

ISC

**Year 2019
Examination**

Analysis of Pupil Performance

ENGLISH



Pioneering Excellence in Education since 1958

**Research Development and Consultancy Division
Council for the Indian School Certificate Examinations
New Delhi**

Year 2019

Published by:

Research Development and Consultancy Division (RD CD)

Council for the Indian School Certificate Examinations

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This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) of the Research Development and Consultancy Division (RDCD) of the Council and her team, who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

October 2019

Gerry Arathoon
Chief Executive & Secretary

PREFACE

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The documents include a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each question and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2019 also have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2019 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2019 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2019 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

October 2019

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2019 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2019 Examination.

The analysed data has been depicted in a simple and user-friendly manner.


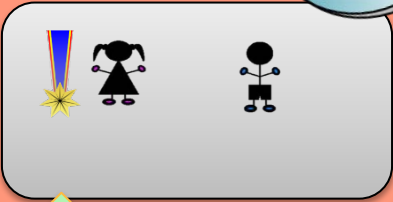
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.

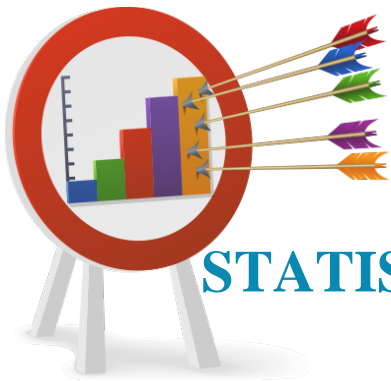
The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

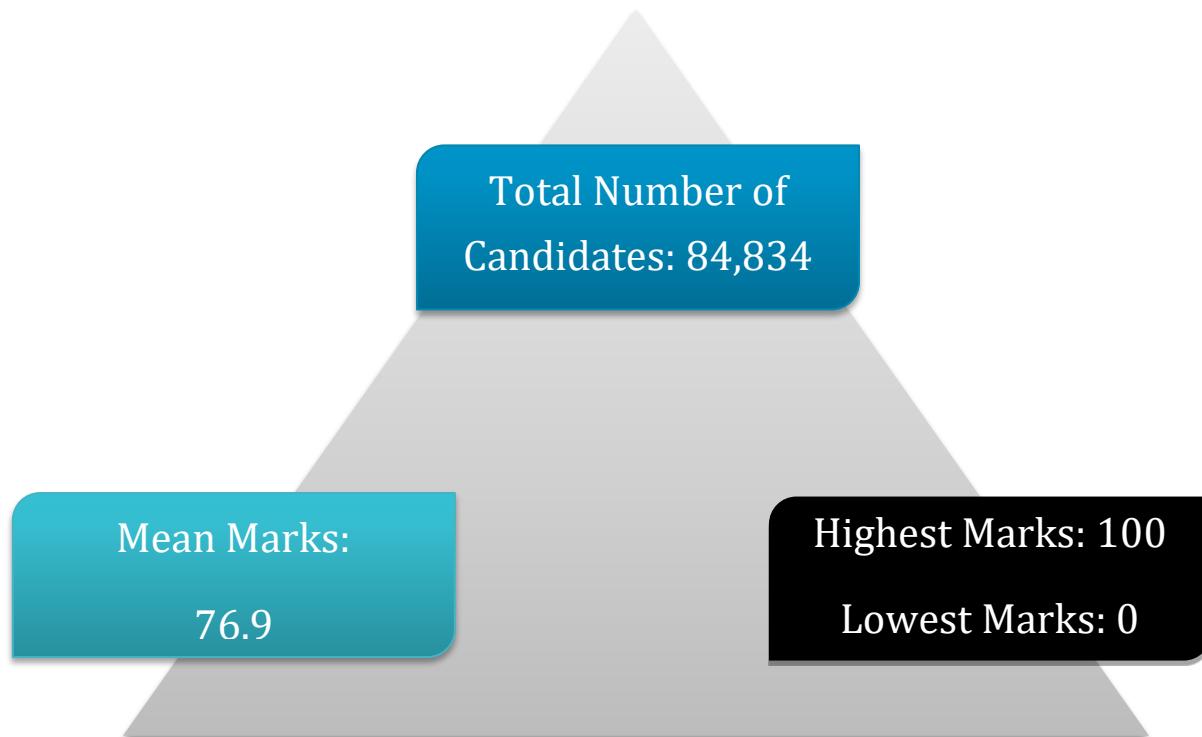
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

QUANTITATIVE ANALYSIS

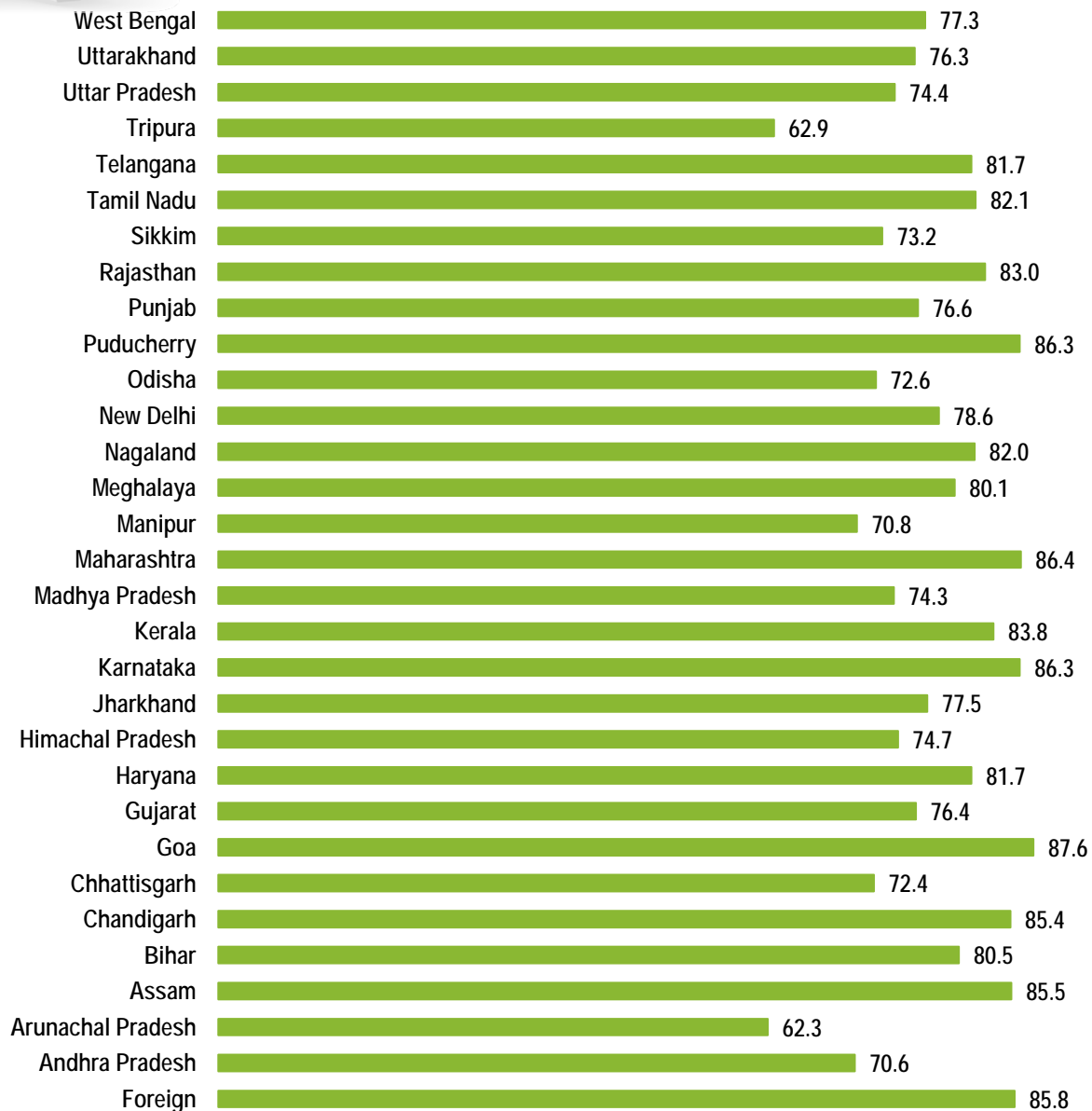


STATISTICS AT A GLANCE

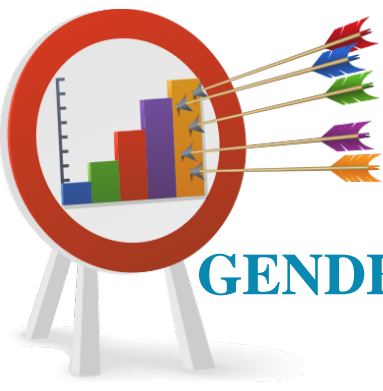




PERFORMANCE (STATE-WISE)



The State Goa secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 85.8.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 79.9
Number of
Candidates: 39,555



BOYS

Mean Marks: 74.3
Number of
Candidates: 45,279

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	39,555	79.9	0.06	60.10*
Boys	45,279	74.3	0.07	

*Significant at 0.05 level

Girls performed
significantly better than
boys.





REGION-WISE COMPARISON

East

Mean Marks: 77.0

**Number of
Candidates: 32,972**

**Highest Marks: 100
Lowest Marks: 02**

North

Mean Marks: 74.9

**Number of
Candidates: 39,460**

**Highest Marks: 100
Lowest Marks: 0**

REGION

Mean Marks: 82.9

**Number of
Candidates: 7,331**

**Highest Marks: 100
Lowest Marks: 12**

Mean Marks: 82.6

**Number of
Candidates: 4,749**

**Highest Marks: 100
Lowest Marks: 18**

South

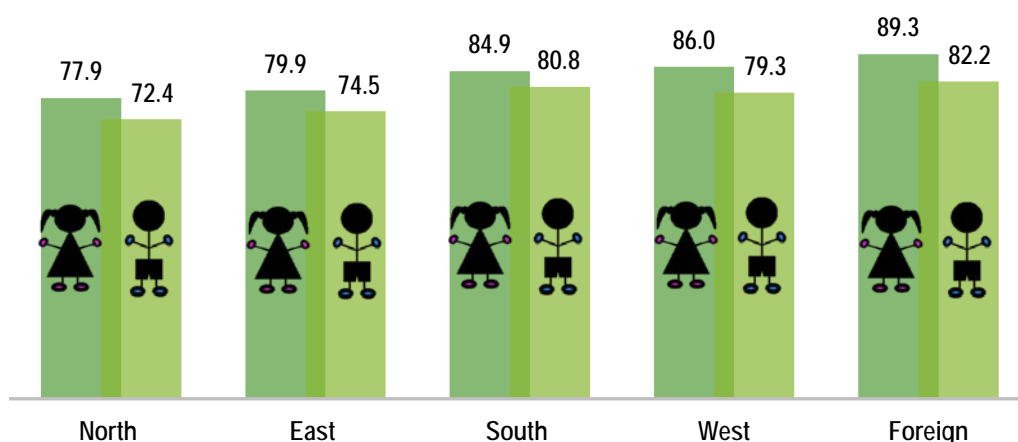
**Mean Marks: 85.8
Number of
Candidates: 322**

**Highest Marks: 99
Lowest Marks: 38**

West

Foreign

Mean Marks obtained by Boys and Girls-Region wise



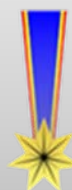
Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	17,850	77.9	0.10	38.82*
	Boys	21,610	72.4	0.10	
East (E)	Girls	15,513	79.9	0.10	37.47*
	Boys	17,459	74.5	0.10	
South (S)	Girls	3,742	84.9	0.16	16.75*
	Boys	3,589	80.8	0.18	
West (W)	Girls	2,288	86.0	0.21	19.97*
	Boys	2,461	79.3	0.26	
Foreign (F)	Girls	162	89.3	0.54	7.20*
	Boys	160	82.2	0.83	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions.

