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PEICAI SECONDARY SCHOOL
SECONDARY FOUR EXPRESS
PRELIMINARY EXAMINATION 2020

CANDIDATE
NAME

CLASS

REGISTER NUMBER

HUMANITIES (SOCIAL STUDIES, LITERATURE)

2274/02

Paper 2 Prose and Unseen Texts

1 SEPTEMBER 2020

1 hour 40 minutes

Candidates answer in the Answer Booklet.

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

Answer **one** question from Section A and **one** question from Section B.
You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, fasten all your work securely together.
All questions in this paper carry equal marks.

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This document consists of **5** printed pages and 1 blank page

Perseverance Respect Responsibility Integrity Discipline Empathy

Setter: Mr Amal Luqman

SECTION A

Answer **one** question from this section.

RAY BRADBURY: *Fahrenheit 451*

Remember to support your ideas with relevant details from the writing.

- 1 **Either** (a) Discuss how Guy's enlightenment is presented in the novel.
- Or** (b) Explore the effective use of fire as a symbol in the novel.
- Or** (c) Read this passage carefully, and then answer the questions that follow it:

"It *is*," replied Granger smiling. "We're book burners, too. We read the books and burnt them, afraid they'd found. Micro-filming didn't pay off; we were always traveling, we didn't want to bury the film and come back later. Always the chance of discovery. Better to keep it in the old heads, where no one can see it or suspect it. We are all bits and pieces of history and literature and international law, Byron, Tom Paine, Machiavelli or Christ, it's here. And the hour's late. And the war's begun. And we are out here, and the city is there, all wrapped up in its own coat of thousand colors. What do you think, Montag?" 5

"I think I was blind trying to go at things my way, planting books in firemen's houses and sending in alarms." 10

"You did what you had to do. Carried out on a national scale, it might have worked beautifully. But our way is simpler and, we think better. All we want to do is keep the knowledge we think we will need, intact and safe. We're not out to incite or anger anyone yet. For if we are destroyed, the knowledge is dead, perhaps for good. We are model citizens, in our own special way; we walk the old tracks, we lie in the hills at night, and the city people let us be. We're stopped and searched occasionally, but there's nothing on our persons to incriminate us. The organization is flexible, very loose, and fragmentary. Some of us have had plastic surgery on our faces and fingerprints. Right now we have a horrible job; we're waiting of the war to begin and, as quickly, end. It's not pleasant, but then we're not in control, we're the old minority crying in the wilderness. When the war's over, perhaps we can be of some use in the world." 15 20 25

"Do you really think they'll listen then?"

"If not, we'll just have to wait. We'll pass the books on to our children wait, in turn, on the other people. A lot will be lost that way, of course. But you can't *make* people listen. They have to come around in their own time, wondering what happened and why the world blew up under them. It can't last." 30

"How many of you are there?"

"Thousands on the roads, the abandoned railroad tracks, tonight, bums on the outside, libraries inside. It wasn't planned, at first. Each man had a book they wanted to remember, and did. Then, over a period of twenty years or so, we met each other, traveling, and got the loose network together and set out a plan. The most important single thing we had to 35

pound in ourselves is that we were not important, we mustn't be pedants; we were not to feel superior to anyone else in the world. We're nothing more than dust jackets for books, of no significance otherwise. Some of us live in small towns. Chapter One of Thoreau's *Walden* in Green River, Chapter Two in Willow Farm, Maine. Why there's one in Maryland, only twenty-seven people, no bomb'll ever touch that town, almost, and flip the pages, so many pages to a person. And when the war's over, some day, some year, the books can be written again, the people will be called in, one by one to recite what they know and we'll set it up in type until another Dark Age, when we might have to do the whole damn thing over again. But that's the wonderful thing about man; he never gets so discouraged or disgusted that he gives up doing it all over again, because he knows very well it is important and *worth* the doing." 40 45 50

- (i) How does Bradbury effectively portray Granger's act(s) of resistance in the excerpt above?
- (ii) Discuss another instance from the novel where human nature is vividly reflected.

