



Strathmore
UNIVERSITY

SCHOOL OF HUMANITIES & SOCIAL SCIENCES
BACHALOR OF ARTS IN COMMUNICATION
END OF SEMESTER EXAMINATION
BAC 2105: COMMUNICATION AND RHETORIC

DATE: Thursday 24th October 2019

Time: 13:00 – 15:00

Instructions

1. This examination consists of FIVE questions.
2. Answer Question ONE (COMPULSORY) and any other TWO questions.

Read the following excerpt and answer the questions that follow.

The Second World War

In these pages I attempt to recount some of the incidents and impressions which form in my mind the story of the coming upon mankind of the worst tragedy in its tumultuous history. This presented itself not only in the destruction of life and property inseparable from war. There had been fearful slaughters of soldiers in the First World War, and much of the accumulated treasure of the nations was consumed. Still apart from the excesses of the Russian Revolution, the main fabric of European civilization remained erect at the close of the struggle. When the storm and dust of the cannonade passed suddenly away, the nations, despite their enmities, could still recognize each other as historic racial [10] personalities. The laws of war had on the whole been respected. There was a common professional meeting-ground between military men who had fought one another. Vanquished and victors alike still preserved the semblance of civilized States. A solemn peace was made which, apart from unenforceable financial aspects, conformed to the principles which in the nineteenth century had increasingly regulated the relations of enlightened peoples. The reign of law was proclaimed, and a World Instrument was formed to guard us all, and especially Europe, against a renewed convulsion.

In the Second World War every bond between man and man [20] was to perish. Crimes were committed by the Germans under the Hitlerite domination to which they allowed themselves to be subjected which find no equal in scale and wickedness with any that have darkened the human record. The wholesale massacre by systematized processes of six or seven millions of men, women, and children in the German execution camps exceeds in horror the rough-and-ready butcheries of Genghis Khan, and in scale reduces them to pigmy proportions. Deliberate extermination of whole populations was contemplated and pursued by both Germany and Russia in the Eastern war. The hideous process of bombarding open cities from the air, once started by the Germans, was repaid twenty-fold by [30] the ever mounting power of the Allies, and found its culmination in the use of the atomic bombs which obliterated Hiroshima and Nagasaki.

We have at length emerged from a scene of material ruin and moral havoc the like of which had never darkened the imagination of former centuries. After all that we suffered and achieved we find ourselves still confronted with problems and perils not less but far more formidable than those through which we have so narrowly made our way.

It is my purpose, as one who lived and acted in these days, to show how easily the tragedy of the Second World War could have been prevented; how the malice of the wicked was reinforced by the [40] weakness of the virtuous; how the structure and habits of democratic States, unless they are welded into larger organisms, lack those elements of persistence and conviction which can alone give security to humble masses; how, even in matters of self-preservation, no policy is pursued for even ten or fifteen years at a time. We shall see how the counsels of prudence and restraint may become the prime agents of mortal danger; how the middle course adopted from desires for safety and a quiet life may be found to lead direct to the bull's-eye of disaster. We shall see how absolute is the need of a broad path of international action pursued by many States in common across the years, irrespective of the ebb and [50] flow of national politics.

From *The Gathering Storm*, Winston Churchill

- a. Analyse how the writer develops the thesis statement and purpose in this excerpt. [10 Marks]
- b. In what ways, according to the author, was the First World War less “tragic” than the Second World War? [15 Marks]
- c. Considering the historic role of Winston Churchill, comment on the effect of his use of both the First Person Singular pronoun “I” and First Person Plural pronoun “We”. [5 Marks]

Question Two

Read the poem below and answer the questions that follow.

[15 Marks]

An African Thunderstorm

From the west
Clouds come hurrying with the wind
Turning
Sharply
Here and there
Like a plague of locusts
Whirling
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back
Gathering to perch on the hills
Like dark sinister wings;
The Wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children
Toss and turn
In the din of the whirling wind,
Women-
Babies clinging on their backs-
Dart about
In and out
Madly
The Wind whistles by
Whilst trees bend to let it pass.

Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jagged blinding flashes
Rumble, tremble, and crack
Amidst the smell of fired smoke
And the pelting march of the storm.

David Rubadiri born 1930

- (i) Explain how the poet's use of any two rhetorical devices enhances the meaning of the poem. **[6 Marks]**
- (ii) Discuss the effect of the poet's choice of words and sentence structure on the situation described in the poem. **[9 Marks]**

Question Three

Create an outline in developing a persuasive speech or essay on the importance of students actively participating in the Student Council Campaigns and Elections at Strathmore University. **[15 Marks]**

Question Four

Writers and speakers use rhetorical devices to achieve specific aims. Discuss the role any three rhetorical canons play in communication.

[5 Marks each]

Question Five

Three Strathmore University Student Council representatives have been assigned to make a speech each on one of the three situations listed below. They approach you as a Bachelor of Arts in Communication Studies student to give them advice on the most appropriate rhetorical aim and appeal to use in their speech.

- i. Youth political rally.
- ii. A eulogy at a funeral service of a departed student.
- iii. A religious sermon.

[5 Marks each]