REGION (N,E,S,W,F)





MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	22,650	88.5	0.03	25.25*
	Boys	17,906	87.4	0.03	
Bottom Range (0-20)	Girls	24	15.8	0.81	1.75
	Boys	89	14.1	0.50	

*Significant at 0.05 level

Marks Range (81-100)

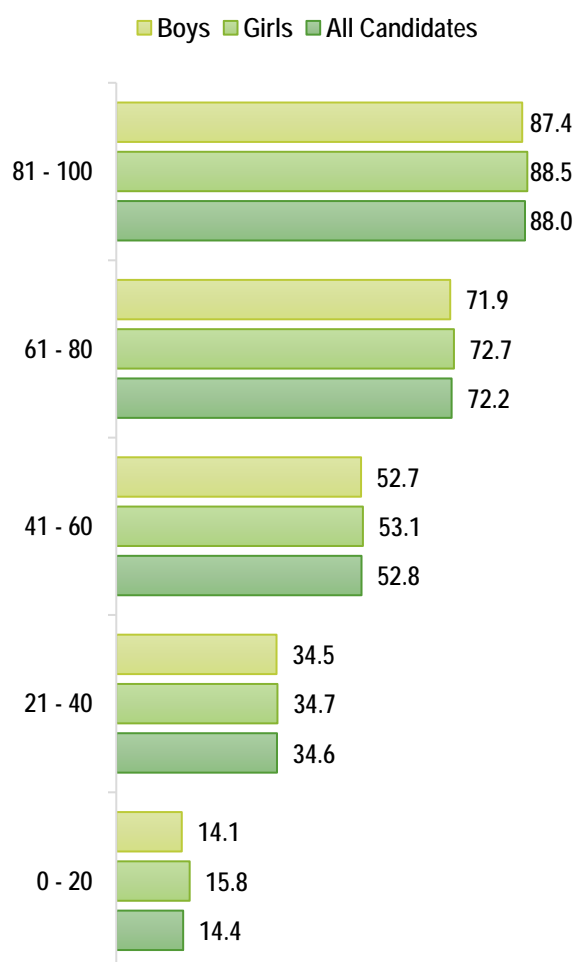
The performance of girls was significantly better than that of boys in the marks range (81-100).

Marks Range (81-100)



Marks Range (0-20)

No significant difference was observed between the average performance of girls and boys in the marks range (0-20).





GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	9,485	93.1	0.02	10.42*
	Boys	5,619	92.7	0.03	
Grade 9	Girls	123	24.8	0.50	0.99
	Boys	386	24.2	0.33	

*Significant at 0.05 level

Grade 1

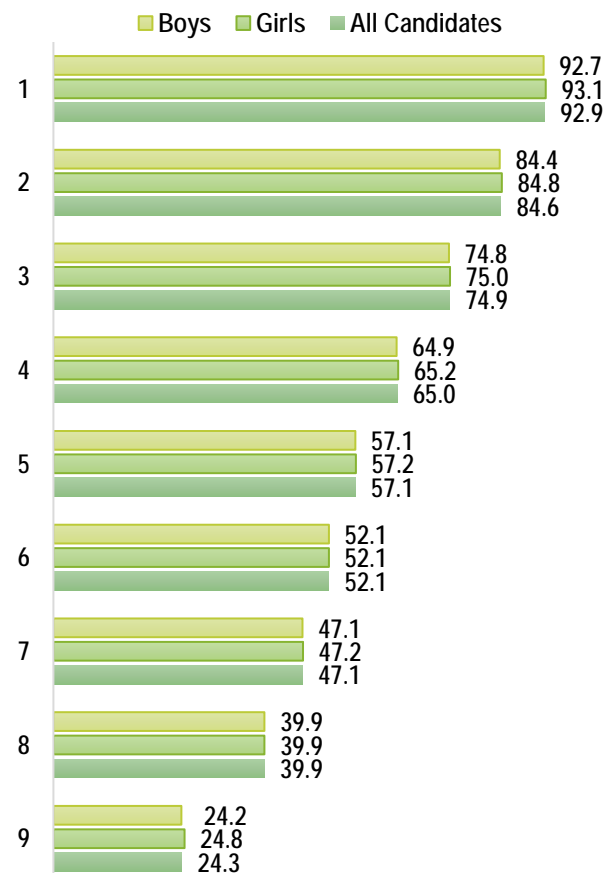
Performance of girls was significantly better than the performance of boys.

Grade 1



Grade 9

No significant difference was observed between the average performance of girls and boys.



QUALITATIVE ANALYSIS

ENGLISH LANGUAGE (PAPER – 1)

*Attempt all **four** questions.*

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects:

[25]

(You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (a) You had gone on a trekking expedition with a group of friends. As night closed in, you realised that you were separated from the group. Describe your initial feelings and the place where you got lost. How did you spend the night alone before you were reunited with your group?
- (b) It is easy to advise others not to worry, but difficult for oneself to follow the same. Narrate an experience which made you realise the truth of this statement.
- (c) 'The best things in life come free'. Write *for* or *against* the statement.
- (d) Photographs
- (e) In order to be successful, one should rely on oneself and not expect others to help. Express your views on the given statement.
- (f) Write an original short story beginning with the following words:
She was delighted to find the sealed envelope lying on her table. As she reached for it.....

Comments of Examiners

- (a) Descriptive Essay: The topic required the candidates to write about going on a trekking expedition with a group of friends, getting separated from the friends, initial feelings on getting separated, and spending the night alone.

Although a large number of candidates attempted this composition, a lot of them misinterpreted the meaning of the word 'trekking'. They were either unable to understand what it meant, or thought it to mean any ordinary trip to the hills, a beach or even a mall.

Secondly, many candidates did not write about the separate parts of the topic. Some did not spend the night alone, or got lost with a group of friends or found a village to spend the night. Many candidates wrote details about preparing for the 'trek' and the journey, and then in the last 100 words began the 'trek', got lost, spent the night alone and were miraculously reunited with their group the next day.

- (b) Narrative Essay: The topic required the candidate to narrate an experience to express the truth of the statement that it is easy to advise others not to worry but difficult for oneself to do the same.

Many of them narrated an experience where they advised others but forgot the 'worry' aspect of the essay. They emphasized more on the advice given. Some of them forgot to narrate an experience but only wrote their views on the topic. Some wrote about advice given to them and others on not following the advice. Some candidates wrote a generic essay on advice and some did not write an essay appropriate to their age and thus lost marks. Some candidates narrated the experience of their mother/uncle/friend.

A few candidates found the topic a little difficult to interpret but wrote an essay on it nevertheless, perhaps under the perception that the narrative type of essay is an easy type to attempt.

- (c) Argumentative Composition: 'The best things in life come free.'

Only some candidates attempted this topic but most of those who did, presented their views well. Both For and Against viewpoints were well expressed and backed by logical arguments and examples. However,

Suggestions for teachers

- Students must be trained to read the composition question carefully, understand all aspects of the essay and respond to them accordingly; encourage them to jot down the points, organize them in a coherent manner and then proceed to write. They must include all parts of the question in their composition. They must be made aware that an essay may be divided into many parts and each part must be given equal weightage.
- Give more practice in writing descriptive essays to develop writing skills.
- Although narrative essay is generally a simpler type of essay than the others, students should be trained not to pick this topic blindly. They should be given practice in writing about age-appropriate and personal experiences. They must be taught the guidelines for attempting a narrative essay and must be trained to identify all the aspects of the essay.
- Train students on how to write an argumentative essay and take a stand right in the beginning. They should be taught to not to 'sit on the fence'. They must lay stress on the language and logical arguments used to convince the reader and give at least four examples to justify the stand they have taken.

several candidates were not familiar with the format of the essay. Some of them did not give the required number of examples. A few candidates wrote against the topic.

Many candidates did not take a stand in the beginning of the essay and were sitting on the fence throughout. Some others gave examples instead of arguments to support their point of view.

- (d) The candidates were required to write an expository essay on the topic, 'Photographs'.

This topic was received well by the candidates. Most of the candidates who attempted it wrote well and had good knowledge of photographs and photography. The students' creativity and knowledge of the topic revealed their interest and passion. Some of them linked it well to present day technological advances in the field of photography and cameras available with latest technology. Some wrote stories on a memory which was triggered by photographs. Some others wrote interesting essays about the importance of photographs in the fields of advertising, history, fashion, wars, hunger in Somalia, nature, etc.

- (e) This was a reflective topic. Almost all those who attempted this topic tended to lean heavily on self-reliance and gave relevant examples of successful self-made men and people who have become successful with self-reliance and hard work. Most candidates cited the lives of Edison, Bill Gates and so on.

Some candidates, for want of adequate matter, rambled on and ideas were found to be repeated. It was also observed that some candidates wrote a generic essay on how to be successful, or a short story, which caused them to lose marks.

- (f) This option required candidates to write an original short story. A large number of candidates attempted this topic. It was observed that many of them were influenced by the Pulwama attack and incorporated the recent political developments into their stories, which made them lose marks, as their compositions did not remain 'original'.

In addition, many of them made errors missing out on the essential requirements of a short story – plot, setting, characters, dialogues and a logical ending. Another error was not linking the given lines to the story.

Many also were inspired by stories from their Literature syllabus – Story of an Hour and Singing Lesson.

- Teachers can also conduct classroom debates/discussions so that students are trained to analyze and justify their stance.
- Students must be encouraged to write on such expository topics as there is great scope for creativity and a wide interpretation is accepted for such topics. Even students with limited Language skills may hope to perform well in this kind of essay. However, students need to be trained to deal with the topic from different angles.
- Students must be trained to write reflective essays in a way that there is clarity in their explanations and illustrations. They must be trained to write reflective essay by incorporating a number of ideas and experiences to drive home the truth of the idiom/proverb mentioned in the question.
- Teachers must train students to practice short story writing. Students must be educated on how to integrate the elements of the story – plot, setting, characters, dialogues and logical ending – into the essay.

MARKING SCHEME

Question 1

General Guidelines:

The quality of language employed, the range and appropriateness of vocabulary and sentence structure, syntax, the correctness of grammatical constructions, punctuation and spelling (mentioned in the scope of syllabus) will decide the overall grade of the essay.

Marks to be deducted for gross errors like – errors of agreement and number, serious tense errors, wrong verb form, elementary errors of sentence construction, misuse of vocabulary, errors in spellings, punctuation or lack of it. There should not be any use of incorrect or irrelevant idioms, misuse of pronouns, articles and preposition.

In all compositions, marks to be awarded for content and linguistic ability.

(a)	This is a descriptive topic. The candidate is required to describe his / her initial feelings of being separated from the group during the trekking expedition, the place where he/she got lost and how he/she spent the night alone.
(b)	This is a narrative topic. The candidate has to narrate an experience where he realises that it was difficult to follow his own advice. “Worry” factor is important.
(c)	This is an argumentative topic where the candidate must present his/her arguments <u>for</u> or <u>against</u> the topic. Sitting on the fence is not permitted.
(d)	This is a one-word or expository topic. Any type of composition, even a short story, may be written, as long as it is connected with the word.
(e)	This is a reflective topic. Candidates must provide their views on the given topic. They may be for or against the given topic or even sit on the fence.
(f)	This is an original short story. The story <u>must</u> begin with the given words. The story <u>must</u> contain all the essential elements of a short story such as, plot, setting, characters, dialogue and must be a logical one. The story may be written in first or third person as long as the story begins with the given words.

Question 2

- (a) You are Nitin / Nita from XYZ School. You wish to start applying to various colleges for admission after your ISC examination. In about 300 words, draft your personal profile using the guidelines given below: [20]

Your name, years spent in the school you are passing out from– academic interests and performance – cultural activities you participated in – sports – positions of leadership held during your stay in the school – your future plans and goals – two characteristics that you consider to be your strengths – two characteristics that set you apart from the others.

- (b) As a member of the Student Council of your school, you wish to start an old clothes collection drive. These clothes are to be donated to an orphanage nearby. Write a proposal in not more than 150 words, stating the steps you would take to make it a success. [10]

Comments of Examiners

(a) Directed Writing: Personal Profile

A number of candidates were able to amplify the given points. However, a fairly large number did not adhere to writing as Nitin/Nita from XYZ School and wrote their own names and their own school's name. Some wrote the personal profile stating both the names of Nitin and Nita. In the middle of the profile, they switched their names and school names forgetting the names with which they had started the profile.