SECTION B

Answer **either** Question 2 **or** Question 3.

Question 2

Read the poem carefully, and then answer the questions that follow it.

Remember to support your ideas with relevant details from the writing.

Ways of Talking

We used to like talking about grief
 Our journals and letters were packed
 with losses, complaints, and sorrows.
 Even if there was no grief
 we wouldn't stop lamenting 5
 as though longing for the charm
 of a distressed face.

Then we couldn't help expressing grief
 So many things descended without warning:
 labor wasted, loves lost, houses gone, 10
 marriages broken, friends estranged,
 ambitions worn away by immediate needs.
 Words lined up in our throats
 for a good whining.
 Grief seemed like an endless river— 15
 the only immortal flow of life.

After losing a land and then giving up a tongue,
 we stopped talking of grief
 Smiles began to brighten our faces.
 We laugh a lot, at our own mess. 20
 Things become beautiful,
 even hailstones in the strawberry fields.

(Ha Jin)

- (i) How does the poet explore the idea of grieving in the poem above?
- (ii) Discuss the use of imagery in the poem.

Question 3

Read the poem carefully, and then answer the questions that follow it.

Remember to support your ideas with relevant details from the writing.

Fault Lines

Grandma was too small to move a mountain so they made her wash dishes instead. Her hands cracked for the first time under water, again when she brushed a stray strand of hair from her face, again when her touch made baby cry. But Grandma is good at doing what she has to do. She rubs her cries into splintered hands, wipes the broken syllable from her lips, and keeps on scrubbing.	5
Even later when they made her carry the laundry on a bamboo pole, the wood rubbing away at her skin, she bore it like a proud flag bearer. These earthquakes tearing up fault lines on her palms are too small, too local and no one notices that she strokes with knuckles, that she sits always with folded hands, that the fortune teller cannot tell her future.	10 15

(Cheryl Julia Lee)

- (i) What is your impression of the poet's grandmother?
- (ii) Discuss how hardship is vividly conveyed in the poem.

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ANSWER KEY

1(a) Discuss how Guy's enlightenment is presented in the novel.

Answer requirements:

Students should be able to clearly show Guy's enlightenment, detailing the development from the start to the end of the novel. Consideration should be given to his interactions with the different characters, with emphasis on his thoughts, emotions and actions in those circumstances. Answers should highlight the contrast between Guy's character at the start and at the end of the development, while clearly exploring the events and his efforts that lead to him becoming more aware. Answers should also explore Guy's struggle with his own identity and make connections to overarching themes of authority, and the conflict between man and society.

Suggested key points:

- i. Guy's general restlessness/ unease at the start of the novel, which was potentially sparked by his interactions with Clarisse. This was also seen in his interactions with Mildred as well as the reservations that he held about his duties as a fireman.
- ii. Guy's act of rebellion by keeping the books. The novel suggests that this had started before the events in the novel began, suggesting that the dissatisfaction he is feeling had been with him for some time.
- iii. Guy's pursuit of knowledge and the insights he gained into his struggles. This culminated in him going to Faber for guidance. This is also seen in his interactions with Granger after he chanced upon them by the railroad tracks.
- iv. Guy's interactions with Beatty, which cast doubts on his own understanding of the world. This led to the climax of the novel where Guy kills Beatty with the flamethrower. The significance of this scene in showing Guy's development as a character should also be explored.
- v. The significance of the war should also be explored as a symbol/manifestation of his enlightenment and the chance at him rebuilding a life and working to achieve some

1(b) Explore the effective use of fire as a symbol in the novel.

Answer requirements:

Students should be able to highlight the significance of the fire in the novel. Consideration should be given in showing the importance of fire in the society, as a means to maintain order. Answers should go beyond literally describing the capacity of fire to burn and destroy. Students should also explore other instances where the fire appears, and explore the significance of the fire in relation the events in the novel as well as thematic concerns. Answers should clearly identify what the fire represents and give insights into why the symbol is effective.

