clothes is more reluctant to go out again than another who has been indoors all the time. The trouble with our new nation- as I saw it then lying on that bed- was that none of us had been indoors long enough to be able to say, 'To hell with it'. We had all been in the rain together until yesterday. Then a handful of us- the smart and the lucky and hardly ever the best- had scrambled for the one shelter our former rulers left, and had taken it over and barricaded themselves in. And from within they sought to persuade the rest through numerous loudspeakers, that the first phase of the struggle had been won and that the next phase- the extension of our house was even more important and called for new and original tactics; it required that all argument should cease and the whole people speak with one voice and that any more dissent and argument outside the door of the shelter would subvert and bring down the whole house.

Needless to say, I did not spend the entire night on these elevated thoughts. Most of the time my mind was on Elsie, so much so in fact that I had had to wake up in the middle of the night and change my pyjama-trousers.

Questions

i) In which African literature period is ***A Man of the People*** written? (2 marks)

- A) Pre-colonial African literature
- B) Colonial African literature
- C) Post-colonial African literature
- D) Contemporary African literature

ii) Who is the narrator of this passage? (2 marks)

- A) Chief Nanga
- B) Odili Samalu
- C) Elsie
- D) The Prime Minister

iii) Describe the setting of this story? (2 marks)

iv) Using examples from the passage, show that the ministers live in luxurious and expensive life. (2 marks)

v) Describe the event that precedes this passage.

(2 marks)

Or: (B) PETER ABRAHAMS: *Mine Boy*

“All right all right!” The manager cried. “The mine’s all right.
Get ready to go down, night shift!”

“No” Xuma cried. “No!”

“Get ready!” the manager shouted.

“Let them fix up the place first” Xuma cried.” We warned
them about it. They said it was all right. Now two men are dead!
Good men! Let them fix it up first then we will go down!”

The manager looked at Xuma then at the rest of mine boys.

“Get ready.” He shouted again.

“No” A voice cried. “Fix it up first!”

Xuma felt good suddenly. Strong and free. A man.

“We are men!” He shouted. “It does not matter if our skins are
black! We are not cattle to throw away our lives! We are men!”

“This is a strike” The manager cried. He pointed at Xuma and
shouted: “You will go to jail! I have called the police! They will
be here soon!”

“We will not go down if you say, so, Xuma!” A man shouted.

Xuma felt stronger than he had ever felt in all his life. Strong
enough to be a man without colour. And now, suddenly, he knew
that it could be so. Man could be without colour.

“Build up the place and we will go down.” He shouted. “Build

it up properly. Johannes was my friend! He was our friend! Now he is dead! Build up the place!”

Questions

i) What is the primary theme of this passage? (2 marks)

- A) The importance of individual success.
- B) The struggle for justice and equality.
- C) The celebration of the mining industry
- D) The role of government in workers' lives.

ii) Who is the protagonist in the novel “*Mine Boy*”? (2 marks)

- A) Leah
- B) Maisy
- C) Eliza
- D) Xuma

iii) What is happening in the passage? (2 marks)

iv) Explain two character traits of Xuma in the passage. (2 marks)

v) “We are men!” He shouted. “It does not matter if our skins are black! We are not cattle to throw away our lives! We are men! “What does this Xuma’s speech symbolize? Support your answer. (2 marks)

Section C: Set Plays (30 marks)

10) Choose the correct answer among the given alternatives and circle the letter corresponding to it. (5 marks)

i) I always write plays with sad endings, that is why some of the readers escape reading my plays. Who am I in this field of literature? (1 mark)

- A) Playwright
- B) Tragedian
- C) Comedian
- D) Dramatist

ii) Steven is watching a film on television and soon he witnessed a character called Rambo dying in the bombed room. Later on, that character rose again to fight with his enemies. What kind of irony is revealed from that scenario? (1 mark)

- A) Cosmic irony
- B) Dramatic irony
- C) Situational irony
- D) Verbal irony

iii) What is the term for a comment made by a character that is intended to be heard by the audience but not by other characters? (1 mark)

- A) Monologue
- B) Soliloquy
- C) Dialogue
- D) Aside

iv) Which term refers to the central character in a drama? (1 mark)

- A) Protagonist
- B) Villain
- C) Antagonist
- D) Stock character

v) One of the following is **NOT** traditional African drama: (1 mark)

- A) Masquerades
- B) Storytelling as drama
- C) Didactic drama
- D) Comedies

11) Choose ONE of the two plays and answer related questions. (10 marks)

Either: (A) WILLIAM SHAKESPEARE: *Julius Caesar*

Read all the eight statements carefully and circle the five best answers.

- i) The play clearly supports political violence by showing that assassination leads to justice, order, and moral victory.
- ii) Cassius is a manipulative and ambitious character who resents Caesar's growing power and uses forged letters and persuasive language to draw Brutus into the conspiracy for selfish reasons.
- iii) The play teaches the moral lesson that good intentions can lead to disastrous outcomes, since Brutus believes he is saving Rome but instead causes civil war.
- iv) Betrayal is a central theme in the play, especially in Caesar's assassination.
- v) After Caesar's death, Rome becomes chaotic and descends into civil war.
- vi) The Roman citizens are presented as wise, independent thinkers and cannot be manipulated by political leaders.
- vii) The play *Julius Caesar* is mainly set in Rome and Sardis during a time of political tension.
- viii) Brutus wins the civil war against Antony and Octavius, restores the Roman Republic, and rules Rome successfully.

Or: (B) BERTOLT BRECHT: *The Caucasian Chalk Circle*

The following events from "*The Caucasian Chalk Circle*" are mixed up. Rewrite them in the correct order in which they happen in the play.

- i) Grusha crosses a dangerous bridge to escape soldiers.
- ii) Azdak draws a chalk circle.
- iii) Grusha escapes with the child through mountains and dangerous paths.
- iv) Azdak declares that Grusha is the true mother because she showed real love and care.
- v) Grusha marries Jussup.
- vi) During a revolt, the Governor, Georgi Abaswhwili, is executed and his wife, Natella Abashwili flees and abandons her baby.
- vii) Azdak becomes judge.
- viii) Michael's biological mother, Natella, tries to reclaim him.
- ix) Two groups of peasants argue over who should own a piece of land after the war.
- x) Grusha finds the baby Michael and risks her life to save him.

12) Choose ONE play and answer the question on it. (15 marks)

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

Describe the problems that Dr. Stockmann experiences in *An Enemy of the People*. Do you sympathize with him? Give reasons for your answer.

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

Examine the conflicts between the following character pairs in *The Crucible*.

- A) Abigail and Elizabeth
- B) Ann Putnam and Rebecca Nurse
- C) Thomas Putnam and Francis Nurse

Space in which to answer the question on the essay.

Lined area for writing or drawing.

Lined area for writing the answer to the question.

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