Several candidates were confused about the format of Personal Profile and wrote it like a C.V.

Many candidates from a particular region had memorized information which was irrelevant and was not related to the given points but was part of 'personal profile' from some guide.

Some candidates misunderstood the guideline: '*Two characteristics that are your strengths*' to be external influences, like parents.

The guideline, '*Two characteristics that set you apart from others*' was misunderstood by a few candidates to be negative traits which set them apart from others.

(b) Directed Writing: Proposal Writing

Many candidates were not familiar with the format for Proposal Writing issued by the Council.

Candidates got confused between the Introduction, Objectives and Measures.

A number of candidates did not write the concluding line requesting for acceptance of the proposal.

Suggestions for teachers

- Teachers must give their students a lot of practice for Report writing and ensure that they are familiar with all kinds of reports given in the syllabus.
- They should train students to amplify all points.
- Students must be taught the correct format of proposal writing, as given by the Council. They must be given enough practice on different kinds of proposals that can be made related to academic life.
- Teachers must ensure that all students learn to write headings and subheadings and the concluding line given at the end of the proposal, so as not to lose marks.
- They must also train students to write points according to the marks assigned for each section.

MARKING SCHEME

Question 2

- | | |
|-----|--|
| (a) | This is a personal profile and an exercise in amplification. All points must be included and amplified. The candidate should use the names given in the question.
Marks to be awarded for the amplification and for linguistic ability. |
| (b) | The proposal must have a short introduction about the need for the old clothes collection drive, in about 10 to 15 words, two objectives and four measures to be taken. |

Question 3

Answer sections (a), (b) and (c).

- (a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [10]

Example:

- (0) (A) All nooks and corners were checked.
(B) No.....

Answer: (0) No nook or corner was left unchecked.

- 1 (A) He is so old that he cannot remember events of the past.
(B) He is too.....
- 2 (A) As soon as the bell rings, the children run out to play.
(B) No sooner.....
- 3 (A) No other planet is as big as Jupiter.
(B) Jupiter.....
- 4 (A) He is forgetful as well as careless with his work.
(B) Besides.....
- 5 (A) It is probable that the ship will reach the shore.
(B) In all.....
- 6 (A) She said that she would return the book to the library the next day.
(B) She said, ".....".
- 7 (A) Only trained graduates need to apply for the post.
(B) None.....
- 8 (A) His attitude towards his parents has always puzzled me.
(B) I have.....
- 9 (A) He loved his little daughter, but he was in mortal fear of her fierce temper.
(B) Although.....
- 10 (A) When she heard the news of her daughter's result, she was very happy.
(B) On.....

- (b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

- 1 She turned _____ the offer to work at the factory.
- 2 To everyone's surprise, he turned _____ at the party.
- 3 He broke _____ in the middle of his speech at the function.
- 4 The burglars broke _____ the house when the family was away.
- 5 He agreed to carry _____ the manager's orders.

- 6 Sita's daughter carried _____ the family business when Sita went abroad.
- 7 He ran _____ from home at the age of ten.
- 8 I ran _____ my old friend in the market place.
- 9 Her aunt looks _____ her aging grandparents.
- 10 The Principal looks _____ matters of complaint from teachers and students.

- (c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

One day I _____(1)(be) in the lunch line, and there I saw a pile of apples. The teacher-in-charge _____(2)(stare) at me and said, "Just _____(3)(take) one. God _____(4)(watch)".

So, I _____(5)(take) an apple, and the line _____(6)(move) along. At the next table there _____(7)(be) a pile of chocolate chip cookies. I _____(8)(not know) what to do.

"Psst," the kid behind me _____(9)(whisper). "_____ (10)(take) all you want. God's watching the apples."

Comments of Examiners

- (a) Transformation of sentences:

Many candidates did not perform well in this question. There were many errors of syntax, grammar and punctuation. Capital letters, commas and full stops were not used in the right places by many candidates.

Candidates were not aware of many transformation rules such as:

- A sentence with positive degree of adjective changes into superlative and not into comparative.
- A conditional sentence beginning with 'Besides' takes a comma but not 'also'.
- Candidates wrongly used 'but' and 'yet' with sentences beginning with 'Although'.

- (b) A number of candidates used incorrect prepositions.

Many seemed to be just using guesswork while attempting this question. They did not know the difference between prepositions and phrasal verbs.

- (c) Most candidates were able to score well in this part of the question.

Suggestions for teachers

- Students must be given rigorous and regular practice in this part of the question paper. They must be told about the rules of grammar regarding transformation of sentences.
- Encourage students to go through as many exercises as possible and the answers should be discussed as soon as they complete an exercise.
- Students must be told to ensure that only the most necessary and minimal changes are made while transforming the sentences.
- Regular practice must be given in the meaning and usage of phrasal verbs and prepositions to help students understand the different prepositions used in the different contexts of the sentence.

MARKING SCHEME

Question 3

(a)	The opening word of each answer (part B) must be given as in the question paper. Please give zero for any other beginning.	
	1	(B) He is too old to remember events of the past.
	2	(B) No sooner does the bell ring than the children run out to play.
	3	(B) Jupiter is bigger than any other planet. OR Jupiter is the biggest planet.
	4	(B) Besides being forgetful, he is careless with his work.
	5	(B) In all probability, the ship will reach the shore.
	6	(B) She said, "I will/shall return the book to the library tomorrow."
	7	(B) None but trained graduates need to apply for the post.
	8	(B) I have always been puzzled by his attitude towards his parents.
	9	(B) Although he loved his little daughter, he was in mortal fear of her fierce temper.
	10	(B) On hearing the news of her daughter's result, she was very happy.
(b)	The candidates have been advised not to copy the sentences. This is done with a view to save their time.	
	1	down
	2	up
	3	down
	4	into
	5	out
	6	on
	7	away
	8	into
	9	after
	10	into
(c)	The candidates have been advised not to copy the sentence.	
	1	was
	2	stared
	3	take
	4	is watching
	5	took
	6	moved
	7	was
	8	did not know
	9	whispered
	10	take

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

- (1) At the Literary Society's meeting, Isola read out the letters written to her Granny Pheen, when she was but a little girl. They were from a very kind man – a complete stranger. Isola told us how these letters came to be written.
- (2) When Granny Pheen was nine years old, her cat died. Heartbroken, sitting in the middle of the road, she was sobbing her heart out. 5
- (3) A carriage, driving far too fast, came within a whisker of running her down. A very big man in a dark coat with a fur collar, jumped out, leaned over Pheen, and asked if he could help her. Granny Pheen said she was beyond help. Muffin, her cat, was dead.
- (4) The man said, 'Of course, Muffin's not dead. You do know cats have nine lives, don't you?' When Pheen said yes, the man said, 'Well, I happen to know your Muffin was only on her third life, so she has six lives left.' Pheen asked how he knew. He said he always knew - cats would often appear in his mind and chat with him. Well, not in words, of course, but in pictures. 10
- (5) He sat down on the road beside her and told her to keep still – very still. He would see if Muffin wanted to visit him. They sat in silence for several minutes, when suddenly the man grabbed Pheen's hand. 15
- (6) 'Ah – yes! There she is! She's being born this minute! In a mansion – in France. There's a little boy petting her, he's going to call her Solange. This Solange has great spirit, great verve – I can tell already! She is going to have a long, venturesome life.' 20
- (7) Granny Pheen was so rapt by Muffin's new fate that she stopped crying. The man said he would visit Solange every so often and find out how she was faring.
- (8) He asked for Granny Pheen's name and the name of the farm where she lived, got back into the carriage, and left. 25
- (9) Absurd as all this sounds, Granny Pheen did receive eight long letters. Isola then read them out. They were all about Muffin's life as the French cat – Solange. She was, apparently, something of a feline musketeer. She was no idle cat, lolling about on cushions, lapping up cream – she lived through one wild adventure after another – the only cat ever to be awarded the red rosette of the Legion of Honour. 30
- (10) What a story this man had made up for Pheen – lively, witty, full of drama and suspense. We were enchanted, speechless at the reading. When it was over (and much applauded), I asked Isola if I could see the letters, and she handed them to me.
- (11) The writer had signed his letters with a grand flourish: 35
VERY TRULY YOURS,
O.F. O'F. W.W.

It was highly possible that Isola had inherited eight letters written by Oscar Wilde, for who else could have had such a preposterous name as Oscar Fingal O'Flahertie Willies Wilde. 40

Adapted from: *The Guernsey Literary & Potato Peel Pie Society* –

By Mary Ann Shaffer & Annie Barrows

- (a) (i) Given below are four words and phrases. Find the words which have a similar meaning in the passage: [4]
- (1) adventurous
 - (2) cat-like
 - (3) appreciated
 - (4) received something on someone's death
- (ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [4]
- (1) kind (*line 2*)
 - (2) mind (*line 13*)
 - (3) still (*line 15*)
 - (4) sounds (*line 26*)
- (b) Answer the following questions in your own words as briefly as possible:
- (i) Where did Isola get the letters from to read at the Literary Society's meeting? [2]
 - (ii) Who consoled Granny Pheen when she was heart-broken? What did he say about Muffin's lives? [2]
 - (iii) What did the man say when Granny Pheen asked him how he knew about cats' lives? [2]
 - (iv) According to the man, what was Muffin's new fate? [3]
- (c) In not more than 100 words, summarise why the eight letters were a treasure to Granny Pheen. (Paragraphs 2 to 10). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words [8]

Comments of Examiners

- (a) (i) Many candidates were not able to identify the words.

Common errors made by candidates:

- Some gave two words like, 'feline musketeer'.
- Some misspelt the words while copying from the passage.

Many gave wrong answers for 2 & 3.

Suggestions for teachers

- Intensive practice needs to be given to students in the identification of words and the enrichment of vocabulary.
- Students must be trained to understand the meaning of the word in the context of the passage, and most importantly, in the correct form in which it has been used.

- (ii) A large number of candidates made errors and did not follow the rules properly.
- Many candidates changed the form of the word, e.g. 'sound' instead of 'sounds'.
 - Some wrote sentences with the same meaning as given in the comprehension.
 - Compound words were written, e.g. 'mind blowing' for 'mind'.
 - Some words were used as proper nouns.
 - Some candidates wrote the same sentences as those given in the passage.
- (b) (i) Most of the candidates lost marks in this question as they did not understand who gave Isola the letters. Some candidates wrote that Isola had got the letters from a kind man/ kind stranger/Oscar Wilde. Many wrote that Isola got the letters from Granny Pheen but failed to write that they were written to her granny by a kind man/stranger. In several cases, the answers were lifted directly from the passage. Many candidates wrote only one point in the answer.
- (ii) Most candidates were able to perform well in this question. There was an overlap in the answers given for (ii) and (iii).
- (iii) Most candidates were able to perform well.
- (iv) Most candidates were able to perform well.
- (c) Candidates did not perform as well as expected in this question. Despite the question stating the paragraphs from where the summary points had to be taken, many candidates still wrote points from other paragraphs, which were irrelevant. Marks were allotted for content and expression and many of those who were able to score in expression lost marks in content. Some candidates wrote less or more than 100 words, as required.

- Intense and rigorous drilling and practice needs to be given to students in this exercise. Candidates must be told not to change the form of the word, use a different meaning in the sentence and not to use proper nouns or compound words while writing the sentence. They must be trained to write sentences with more than 10 words so as to bring out the meaning clearly.
- Students must be trained to write according to the marks allotted for the question.
- The students must be told to read the question and all its sub-parts carefully, understand it properly, and only then write the answer. All the sub-parts need to be addressed in the answer.
- Teachers must train candidates to read and understand the question properly, answering for meaning as well as including points for the number of marks allotted to that question.
- Candidates should be instructed to read the question carefully and adhere to the paragraphs from where they are supposed to take the summary points. They should be trained to write in grid format and not to exceed 100 words.