Suggested key points:

- i. Fire as a symbol of authority, to maintain order. The firemen use fire to destroy books that are seen as threat to the order of society. The juxtaposition between the roles of firemen as commonly understood with the roles of firemen in the novel. Beatty's role as a fire captain and the sense of authority he brings with him is also a factor to consider.
- ii. In close relation to the point above, fire is also a cleansing mechanism. The use of fire to destroy books/houses should be explored. Books are seen as a menacing threat and fire is used to eliminate this threat, as well as purify the society. The act of lighting up a fire is akin to an act of ablution, to remove any contaminant.
- iii. Fire as a symbol of hope. Guy's subversive use of fire against Beatty, his fellow firemen and the hound can be seen as means of changing the status quo and rebel against the order of society. The appearance of the fire in the woods also brought about hope for Guy in his efforts to search for meaning and make a change
- iv. The dualism in the symbol of fire should also be highlighted. The ability of fire to destroy as well as give warmth should be explored. The contrast between the fire, as used by the firemen and as used by Granger and company highlights the multifaceted nature of fire. It reflects the nature of the individuals/organizations using them.

1(c)(i) How does Bradbury effectively portray Granger's act(s) of resistance in the excerpt above?

Answer requirements:

Students should identify specific acts of resistance that Granger and his associates carried out in opposition to the current societal order. The answers should also explore the intentions as well as the impacts of these acts. Consideration should be given to thematic concerns of power and authority, oppression and rebellion, knowledge as well as enlightenment.

Suggested key points:

- i. Subversive use of book-burning, in using fire to preserve the knowledge rather than destroy. Using the same means in which the state chooses to oppress to rebel against the order.

- ii. Staying in the peripheries of the society and maintaining a low-profile. Granger and the other people did not attract unwanted attention to themselves and did not have anything incriminating to implicate them.
- iii. Being patient and passive. They were waiting for the war to aid them in their pursuit of change. They also understood that time is needed for the change to be happen, and they might not see the fruits of the labour. The knowledge was supposed to be passed on to the future generations.
- iv. Taking on a collective responsibility. Granger and company took the responsibility of having bit-part roles in the grand scheme of things. Each of them were supposed to preserve what they can of the knowledge, and have faith that in the future they would be able to consolidate the parts together.

1(c)(ii) Discuss another instance from the novel where human nature is vividly reflected.

Answer requirements:

Students should explore the ways human thoughts, actions and behaviours are represented in other parts of the novel. Consideration should be given to the contrast between the representations of the majority in the society and the minority as seen discussed in interactions between Guy and different characters in the novel i.e Beatty, Faber, Mildred, Clarisse etc

Suggested key points:

- i. Humans are confined by societal order and expectations. Interactions between Guy and Beatty highlights this as Beatty constantly reminds Guy of the need to weed out people who don't fit, like Clarisse. Books are also seen as a threat to this order that is created in society because free thought and discourse can result in unhappiness, which is not acceptable.
- ii. Humans having a part to play for the collective good. This is seen in Faber and his decision to assist Guy. He may not have made an active effort to subvert the societal norms and go against the societal expectations but he kept on his resistance silently, waiting for Guy to spark a change in him. There is an understanding that he has a part to play in preserving the knowledge that is essential to the rebuilding of the society.
- iii. Humans are naturally curious. This is seen in Clarisse who, unlike her peers, have not been conditioned to be apathetic towards the pursuit knowledge and being devoid of a sense of wonder. As she represents an individual who is the anti-thesis(the opposite) of a model citizen in the society, she is free of influence of the propaganda and showcases a natural tendency to be inquisitive as seen in the questions she posed to Guy.
- iv. Humans are constantly in search of meaning and fulfilment, whether consciously or not. Guy's lack of satisfaction and unease in his life led him to pursue answers which went against the expectations of him as a fireman. He even risked his life and forewent his privileges as a member of society to find some form of purpose or meaning in his life. Mildred, on the other hand, was oblivious to the unease and lack of fulfilment that she is facing. Despite her unwillingness to admit/unawareness of her condition, it manifested itself through the suicide attempts and the constant need to have sensory arousal through her parlour walls. This is also seen in other members of the society.