MARKING SCHEME

Question 4

(a)	(i)	Candidates are required to find words, from the passage which have a similar meaning to those given in the question paper.
		(1) venturesome
		(2) feline
		(3) applauded
		(4) inherited
	(ii)	The candidates are required to use the given words in sentences of their own but <u>with a different meaning from that used in the passage.</u>
		(1) kind - as used in the passage: adjective – meaning caring and compassionate. Can be used as: noun – a group of people or things that are the same in some way, same kind, cash and kind
		(2) mind - as used in the passage: noun – the part of a person that enables him / her to think and feel. Can be used as a verb – to watch, to take care of, mind your business. Any meaning can be accepted as long as it is not used as a compound noun (mind-boggling, mind-bending, mindless, mind-set, etc.)
		(3) still - as used in the passage: adverb – meaning not moving Can be used as: continuing until a particular point in time – (adverb) Still waiting, still time to change mind Conjunction – still, we had a great time. Noun – as used in distillery of alcohol
		(4) sounds - as used in the passage: verb. Meaning seems / to give the impression Can be used as a noun: meaning – something that can be heard. Ship sounder sounds the depth of the sea.
	(b)	Candidates have to answer the questions as briefly as possible and in their own words. Candidates should draw their material only from the passage.
	(i)	Isola got the letters from Granny Pheen who had received them from a kind stranger when she was a little girl. (Any two points)
	(ii)	A very big man in a dark coat with a fur collar, consoled her. He said that Muffin was only on her third life, so she had six lives left.
	(iii)	He said he always knew, cats would appear in his mind and chat with him, not in words but pictures.
	(iv)	She was being born that minute in a mansion in France. A little boy was petting her. He gave her the name Solange and she was going to have a long, venturesome life. (Any three points)

(c)	<p>Summary: Special Instructions:</p> <p>Content: A minimum of six points are required</p> <p>Linguistic ability: Marks are awarded for the candidate's ability to express the points clearly.</p>
	<p>POINTS:</p> <ul style="list-style-type: none"> • A complete stranger comforts her • Saying Muffin was only on her third life / she had six lives left. • Made up a story of Muffin being re-born in France / in a mansion • Promised to visit this cat, Solange, / boy named her Solange • Wrote interesting letters about the cat. • A feline musketeer, living through one wild adventure after another • The only cat to be awarded the red rosette of the Legion of Honour • Letters – full of lively witty stories / drama and suspense / entertained the child / helping her overcome the loss of Muffin. <p style="text-align: right;"><i>(Any six of the above points)</i></p>

GENERAL COMMENTS

Topics found difficult by candidates

- Question 1 (a): Meaning of 'trekking expedition'.
- Question 1(c) - Best things in life come free: Providing examples to justify the stand.
- Question 1(f) - Short Story: writing an original short story or including all the elements required for a short story.
- Question 2 (b): Proposal writing.
- Question 3 (b): Transformation of sentences.

Concepts in which candidates got confused

- Question 2(a) - Personal profile
- Question 2(b) - Proposal Writing
- Question 3(b) - Candidates are confused about 'suitable word'. Many wrote verbs, articles and pronouns.

Suggestions for candidates

- Practice past years' Board papers
- Practice all the writing skills, specially essay writing
- Practice more exercises in grammar
- Read newspapers and books to enrich vocabulary
- Give equal importance to the practice of comprehension passage
- Read instructions carefully
- Use the reading time effectively
- Attempt all the questions in the paper.
- Choose the composition topic only after proper understanding
- Do not attempt the essay last
- Know the format for proposal writing and practice regularly
- Amplify all the given hints/clues in report writing
- Work on Time Management as the paper has three writing compositions
- Do not give two answers anywhere in the answer script
- Read the comprehension passage carefully before attempting the questions.
- Begin every question on a fresh page and leave space and a margin for the examiner's comments
- Adhere to the word limit for all questions.
- Pay attention to handwriting and presentation.
- On completion, go through the paper and rectify errors.
- Ensure that the required number of questions have been attempted.

QUALITATIVE ANALYSIS

LITERATURE IN ENGLISH (PAPER-2)

SECTION A

(Answer one question)

THE TEMPEST - *Shakespeare*

Question 1

Choose **two** of the passages (a) to (c) and answer briefly the questions that follow:

- (a) Prospero : Ariel, thy charge
Exactly is perform'd; but there's more work.
What is the time o' th day?
- Ariel : Past the mid-season.
- Prospero : At least two glasses. The time 'twixt six and now
Must by us both be spent most preciouslly.
- Ariel : Is there more toil? Since thou dost give me pains,
Let me remember thee what thou hast promised
Which is not yet perform'd me.

- (i) Where are Ariel and Prospero? Where had Prospero sent Ariel? [1]
- (ii) What account of his task does Ariel give Prospero? [2]
- (iii) What had Ariel done with Alonso and his companions? [2]
- (iv) Which promise does Ariel remind Prospero about? What does this tell you about Ariel? [2]
- (v) Why does Ariel think that he deserves what has been promised to him? What effect do his words have on Prospero? [2]
- (vi) Give the meanings of the following words in the context of the passage: [1]
'twixt, remember
- (b) Antonio : Then let us both be sudden.
- Gonzalo : (*Waking*) Now, good angels
Preserve the king!
- Alonso : Why, how now? Ho! Awake?
Why are you drawn?
Wherefore this ghastly looking?

Gonzalo : What's the matter?

- (i) Where are the speakers? Briefly explain how they were at this place. [1]
- (ii) What does Antonio mean by "Then let us both be sudden"? What does he convince Sebastian to do? [2]
- (iii) What makes Gonzalo and Alonso wake up suddenly? [2]
- (iv) What reason do Sebastian and Antonio give for their strange behaviour? [2]
- (v) Which sounds had Gonzalo heard? What did the king's party decide to do at the end of the scene? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1]

sudden, drawn

(c) Stephano : Put off that gown, Trinculo [*Reaches for it*]. By this hand, I'll have that gown.

Trinculo : Thy grace shall have it.

Caliban : The dropsy drown this fool! What do you mean
To dote thus on such luggage? Let't alone,
And do the murder first. If he awake,
From toe to crown he'll fill our skins with pinches
Make us strange stuff.

- (i) Where are Trinculo and Stephano? What has distracted Trinculo? [1]
- (ii) Which murder is Caliban referring to? Why does he want this? [2]
- (iii) What temptations does he offer to make them carry out the plan? [2]
- (iv) What would the two have to do first to ensure the success of the plan? [2]
- (v) What does Caliban fear would happen if they fail? [2]
- (vi) Give the meaning of the following words as they are used in the context of the passage: [1]

dropsy, crown.

Comments of Examiners

- (a) (i) The first part of the question was answered correctly by almost all candidates. However, most candidates could not identify where Prospero had sent Ariel. Several candidates wrote that Prospero had sent Ariel to sea/ to raise the tempest at sea.
- (ii) Majority of the candidates did not mention that Ariel created fear and amazement among the different members of the King's party, nor did they mention how he took the shape of flames in different parts of the ship.
- (iii) Most candidates answered this question correctly. However, many forgot to mention that Ferdinand was separated from the rest of the group and was left alone in one corner of the island.
- (iv) First part of the question was answered correctly by almost all the candidates. The second part was incorrectly answered by many candidates as they did not understand Ariel's longing for freedom correctly.
- (v) Ariel's reasons for thinking that he deserved his freedom were not correctly given by several candidates. Answers tended to be vague and undefined though the speech in the text was very clear. Many candidates did not clearly write Prospero's reaction as seen from the manner in which he addressed Ariel.
- (vi) Majority of the candidates wrote the correct word meanings of both the words.
- (b) (i) First part of the question was answered correctly by almost all candidates. However, many candidates could not explain the circumstances which led them to be here or Prospero's and Ariel's role in this.
- (ii) Majority of the candidates could not explain the meaning of *Then let both of us be sudden*. Many wrote that they planned to commit the murder together. The second part of the question was answered correctly by almost all candidates.
- (iii) A large number of candidates did not write that Gonzalo was woken up by the warning song which Ariel murmured in his ear and his exclamation woke Alonso. They wrote a generalized answer.
- (iv) Most candidates answered this question correctly.
- (v) Most candidates answered this question correctly.
- (vi) Many candidates could not give the correct meanings of the words *sudden* and *drawn* in context.
- (c) (i) Several candidates incorrectly wrote that they were in Prospero's cave. The second part of the question was answered correctly by most of the candidates.
- (ii) The first part of this question was answered correctly by almost all candidates. However, many candidates were unable to write Caliban's reasons for murdering Prospero in a proper manner. They tended to beat about the bush while answering.
- (iii) Most candidates answered this question correctly.
- (iv) Majority of the candidates did not write all the details, giving only one or two points.
- (v) This part was answered correctly by most of the candidates.
- (vi) Most candidates could not give the meaning of *dropsy*.

Suggestions for teachers

- Emphasize to the students that a detailed study of the text is necessary.
- Advise them to learn exactly what a character said and why.
- Assist the students to identify the character's motives and the traits that are evident from the character's interactions.
- Ensure, while teaching, that the students are given a clear idea of the roles of each character in the play.
- Teach the meanings of words in context.
- Discourage students from studying from the summaries of the scenes.
- Give extensive practice in answering references to context.

MARKING SCHEME

Question 1

(a)	(i)	Prospero and Ariel are on the enchanted island / Prospero's island/ uninhabited island. Prospero had sent Ariel to the ship to create confusion and fear among the King's party.
	(ii)	Ariel tells Prospero that after boarding the ship he had taken the shape of flames thus creating fear and amazement among the people on the ship. Sometimes he would burn in many places and then meet and burn as a single flame.
	(iii)	Ariel had so frightened the King/ and his companions that Ferdinand had jumped into the sea declaring that the devils of hell were on the ship. Ariel had dispersed the King and his companions in different parts of the island and Ferdinand had been left alone in one spot.
	(iv)	Ariel reminds Prospero about the latter's promise to give him his freedom. Prospero had promised to abate Ariel's servitude a full year. Though Ariel serves Prospero faithfully, he too longs for freedom.
	(v)	Ariel says that he had done worthy service, told Prospero no lies, made no mistakes and served without grudge or grumbling. (<i>any two</i>) Prospero becomes annoyed at Ariel's reminder and says, "How now? Moody?"
	(vi)	'twixt- between/ middle of Remember- remind/ recall/ bring to your notice
(b)	(i)	The speakers are in one part of the island. After the shipwreck, Ariel had dispersed the King and his companions in different parts of the island / They were wandering about in search of Alonso's son Ferdinand.
	(ii)	He means that they should not waste time in murdering Alonso and complete their task quickly. He had convinced Sebastian that they needed to murder Alonso and Gonzalo so that Sebastian could become the King of Naples.
	(iii)	Ariel who had been keeping watch over the King and his companions sings a warning song in Gonzalo's ear causing him to wake up with a start. Gonzalo's exclamation roused Alonso/ Gonzalo wakes up Alonso
	(iv)	They said that as they stood guarding the King, they heard a burst of bellowing like bulls or lions. They had drawn their swords to defend Alonso.
	(v)	Gonzalo had heard a strange humming. They decided to leave the place immediately/go in search of Ferdinand/ as it did not seem safe.
	(vi)	sudden- quick/ immediate/ swift/ without delay/ prompt drawn- holding their swords out/ unsheathed/ take their swords out
(c)	(i)	Caliban and his fellow conspirators were near Prospero's cell as they had planned to murder him. Ariel had placed fancy apparel in their way to distract them. Trinculo and Stephano were fascinated by the apparel and were in danger of forgetting their purpose.
	(ii)	Caliban refers to the conspiracy to kill Prospero. He would be free of Prospero's tyranny/ torture/ slavery.
	(iii)	Stephano could become master of the island; marry Miranda; have Caliban and Trinculo as his lieutenants. (<i>any two</i>)

(iv)	They would have to kill Prospero while he was sleeping; seize his magic books to render him powerless; batter his skull with a log; use a stake or cut his windpipe. (any two)
(v)	If they failed to kill Prospero, he would torture them/ severely punish them by covering their bodies with pinches and make them strange stuff.
(vi)	dropsy- a disease in which the body retains fluids/ swelling of the body crown- head

CANDIDA – George Bernard Shaw

Question 2

Choose **two** of the passages (a) to (c) and answer briefly the questions which follow:

- (a) Morell : (*snapping his fingers*) Thats nothing. Have you raised the wages?
- Burgess : (*triumphantly*) Yes.
- Morell : What!
- Burgess : (*unctuously*) Ive turned a moddle hemployer. I dont hemploy no women now: theyre all sacked; and the work is done by machinery. Not a man 'as less than sixpence a hour; and the skilled ands gits the Trade Union rate. (*Proudly*) What are you to say to me now?
- (i) Where are Morell and Burgess? What does Morell refer to as 'nothing'? [1]
- (ii) What does Morell say about the previous meeting between Morell and Burgess? [2]
- (iii) Why is Morell shocked to hear that Burgess has raised the wages? [2]
- (iv) What does Burgess say to prove that he has become a model employer? [2]
- (v) How does Morell react to Burgess' words? [2]
- (vi) Why has Burgess made these changes? [1]
- (b) Morell : What have I done – or not done – my love?
- Candida : (*With serious vexation*) my own particular pet scrubbing brush has been used for blackleading. (*A heart breaking wail bursts from Marchbanks. Burgess looks round amazed. Candida hurries to the sofa*) Whats the matter? Are you ill Eugene?
- Marchbanks : No; not ill. Only horror! horror! horror! (*He bows his head on his hands*).
- (i) What has Marchbanks told Candida just before the quoted lines? [1]
- (ii) Why does Morell ask what he had done or not done? [2]

- (iii) Why does Marchbanks break into a wail of horror? [2]
- (iv) How does Candida explain Marchbanks' words of horror to Burgess? What does she go on to ask Marchbanks to give her? [2]
- (v) What would Marchbanks like to give her? [2]
- (vi) How do his words affect Morell? [1]
- (c) Morell : (*With proud humility*) I have nothing to offer you but my strength for your defence, my honesty for your surety, my ability and industry for your livelihood, and my authority and position for your dignity. That is all it becomes a man to offer to a woman.
- Candida : (*quiet quietly*) And you Eugene? What do you offer?
- (i) Where are the speakers in this scene? Describe the atmosphere among them. [1]
- (ii) Why does Morell want Candida to choose between the two of them? [2]
- (iii) What does Marchbanks offer Candida? [2]
- (iv) What does Candida say after hearing Marchbanks' offer? [2]
- (v) What is the reaction of the two men as they wait for Candida to make her choice? [2]
- (vi) What does Candida say ultimately? [1]

Comments of Examiners

- (a) (i) The first part of the question was answered correctly by most of the candidates but in the second part, several candidates could not explain the reference to 'nothing'.
- (ii) Most of the candidates wrote very vague and general answers which revealed their lack of close acquaintance with the text.
- (iii) Answered correctly by most of the candidates.
- (iv) Answered correctly by most of the candidates.
- (v) Most of the candidates wrote very vague and confused answers.
- (vi) Most candidates answered this question correctly.

Suggestions for teachers

- Emphasize to the students that a detailed study of the text is necessary.
- Ensure that the students understand the explicit and implicit meaning of the statements made by the characters.
- Discuss the interaction of the individual characters with the other characters in the play.
- Teach the students to identify motives and character traits.

- (b)(i) Several candidates did not write the exact words. Most candidates wrote vaguely about Marchbanks' love for Candida. Moreover, some candidates did not write that Marchbanks agreed to stay only if Candida handed over all the rough work to him.
- (ii) Answered correctly by most of the candidates.
- (iii) The fact that Marchbanks was aghast at the thought of Candida doing menial jobs was not brought out by many candidates.
- (iv) The first part of the question was answered vaguely by a large number of candidates as they could not answer what Candida asked Marchbanks to get her.
- (v) Answered correctly by majority of the candidates, though in some answer scripts, the details were missing.
- (vi) The answers given were not to the point. Most candidates tended to beat about the bush.
- (c) (i) The first part was answered correctly by a large number of candidates. However, many candidates could not identify the atmosphere of tension among the three.
- (ii) Answered correctly by most of the candidates.
- (iii) Answered correctly though most candidates could only paraphrase what Marchbanks said.
- (iv) Most answers were vague and confused. Candidates tended to beat about the bush rather than giving the correct answer.
- (v) Several candidates only wrote about one of the characters, not two.
- (vi) Most of the candidates answered *whom* Candida chose whereas, the question was *what she said*.

- The language of the play is deceptively simple. Train the students to pay close attention to the language as very often the language used by a particular character reveals a particular aspect of his personality.

MARKING SCHEME

Question 2

(a)	(i)	They are in Morell's house . Burgess had apologised for having written the letter to Morell.
	(ii)	The meeting had been an unpleasant one with Burgess insulting Morell. He had said, "Just as big a fool as ever, James!".
	(iii)	Burgess seemed to have mended his ways/ Burgess had a reputation for paying starvation wages to women who made the clothing that Burgess was selling to the workhouse . Morell felt that the wages were so low that the women would have been driven to the streets to stay alive. He had submitted the lowest tender by acting in this manner.
	(iv)	He did not employ women any more . The work was done by machines . The lowest wage was 6 pence an hour . The skilled workers enjoyed Trade Union rates . (Any two)
	(v)	Morell is incredulous and quotes the Bible that heaven exults at the repentance of the sinner Burgess. He apologises for his earlier harshness.
	(vi)	The County Council would not have accepted his contract unless he paid fair wages.

(b)	(i)	Marchbanks had said that he would stay with the Moreells if Candida handed over all the rough work to him.
	(ii)	Candida tells Morell that he had not looked after the house properly when she was away.
	(iii)	When Candida comments that her own particular pet scrubbing brush had been used for blackleading Marchbanks cannot tolerate the thought of his idol doing such menial work any longer and breaks out into a wail of horror.
	(iv)	She says that Eugene's horror was only poetic horror. She tells Marchbanks to present her with the nice new brush with ivory back inlaid with mother of pearl.
	(v)	He would like to give her a tiny boat to sail away far from the materialistic world or a chariot to carry them up into the sky where the lamps were stars and didn't need to be filled with paraffin oil every day.
	(vi)	Morell who feels insecure with Marchbanks around reacts harshly declaring that Marchbanks would like to be in a place where there was nothing to do but to be idle, selfish, and useless.
(c)	(i)	The speakers are in Morell's house. The atmosphere is tense as Morell feels that Candida would leave him.
	(ii)	When Marchbanks keeps pointing out that Morell does not deserve Candida and that he deserved her, not Morell, Morell declared that he would not like to be tortured by doubts and suspicions. He would not suffer the degradation of jealousy.
	(iii)	Marchbanks offered her his weakness, his desolation, his hearts need.
	(iv)	She says that it was a good bid. Now she knew how to make a choice.
	(v)	As she pauses, Morell whose confidence has changed into dread loses all power to conceal his anxiety. Eugene strung to the highest tension does not move a muscle.
	(vi)	Candida ultimately says that she had made up her mind she would give herself to the weaker of the two.

SECTION B

(Answer *four* questions on at least *three* textbooks which may include
EITHER

The Tempest OR Candida.)

THE TEMPEST — *Shakespeare*

Question 3

Referring closely to the conversation between Prospero and Miranda in Act 1 Scene ii, answer the following:

- (a) Narrate what Prospero tells Miranda about his past and the circumstances which brought him to the island. [8]
- (b) How does Miranda react to this tale? What is Prospero's purpose in telling her this tale? [6]
- (c) What do you conclude about Prospero from this conversation? [6]

Comments of Examiners

- (a) Since the question was completely textual, most candidates answered this question very well. The candidates who quoted from the scene, used very apt quotations. The interaction between father and daughter was well brought out by several candidates. However, many candidates did not correctly structure their answers and also did not answer in sequence.
- (b) Several candidates were able to correctly describe Miranda's reaction. However, many candidates could not talk about Prospero's reasons for relating his past at this point in the play.
- (c) Candidates gave vague answers when they were asked to give their views on Prospero as he appears in this conversation. They did not write about his deep love and concern for his daughter, or the fact that he was not a very good judge of character as he could not fathom his brother's treacherous nature. A few candidates wrote that he acted irresponsibly in handing over his dukedom to his brother while pursuing his personal interests.

Suggestions for teachers

- Encourage students to do a thorough and repeated reading of the text.
- Tell them the importance of understanding the motives of characters.
- Explain the importance of sequencing of the answers.
- Advise the students that their answers should clearly depict close acquaintance with the text.
- Tell the students that the answers should be accompanied by a critical commentary or comment.
- Guide students to notice the traits of a character carefully and to support reasons for one's observations from the relevant scene.
- Train the students to read the question carefully and to answer all its parts.

MARKING SCHEME

Question 3

- (a) The sight of the 'brave vessel', (the ship on which Alonso, Ferdinand and their companions were sailing) arouses great distress in the tender-hearted Miranda. She pleads with her father to allay the storm he has created and to save the ship and the people travelling in it. Prospero assured her that there is no harm done to the ship or its passengers. **He seized the opportunity to tell her about their past.**
- Prospero begins by asking Miranda if she has any memories of the time before they came to their 'cell'. Miranda declares that her memories were more like a dream. She remembers some women who attended her. **Prospero goes on to mention that 12 years ago he had been the Duke of Milan, "a Prince of power." His brother Antonio whom Prospero loved best second only to Miranda was with the administration of the dukedom as Prospero was immersed in his 'secret studies'.**
- Once Antonio became well versed in the administration of the dukedom and the nobles and officials, he began to exert his authority over everything and like the ivy obliterating a tree front, completely overshadowed Prospero.** He started believing that he was the actual Duke instead of being merely a representative of the Duke. Prospero was unaware of his treachery as he was completely immersed in his secret studies. **Antonio then conspired with the king of Naples whom he accepted as an overlord and promised to pay an annual tribute, to oust Prospero from his Dukedom.** The king of Naples also agreed to the scheme and promised to recognise Antonio as the Duke of Milan. **To this end a treacherous army was levied and on the appointed night, Antonio opened the gates of Milan and in the dead of the night the officials appointed to perform the task conducted Prospero and Miranda out of the city.**

	They were taken out to sea and put aboard a “rotten carcass” of a “butt” which had no tackle sail or mast and left them at the mercy of the sea and wind. A kind Neapolitan, Gonzalo had supplied the boat with some food water garments linen and necessities and Prospero’s books. By divine providence Prospero and his daughter were brought to the enchanted island.
(b)	<p>Miranda listens to Prospero’s tale with rapt attention. At first, she is full of wonder and disbelief that her uncle Antonio could be so full of treachery. She also feels sorry for her father and the travails that he had to bear. She feels that she must have been a great burden to her father in his hour of trial. As Prospero’s tale is a long one, he has to check from time to time whether she is actually listening to him. Miranda is not upset by his repeated questions and keeps assuring him that she is indeed listening to him.</p> <p>She sympathises with her father lot and at one point tells him that since as a baby she could not have cried for him, she could do so now. She asks many pertinent questions (Wherefore did they not / That hour destroy us’’) which reveals that she has been listening to the tale very closely. Finally, she feels grateful to Gonzalo for aiding them in their hours of trial.</p> <p>Prospero has a purpose in telling Miranda his tale. He is preparing her for the subsequent events and his plans involving Miranda and Ferdinand.</p> <p>Prospero has a purpose in telling Miranda his tale. He is preparing her for the subsequent events and his plans involving Miranda and Ferdinand.</p>
(c)	Prospero is revealed as a loving brother who perhaps trusts Antonio too much. A scholar, he reveals a certain amount of irresponsibility in being so immersed in his studies that he completely ignored his duties as a ruler. We notice his pride in Milan which he declares was the foremost state in all of Italy. We also note his love and concern for Miranda when he terms a cherubin who sustained him in his moment of grief. Prospero is also a man who likes to be in control as not only does he raise a storm to ensure that his enemies are brought to shore but he also uses his magic to ensure that Miranda goes to sleep while he attends to his other tasks.