2(i) How does the poet explore the idea of grieving in the poem above?

Answer requirements:

Students are to identify the ways in which the grieving is manifested and articulated, as seen in the poem. Consideration should be given to how the desire to talk about the loss intensifies and wanes, showing also the factors that can affect it.

Key points:

- i. Grieving is an indulgence. We indulge ourselves in talking about our grievances even though they may not be there. There is some satisfaction derived from articulating the sense of loss, hence the desire to talk about it.
- ii. Grieving is overwhelming. When put in situations where we experience great loss, the expression of grief does not stop easily. We do not stop articulating the grief as it is overwhelming. It is even being likened to an endless river.
- iii. Grieving does not last as one gets accustomed and desensitized to it. It could be the result of the passing of time or the grief can be so great that it numbs the person.

2(ii) Discuss the use of imagery in the poem

Answer requirements:

Students should address how imagery is used to highlight the impact that grieving has. Consideration should be given to how the poet uses imagery to show the extent in which grief affects a person and how the reaction to grief develops in a person. Answers should explain how the imagery helps the reader to better comprehend the nuances of grief. Poetic devices that are used should be clearly articulated wherever possible

Suggested key points:

- i. The point paints an image of how loss is inescapable. The image of journals and letters inundated with loss shows the extent to which grieving affects people.
- ii. The poet juxtaposes “charm” and “distressed” to highlight the influence that grief has on a person. The two ideas are contrasting but effectively shows the appeal of grieving.
- iii. The poet uses the river as a comparison for grief, to highlight its ability to drown a person. This effectively shows the overwhelming nature of grief and the impact of it on an individual
- iv. The poet juxtaposes the ideas of “laughing” and “mess” as well as the image of “hailstones in the strawberry fields” to show how one would be feeling when already accustomed to it.

3(i) What is your impression of grandmother?

Answer requirements:

Students should form a clear impression of the grandmother, to describe what they think of her. This can be formed from the picture that the persona paints of the grandmother and the events retold about the grandmother's experience. Consideration should be given to how grandmother's actions were narrated, highlighting her reactions to the difficulties she faced.

Suggested key points:

- i. The grandmother is very stoic and desensitized to her hardships. She continued her work without being affected by the difficulties she faced and completes the tasks given to her without complain.
- ii. The grandmother has great resilience. Even though her work was back-breaking and took a toll on her, she was proud of her work and kept on with it
- iii. The grandmother has a strong will. The setbacks she faced did not put a dent in her spirit. She stands by her ability to shape her own destiny and is pictured to be ready to work for it. Also, she refuses to submit herself to conjectures and possibilities of what her future might be.

3(ii) Discuss how hardship is vividly conveyed in the poem.

Answer requirements:

Students should address Grandmother's experience is described in poem and the impact of what these descriptions have. Consideration should be given to how the poet uses imagery highlight the difficulties she has faced. Answers should explain how these expressions helps the reader to better understand the hardships that grandmother has gone through. Students should focus on the circumstances as well as the reaction that the persona painted for the grandmother. Poetic devices should be clearly articulated wherever possible.

Suggested key points:

- i. Grandmother's seemingly weak/feeble physique is contrasted with the tasks she has to go through. Her physique being "too small" highlights how weak she supposedly is, and even her hands "cracking" under water paint a picture of her work being too much for her to bear.
- ii. The challenges she faced left marks on her. Her hands cracked and her skin was rubbed off. The "fault lines" on her hands are symbols of the the hard work she goes through as these were the lasting marks on her
- iii. The juxtaposition of Grandmother's strong will and determination with the arduous tasks she faced. Her strength is seen in how "she strokes with her knuckles" and "sits with folded hands", painting a defiant and stubborn picture of her in the face of the difficult life that she has led. This contrast highlights both the difficult life she has led and the grit that grandmother has in her, to overcome it.