Question 4

[20]

Miranda is a perfect blend of innocence and determination. Discuss her role in the play with close reference to the text.

Comments of Examiners

Majority of the candidates resorted to writing vague and generalized characterizations of Miranda. Several candidates did not refer to the words of the question. The references in many answer scripts did not cover the whole play.

Suggestions for teachers

- Lay stress on mentioning specific incidents and to write quotations.
- Advise students that instead of writing stock answers, they should understand what the question demands and answer accordingly.
- Train students to write the key components of the question in their answer.

MARKING SCHEME

Question 4

Miranda is the only woman character in the play. Though we hear of Sycorax, we do not see her. From the description given of Sycorax, Miranda is a far cry from her. Miranda's name is the equivalent of 'the wonderful one' or 'the one causes admiration', and is symbolic of her beauty, innocence and modesty. When the play opens, Miranda is almost fifteen, and for the previous twelve years she has lived on the island and has known only Prospero and Caliban. All who know Miranda are impressed by her beauty. Upon seeing her, Ferdinand exclaims,

What is this maid?

Is she the goddess who hath severed us.

And brought us thus together.

Even Caliban whose slavery was indirectly due to Miranda, exclaims,

The beauty of his [Prospero's] daughter; he himself

Calls her a nonpareil: I never saw a woman,

But only Sycorax my dam and she;

But she as far surpasseth Sycorax

As greatest does least."

Contrasted with the impression of her refined and dignified beauty, and its effect on all beholders, is Miranda's own soft simplicity, her virgin innocence, her total ignorance of the conventional forms and language of society. It is most natural that her nature being thus constituted, the first tears should spring from compassion, "suffering with those that she saw suffer".

The first words attributed to her in the play are an expression of her concern for those involved in the shipwreck:

If by our Art my dearest father, you have

Put the wild waters in this roar, ally them.

The sky, it seems, would pour down stinking pitch,

But that the sea, mounting to the welkin's cheek,

Dashes the fire out. O, I have suffered

With those that I saw suffer.

She shows sympathy for everyone in pain except Caliban, whom she dislikes because he attempted to violate her modesty. She therefore declares.

Tis a villain, sir

I do not love to look on

At first, Miranda seems very young. When Prospero tells her of his exile from Italy, it is her passionate but also restless youth that the reader sees in her exclamations of concern ("O the heavens!"; "lack, for pity!")

In this scene the reader sees a relationship that is tender but also astonishingly one-sided. Prospero has lived alone with his daughter for twelve years and not told her why they live alone in the island. Her obedience and total surrender to the will of her father can be seen in the fact that even when he has stopped suddenly when he was about to tell her about their past, she simply says,

More to know

Did never meddle with my thoughts.

Even during the telling of Prospero's tale she is more worried about the agony and suffering endured by her father. Prospero admits that it was Miranda who preserved him like a cherubin when he was placed in a rotten carcass of a boat and left to his fate by his enemies. Her smile infused him with fortitude and helped him to bear up under his troubles. Once they reached the island, Prospero had devoted his time in educating Miranda for her future role as a queen. In a way therefore, Miranda would be a fit mate for Ferdinand for she has wisdom and learning.

Miranda falls in love at first sight and she is simple and forthright enough to express her love openly. It is here that we see her strong determination. In spite of her father's command, when she falls in love, she has the strength of mind and determination to declare her love for Ferdinand and visit him as often as possible.

I am your wife if you marry me;
If not, I'll die your maid.

Her directness is also seen in her open admiration of the attractive men in the King's party.
How many goodly creatures are there here!
How beauteous mankind is!

Miranda shows great strength of character once she falls in love. She pleads with her father asking him to be merciful to Ferdinand. She disregards her father's orders and comes out of her house to see Ferdinand. Her tender heart is touched when she sees him bearing logs and she offers to do the job for him,

If you'll sit down,
I'll bear your logs the while: pray give me that;
I'll carry it to the pile.

Having lived almost her entire life on the island, Miranda mistakes Ferdinand for a spirit. Her interest is roused and going against her father's instructions she creeps out to meet toiling Ferdinand. Once in love she shows great enterprise in making the transition to womanhood. She is even willing to go against her father to marry Ferdinand.

CANDIDA — *George Bernard Shaw*

Question 5

Referring closely to the second act of the play 'Candida', answer the following:

- (a) Give an account of the conversation between Marchbanks, Proserpine and Burgess. [8]
- (b) What opinion do Marchbanks and Burgess have of Morell? [6]
- (c) What does the conversation reveal about Proserpine and Burgess? [6]

Comments of Examiners

- (a) Majority of the candidates wrote good answers as the question was textual and largely a recall type question. Some candidates, however, did not give adequate weightage to *Burgess*.
- (b) Many candidates, instead of writing Marchbanks' and Burgess' point of view, wrote about their own view of Morell. They did not read the question correctly and so the answers were not attuned to the question.
- (c) Most candidates wrote only about Proserpine and overlooked Burgess. Answers were mostly in the form of relating the conversation yet again rather than deducing traits of character.

Suggestions for teachers

- Train the students to understand what a question demands and answer accordingly.
- Tell the students that weightage is given to all aspects of a question.
- Advise students not to jump to conclusions and answer in a vague and haphazard manner.
- Encourage the students to have a close knowledge of the text which will help them in answering questions in an effective manner.

MARKING SCHEME

Question 5

(a)	<p>Proserpine is angry with Eugene for meddling with her typewriter. He says that intelligent people always have love affairs to keep them from going mad. Marchbanks calls her shy like himself. He says that all long for love but dare not speak out their longing because they are too shy. Proserpine says that wicked people overcome their shyness and express their longing for love frankly. He makes Proserpine confess her love for Morell. He asks her if it is possible for any woman to love Morell as he can see nothing in him but words and pious resolutions.</p> <p>Burgess enters, interrupting their conversation. He says that he had come to give Marchbanks company as Morell is receiving a deputation in the dining room and Candy is educating a young girl. Proserpine calls Burgess a silly old fat head. Burgess says he will complain to her employer to teach her a lesson. He calls her a pygmy in status. She leaves when the bell rings. He tells Marchbanks that Morell is mad.</p>
(b)	<p>Morell is called mad by Burgess. He says that Morell called him a scoundrel and then shook hands with him as if it was something creditable to be a scoundrel. Marchbanks says that he can see nothing in him but words and pious resolution, what people call goodness. One cannot love a person like that. Marchbanks says that Morell's mad life cannot be said to be happy because Candida could never be happy with a man who indulges in bouts of preaching whereas she has to do menial work.</p>
(c)	<p>Burgess is a vulgar person, mean in his ideas and lacking in manners. He is also quarrelsome and harsh. On the one hand he flatters the rich and influential and on the other, he insults and abuses those who are on the lower ladder of society. He insults Proserpine till she calls him a silly old fathead. When he complained to Morell about it, and he did not pay much attention, he began grumbling that Morell was mad.</p> <p>Proserpine is prone to lose her temper now and then. She has a loose and uncontrolled tongue. Burgess complains to Morell about her but Morell knows that she is affectionate and</p>

	good at heart beneath the harsh exterior. She is in love with Morell and hence serves him at a much lower salary than that she was getting elsewhere. Her secret love explains her irritable nature and her jealousy of Candida.
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Question 6

[20]

Miss Proserpine Garrett is a true representative of the middle class who inspires pity as well as admiration. Give your views with reference to the play.

Comments of Examiners

Majority of the candidates wrote a vague generalized answer. Several candidates, neither pointed out how Proserpine was a representative of the middle class, nor did they discuss why she aroused pity as well as admiration. Many candidates merely gave an account of the scenes in which she appeared.

Suggestions for teachers

- Discourage students from writing vague and generalized answers.
- Tell students that in the case of a secondary character, the character's role in the play must be firmly established.
- Train students to write words used by the character in order to produce a comprehensive answer.
- Guide students to give reference of specific incidents in their answers.

MARKING SCHEME

Question 6

Miss Proserpine is an efficient typist of Mr. Morell and lives in the house of Morell, doing her duty well and to the satisfaction of Morell. She is a brisk little woman of about 30 and belongs to the lower middle class. She is neatly but cheaply dressed in a black merino skirt and blouse, notably pert and quick of speech, not very civil in her manners, but sensitive and affectionate.

In fact, she is the representative of her class--- hard working, efficient, self-respecting but easily tempted by costly things of comfort and luxury. She is extremely active and energetic. Regularity, industry, and rapidity are the chief features of her life as a typist.

She does not like to be called 'Prossy' and sharply rebukes Lexy for addressing her in this familiar way. She does not like the fact that Morell should always be talking of his wife and says that a man should be able to love his wife without making a fool of himself about her.

She angrily remarks, "Candida here, and Candida there, and Candida everywhere."

When Lexy Mill suggests that perhaps she does not like Candida and has some feelings against her, she quickly replies, "I have no feeling against her. She is very nice, very good-hearted: I'm very fond of her and can appreciate her real qualities far better than any man can."

She is intelligent and quick-witted. She is fully aware that Lexy Mill has no mind of his own. She points out to him that he is only imitative. She says that he tries to imitate Morell in whatever he says and does.

Unable to tolerate the insulting behaviour of Burgess, she loses all control over herself and calls him "a silly old fat-head". This is too much, after all he is her employer's father-in-law. But Morell

knows that she is affectionate and good at heart, and so is not angry with her and does not say anything to her.

Miss Proserpine is in love with Morell. Like other women, she too loves him for his splendid eloquence and handsome figure. This is referred to as “Prossy’s complaint”. It is from Candida that we learn how much she is sacrificing to be near to her object of love. She is serving Morell at a much lower salary than what she was getting elsewhere. She even does menial work in his home. Morell is unaware of her love for him. Even Marchbanks fails to recognize her love as he believes that no woman can love a ‘windbag’ like Morell.

There is no doubt that she works hard and does her best to satisfy Morell. She works without complaint. It is seldom that she gets a chance to enjoy good things of life. We sympathize with her as her abrasiveness is a result of an extremely frugal and poor life in which a hearty sumptuous dinner is a rare event. She should not be taken as a caricature of lower middle-class people.

THINGS FALL APART — *Achebe*

Question 7

Referring closely to the events of the second day of the Feast of the New Year, answer the following:

- (a) Describe the wrestling match held on the day. [8]
- (b) How did Ekwefi and Ezinma prepare for the feast? [6]
- (c) What does the account tell you about the life of the community? [6]

Comments of Examiners

This question was not attempted by many candidates.

MARKING SCHEME

Question 7

- | | |
|-----|--|
| (a) | <p>The second day of the feast of the New Yam was a day of great excitement as it was the day of the great wrestling match between Okonkwo’s village and their neighbours. The wrestling would begin with the beating of the drums from noon though the wrestling could begin only when the sun began to sink.</p> <p>The whole village turned out on the village playground. The centre of the playground would be left free. The elders and the grandees of the village sat on their own stools brought there by their young sons or slaves. Okonkwo who had been a great wrestler himself, was among the grandees. All others stood except those who came early enough to secure places on the few stands which had been built by placing smooth logs on forked pillars.</p> <p>There were seven drums arranged according to their sizes in a long wooden basket. Three men beat them with sticks working feverishly from one drum to another. There were some young men who kept order on these occasions. They carried palm fronds and kept moving around the boundary keeping the crowd back by beating the ground in front of them or the legs and feet of the people.</p> <p>Two teams entered into the circle. The contest began with boys of fifteen or sixteen. There were only three boys in each team. They were not the real wrestlers. They merely set the scene. Within a short time, the first two bouts were over. But the third created a big sensation</p> |
|-----|--|

	even among the elders who did not show their excitement so openly. It was quick but very few people had ever seen that kind of wrestling before. As soon as the two boys closed in, one of them did something which no one could describe because it had been as quick as a flash. The other boy was flat on his back. The crowd roared and clapped and for a while drowned the sound of the drums. The victorious boy's name was Maduka, son of Obieriko, Okonkwo's friend.
(b)	Ekwefi, Okonkwo's wife loved wrestling contests. In fact, Okonkwo's skill at wrestling had attracted him to her. On the second day of the Feast of the New Yam Ekwefi prepared a meal for her husband. She was helped by her daughter Ezimma. Ezimma had a lot of questions for her mother. She was as excited about the match, but she also helped her mother in preparing the meal. The beating of the drums began to reach them. The sound of drums came from the direction of the village playground. They beat the unmistakable wrestling dance and the sound filled Ezimma with impatience. She was assured by her mother that the match would not begin till the sun began to sink. However, first Okonkwo had to receive his meal. He also did not agree to her request to carry her father's chair for him as she was not a boy.
(c)	The account of the wrestling match gives us an idea of the life of the community. They were bound by several rituals and traditions. There was a great deal of respect for the elders and the social hierarchy was strongly maintained. Personal valour was highly prized. So, the winner of the wrestling match would instantly become a hero.

Question 8

[20]

Comment on the role of Nwoye and the manner in which he finds relief and peace from his father's oppressive tyranny.

Comments of Examiners

This question was not attempted by many candidates.

MARKING SCHEME

Question 8

Nwoye, Okonkwo's oldest son struggles in the shadow of his powerful, successful and demanding father. His interests are different from Okonkwo and more closely resemble his grandfather's (Unoka). He undergoes a lot of beating, as he is always at a loss about how to please his father until the arrival of Ikemefuna who becomes like an older brother and teaches him a gentler form of successful masculinity. Nwoye slowly starts winning Okonkwo's approval. But Nwoye remains conflicted. He makes a show of scorning feminine things in order to please his father. The murder of Ikemefuna makes Nwoye retreat into himself and he changes forever. His *reluctance* to accept Okonkwo's masculine values turns into embitterment towards him and his ways. When missionaries come to Mbanta, Nwoye's faith and hope are reawakened and he eventually joins forces with them. Although Okonkwo curses his lot for having borne so 'effeminate' a son and disowns Nwoye, he appears to have found peace at last in leaving the oppressive atmosphere of his father's tyranny.

Question 9

[20]

Give an account of the visit of Obierika to Okonkwo. What news does he bring and in which way is he a good friend to Okonkwo?

Comments of Examiners

This question was not attempted by many candidates.

MARKING SCHEME

Question 9

Two years after Okonkwo's banishment to Mbanta, his friend Obierika comes to visit him. He is accompanied by two young men carrying heavy bags of cowries. Obierika tells Okonkwo that the clan of Abame has been wiped out. Fugitives from Abame explained that a white man appeared. The oracle explained that the strange man would break their clan and spread destruction among them. The Dgbos of Abame killed the white man and tied his iron horse to a sacred tree. As a result of his act, the white man's friends surrounded the market when the whole clan was gathered together and shot and killed everyone in the clan.

Unchends says the men of Abame were fools because they should not have killed a man who said nothing. He tells a story about a mother bird and her daughter to illustrate his point. Okonkwo agrees that the men should have been more vigilant; they had been warned about danger. Obierika expresses fear because the Igbo have heard stories about armed white men who sell Igbos into slavery.

Nwoye's mother cooks a fine meal, Ezinma brings a bowl of water for the guests to wash their hands and Nwoye serves wine. Obierika finally explains that the heavy bags contain money from Okonkwo's yams. Obierika sold the large yams and some of the seed-yams. He gave the other yams to sharecroppers. Obierika promises to sell the yams every year until Okonkwo returns. Okonkwo is overwhelmed by his friend's goodness and cannot thank him enough. Obierika jokes and says, "kill one of your sons for me". Obierika responds "Then kill yourself". Okonkwo asks his friend to forgive him.

The changes that occur while Okonkwo is in exile in Mbanta reflect the dawn of the colonial period in Nigeria. The incident illustrates Okonkwo's loyal friendship. Not only does he act as steward of Okonkwo's fortune in yams, he also acts as a link between Okonkwo's clan and Mbanta. It is Obierika who keeps Okonkwo abreast of the events in Umvofia during his exile. Obierika provides invaluable information for Okonkwo and the reader.

CONTEMPLATIONS

Question 10

Referring closely to the essay *Voice of Humanity*, answer the following:

- (a) Describe the poet Rabindranath Tagore's first visit to Europe. [8]
- (b) What creative activities did the poet indulge in upon his return to India? What did he do in addition? [6]
- (c) What are the poet's thoughts about humanity? [6]

Comments of Examiners

- (a) Not many candidates seemed to know the text. Most wrote general answers on Rabindranath Tagore. Very few wrote about his first trip to Europe.
- (b) The answers written by most candidates had no connection with the essay itself. As a result, very vague, fragmentary answers were given.
- (c) Many candidates did not understand the word *humanity* and hence wrote whatever they thought was appropriate, which in most answer scripts was incorrect.

Suggestions for teachers

- Encourage students to do thorough and repeated reading of the text.
- Ensure that students understand the intent of the writer.
- Discussions in class with emphasis on the main ideas will help the students to clarify their ideas..

MARKING SCHEME

Question 10

(a)	<p>Rabindranath Tagore relates how in 1921, he felt a great desire to make his pilgrimage to the shrine of humanity where the human mind was fully awake. It had occurred to him that the present age was dominated by the Europeans mind only because the European mind was fully awake. In contrast, the spirit of great Asia was going through an age long slumber with only a few waiting for the sign of a new dawn. This led the writer to come to Europe and see the human spirit in the full glaze of its power and beauty.</p> <p>However, his first visit to Europe was 1878 when he was barely 17. He was taken to Europe by his brother. The poet had come with great anticipation and enthusiasm as he had heard of Europe's great poets and heroes and of the ideal of European literature.</p> <p>Italy was his first introduction to Europe. He went to Brindisi, a small town, a quiet place, not different from the scenes that he had been accustomed to since his childhood. He felt sure that he would receive a warm welcome. He visited a garden where the fruits and flowers charmed him. The Italian girls reminded him of the pretty young ladies of India. Though, the writer accepts that England is a great country, he did not appreciate it at that stage. He was left alone there in the depths of winter, home sick and extremely shy.</p>
(b)	<p>After returning to India, he avoided all kinds of educational training that would give him a standardized culture stamped with a university degree. He dreamt and wrote various stories and plays, lived in solitude on the banks of the Ganges and hardly knew anything of the movements and counter movements of forces in the great world.</p> <p>In the midst of his creative work, he also chose to create an unusual atmosphere for the education of children in the midst of nature so that they would be rescued from the dismal dungeons of the Educational Departments.</p>
(c)	<p>The writer goes on to talk about faith in humanity. Like the sun, it can be clouded but never extinguished. He admits at that time that the baser elements appear predominant. The level of exploitation and the harm that the powerful are exerting is troublesome. They take the name of science to encourage superstition that they have certain physical signs indicating their eternal right to rule. However, he feels that they will be ultimately disappointed. The past that thrived on the exclusive spirit of national individualism will not be able to keep the balance. Only the races which can cultivate a breath of mind and generosity of spirit will be able to survive. If men ignore the claims of humanity it will only need to suicide.</p>

Question 11

[20]

Referring closely to the essay, *On Going Out for a Walk*, relate the writer's belief and views on walking for "walking's sake".

Comments of Examiners

Some candidates answered this question very well. Others who were uncomfortable with the genre wrote on morning walks in general which had no connection to the actual text.

Suggestions for teachers

- Encourage students to do a close reading of the text.
- Point out the main points of the essay and ask the students to write them down.
- Conduct class discussions on the writer's point of view.

MARKING SCHEME

Question 11

In his essay *On Going Out for a walk*, the essayist discusses the concept of walking for walking's sake. He begins his essay by declaring that the one advantage of living in London was that nobody ever wanted him to come out for a walk. In the Country however, at any moment someone might suddenly ask him to come out for a walk.

People seem to think that there is something inherently noble and virtuous in the desire to go for a walk and people therefore impose their will on anyone they see comfortably settled in an armchair. The essayist declares that walking for walking's sake may be considered praiseworthy by those who practise it. The essayist however, feels that it stops the brain. Very often people who have the skill to involve others with their conversation in more sedate settings forget to do so when the person likes one out for a walk. Very often the conversation during these walks is boring and repetitive or he might read all signs and inscriptions that they encounter on the way. He may stop somewhere for luncheon and during this time regain his pleasing personality. However very soon he is out walking again with someone else.

He wonders how this deterioration occurs in those who go walking for walking's sake. Though, the body seeks some action, the mind is not interested in such behaviour. Even if one went to a particular place for a particular purpose, the brain would prod one to go in a vehicle. However, it will serve one well enough unless one is going for a walk. As long as the legs are walking the brain will not do any deep thinking for one.

The essayist concludes that his essay was also composed in the course of a walk that morning. However, he accepts that in moderation walking is good for one physically. However, without a purpose he will not go out for a walk.

Question 12

[20]

Referring closely to the essay *On the Choice of a Profession*, discuss the factors one must keep in mind while choosing a profession.

Comments of Examiners

The answers were very general with little or no connection to the text. After the first few sentences it was the candidate's own take on the topic which came to the forefront.

Suggestions for teachers

- Encourage students to do a close reading of the text.
- Train the students to focus on the main points and then embark on how the point has to be presented.
- Lay stress that points in the answer have to be written sequentially and every effort has to be made to identify and answer what the question demands.

MARKING SCHEME

Question 12

One should choose one's profession while still at school and college. One's taste, temper, and temperament have to be carefully considered while choosing one's profession. A person who is daring and adventurous should choose a career in the defence service. On the other hand, a person of literary taste and quiet contemplation should become a writer, journalist or a teacher.

A person who wants to serve the nation in a public position should join the Civil Services. A person with a keen intellect should choose law as a career.

The taste must be developed in the proper direction. Otherwise, one will not love and enjoy what one has to do earn one's living. If he did not enjoy the job, he would become a mercenary and not a professional. A profession must agree with one's natural bent of mind and mood. Both physical and mental capabilities form an important factor in the determination of one's career. Elders, parents and teachers should help the young person to choose his career as he lacks experience and his likes and dislikes may be whimsical.

ECHOES

Question 13

Referring closely to the short story *To Build a Fire*, answer the following:

- (a) Describe the man's repeated attempts to keep himself warm. [8]
- (b) Contrast the attitudes of the Man and his Dog towards the weather. [6]
- (c) What does the man finally learn from his experience? [6]

Comments of Examiners

- (a) Very few candidates answered this question. The answers were lacking in detail and also in the proper sequencing of events. Even when the various episodes were described, they were very sketchy and made no reference to how the man's initial confidence gives way to desperation which so clouds his mind that he cannot take the right decisions or perform the right tasks.
- (b) Many candidates did not discuss the contrasting attitudes properly. Candidates did not mention that by virtue of being an outsider and a newcomer to the region the man did not have a proper idea of the extent or the danger of the cold. They did not point out that since he lacked imagination, he could not imagine the consequences of his decision to journey through the Yukon without a companion. The arrogance of Man in underestimating the power of nature was not discussed. In the same manner, the dog's instinctive response to the cold because it was a creature of the region was not brought out.
- (c) Many candidates did not clearly bring out man's final realization which guided his actions at the end of the story

Suggestions for teachers

- Tell students that the sequence of events in the answer is important.
- Encourage students to make a flow chart to pin the details in their minds.
- Emphasize that it is not enough to merely mention the details, but to link the details with the thoughts and emotions of the character.
- In a story with dense details, help the students to identify these details and to understand their importance.
- Teach students to compare and contrast attitudes and reactions of the different characters in a story.
- Advise students to answer all parts of the question.

MARKING SCHEME

Question 13

- (a) The man, a newcomer to the region, sets out alone to a lumber camp. He had been warned by an old timer that this was not the weather to be out alone. However, he was a man with little imagination, and therefore could not imagine the extent of the cold. Once he begins walking however, the truth of the old timer's statement strikes home. He feels he has equipped himself well for the weather. He is adequately covered and carries his food well wrapped next to his skin so that it does not freeze. The initial success in lighting a fire, thawing himself out and having his food breeds in him a false sense of confidence. The trouble only begins when in a spot which looked quite innocuous, he falls through the snow and wets himself up to his shins. He curses his luck and starts a fire. His feet and fingers are numb. He remembers the old-timer from Sulphur Creek who had warned him that no man should travel in the Klondike alone when the temperature was fifty degrees below zero. The man unties his icy moccasins, but before he can cut the frozen strings on them, clumps of snow from the spruce tree above fall down and snuff out the fire. Though building a fire in the open would have been wiser, it had been easier for the man to take twigs from the spruce tree and drop them directly below on to the fire. Each time he pulled a twig, he had slightly agitated the tree until, at this point, a bough high up had capsized its load of snow. It capsized the lower boughs in turn until a small avalanche had extinguished the fire. The man is scared, and sets himself to building a new fire, aware that he is already going to lose a few toes from frostbite. He gathers twigs and grasses. His fingers numb and nearly lifeless, he unsuccessfully attempts to light a match. He grabs all his matches and lights them simultaneously, then sets fire to a piece of bark. He starts the fire, but in trying to protect it from pieces of moss, it soon goes out. The man decides to kill the dog and puts his hands inside its warm body to restore his circulation. He calls out to the dog, but something fearful

	<p>and strange in his voice frightens the dog. The dog finally comes forward and the man grabs it in his arms. But he cannot kill the dog, since he is unable to pull out his knife or even throttle the animal. He lets it go. The man realizes that frostbite is now a less worrisome prospect than death. He panics and runs along the creek trail, trying to restore circulation, the dog at his heels. But his endurance gives out, and finally he falls and cannot rise. He fights against the thought of his body freezing, but it is too powerful a vision, and he runs again. He falls again and makes one last panic-stricken run but falls once more. He decides he should meet death in a more dignified manner. He imagines his friends finding his body the next day. The man slowly drifts into the sleep of death, unable to fight the elements any longer.</p>
(b)	<p>The narrator repeatedly mentions the dog's reluctance to go forward. Its instincts tell him that it is too cold outside. Although the man is aware that he should stop and make camp, he forges ahead.</p> <p>He lacks imagination and cannot imagine what such cold could mean to a human being. Being a newcomer to the region, he feels that he is adequately equipped to combat the cold which is not the case. Even when he does get the first warning signs, he does not pay attention to them. His cardinal mistake was of course, being out in such cold, alone and without a human companion. The fact that he is a newcomer to the region is repeatedly mentioned. He cannot foresee the dangers that lay in his path.</p> <p>Like his relationship with nature, the man has no understanding of the dog. Unlike the man, the dog recognizes the rhythms and signs that nature gives. Described as a "big native husky, the proper wolf dog, gray-coated and without any visible or temperamental difference from its brother the wild wolf", the dog acts as a foil to the unnamed man. It does not know anything about thermometers but listens to its instincts which warn against travel on such a cold day. When the dog has gotten its legs wet, the narrator redraws the line that separates animal and man. The dog recognizes that if it leaves the ice on its feet, walking will become uncomfortable. It is a matter of instinct that the dog merely obeys the mysterious prompting that arise from the depth of its being. It starts to lick his legs to try to get all of the frost off. The dog also knows how to keep himself warm by curling up in a ball in the snow. The dog does not realize right away that the man has died. When it catches the stink of death coming off the man, it howls for a minute and then continues trotting toward the mining camp, where it knows it can find more fire and food. It sees humans as food and fire providers he can use for his survival. It is mainly through the dog's final desertion of the man that Jack London is able to convey that nature can be brutal.</p>
(c)	<p>He understood that nature was too strong for man to overcome. He should have paid heed to the warnings of the old timer not to travel in the extreme cold without a companion. His overconfidence and arrogance stopped him from giving any kind of importance to his instincts. The dog was better equipped to handle the situation because it did not try to justify anything with its intellect. He now realizes that the old-timer at Sulphur Creek had been correct in his apprehensions.</p>

Question 14

[20]

With close reference to the short story *The Singing Lesson*; describe how the lesson as it progresses, becomes an echo of Miss Meadows' feelings.

Comments of Examiners

This question was attempted by many candidates and on the whole the answers were quite good. However, most candidates made errors in sequencing and not aligning Miss Meadows' changing moods with the circumstances in her life. Some candidates resorted to writing bare summaries. Miss Meadows' personality was not brought out through her interaction with the students, in a few answer scripts.

Suggestions for teachers

- Tell students to closely adhere to the text.
- Encourage students to pay attention and note the actions and words of each character and identify what it reveals about the character.
- Train students to give examples from the text to support their observations.

MARKING SCHEME

Question 14

The short story *The Singing Lesson* by Katharine Masfield describes a particularly significant emotional shift that occurs in a very short time period. The story follows a school music teacher Miss Meadows whose sad personal life becomes inter connected with her professional duties as a teacher. As readers come to understand the reasons behind Miss Meadows' behaviour, such as the nature of her relationship with her fiancé Basil, they can understand the themes that the author explores throughout the story.

The character of Miss Meadows is an essential tool used by the author in depicting the theme of reliance. As the character's situation with her fiancé Basil changes during the story, so does Miss Meadows personality and behaviour towards her students and colleagues. Her emotional state is evident in the opening lines of the story, "with despair...led to the music hall". It is clear that she feels an intense amount of despair and sadness. This anguish affects her exchange with a fellow teacher who tries to greet her pleasantly but only receives a grimace in return. As the story develops, the narrator reveals the reason for her sadness which is that her fiancé had written her a letter breaking off their engagement. Her odd behaviour finds a reflection in her teaching methods. She pushes her students to sing a song with such intense emotion and expression that she upsets them in the process. Just then she receives a word from Basil that he did not mean to call off their engagement and wishes to continue their relationship. At once, her personality changes. She now encourages the children to sing the song with joy and happiness rather than dread and gloom. Her own voice resonates with hope, joy and love. It is apparent that her mental health is dependent on the status of her relationship.

Her reactions to the yellow chrysanthemums given to her student Mary indicates her mental state. When she receives the disturbing letter from Basil, she ignores the offer of flowers completely and tells the students to turn to page 14. She no longer wishes to appreciate joy and happiness in her life. She even ignores the fact that she has upset her students. However, as soon as Basil changes his stand all her joy and happiness surge back. She does not question his fickleness. Her well-being is dependent on him even if she has hidden doubts about his sincerity. She places her happiness in the hands of another person and suffers from an emotional seesaw.

Question 15

[20]

Referring closely to the short story *The Story of the Hour*, give an account of the thoughts and conflicts which go through Mrs. Mallard's mind when she hears about the untimely and sudden death of her husband. Comment on the ending of the story.

Comments of Examiners

The question evoked divergent standards of answers. Some candidates displayed a perfect understanding of the short story and correctly analysed Mrs. Mallard's reactions to the news of her husband's death. The conclusion of the story was also effectively dealt with. At the other end of the scale were candidates who had clearly not understood the story. The issues in the story had probably not been discussed with them in class. Thus, they did not have a clue as to why Mrs. Mallard reacted as she did. The importance of the mention of her *heart ailment* was not discussed nor did the candidates draw the link between this fact and her death at the end of the story. The images and symbols in the story were not emphasized. The conclusion was not understood at all. Some candidates talked about Mr. Mallard's dead body and so on.

Suggestions for teachers

- Guide students to pay attention to style, language and images and symbols used in a story.
- Train students to chart the slow movement of a story from one mood to another.
- Tell the students that it is imperative to draw conclusions which are corroborated by references to the text.

MARKING SCHEME

Question 15

The Story of an Hour begins on a dramatic note as Richard rushes to the Mallard's house with the news of Brently Mallard's tragic death in a rail-road accident. He and Josephine gently inform the weak hearted Mrs. Mallard about Brently's death. Louise Mallard reacts by weeping with "wide abandonment". However, when the storm of grief abates, she goes to her room, allowing no one to follow her.

In her room, Louise sits motionless in her arm chair by the window and looks at the beauty of the world outside. As she stares dully at the sky, she waits nervously for a revelation. Slowly the realisation dawns that now she was absolutely free. She tried to beat the thought back with her will, but the realisation was too strong, and she said the word over and over under her breath, "free, free, free". The vacant stare and the look of terror faded from her eyes and they looked keen and bright. Her pulse beat fast and "the coursing blood warmed and relaxed every inch of her body."

She knew that she would weep again when she saw "the kind tender hands folded in death; the face that had never looked save with love upon her, fixed and grey and dead". But beyond this she could also see the long procession of years to come that would belong to her absolutely. She welcomed the thought that she would not have to bend to someone else's will. She now possessed a self-assertion "which she suddenly recognised as the strongest impulse of her being."

Outside the trees were all aquiver with new spring, life, reflecting her rebirth. All the sights, smells and sounds seemed to be felt by her with a heightened awareness.

Josephine asked Louise to let her enter as she is afraid that the grieving widow would make herself ill. But Louise was actually imagining the happiness of the years ahead. Only the day before, she had feared living a long life. Now she prays that life might be long.

When she opens the door, there was a “fresh triumph in her eyes” and she carries herself like a goddess of victory. However, shock and disappointment awaits her. Brantley Mallard has returned as he had not been anywhere near the scene of the accident. The sight of her husband leads to Louie’s death. The doctors diagnose it as heart disease from the joy that kills.

The ending of the story is not a peaceful one. Instead, there is a climatic twist. The reversal shatters Louise’s vision of her new life and ironically creates a tragic ending of what initially appeared to be a lucky turn of events. For Louise, the loss of her husband in an opportunity to move beyond the bondage of relationships. The writer focuses on the need for personal space in a relationship. The solitude embraced by Louise is a prerequisite for free choice. The last phrase “the joy that kills” is purposefully written as Louise must have felt disappointment at the sight of her freedom slipping away.

REVERIE

Question 16

Referring closely to the poem *The Darkling Thrush*, answer the following:

- (a) Describe the bleak picture of the day as described by the poet. [8]
- (b) How does the atmosphere suddenly change? [6]
- (c) What are the poet’s feelings at the end of the poem? [6]

Comments of Examiners

- (a) Majority of the candidates were not able to write this answer properly. The description of the day lacked relevant details. There was no effort to refer closely to the text. The painting of mood and atmosphere was not brought out clearly.
- (b) The suddenness of the change and the unexpected quality of the bird’s song was not discussed by several candidates. Many candidates did not bring out the full-throated song of the bird or contrast the joyousness of the song with the bleak surroundings.
- (c) The sense of deep appreciation, wonder and puzzlement was not commented upon by several candidates. The poet kept emphasizing that the bird was also frail and gaunt, evidently a victim of the very same circumstances which probably plagued the poet. The reason for the poet’s sense of gloom was not brought out by many candidates. Some candidates, however, did mention that the bird’s song gave the poet some semblance of hope.

Suggestions for teachers

- Encourage students to not merely read a poem but also to appreciate the fact that a proper understanding of contemporary issues and thought processes is important to the understanding of a poem.
- Help students to understand the tone and mood of a poem.
- Help them to understand the significance of certain terms and words used.
- Ensure that the students understand the poetic tools and devices used.
- Guide them to mark the important movements in a poem and explain why they are relevant to the understanding of the text.
- Explain symbolism.

MARKING SCHEME

Question 16

(a)	In the poem, <i>The Darkling Thrush</i> , the poet paints a desolate winter scene at the close of day. The people all around had retired indoors. The area all-around was as pale as a ghost and the pale sun (the weakening eye of day) looked desolate and grey in the dregs of winter. The poet is leaning upon a coppice gate as he looks at the scene around him. The bare trees looked like the strings of broken lyres. The sharp features of the landscape appeared to be the corpse or dead body of the dying century. The canopy of clouds seemed to be the crypt of the century's corpse and the sound made by the wind seemed like its death lament. The process of birth and growth seemed to have stopped in the harsh winter. Every being on earth seem to reflect the sense of apathy felt by the poet. Man has lost the sense of fellowship and kinship which keeps a community together. Since the world outside (by extension the spiritual, emotional and social) did not give the sense of community and warmth, Man had retired indoors to seek warmth within himself.
(b)	The note of bleakness and greyness was abruptly broken by a joyous birdsong that seemed to rise from the bleak twigs overhead. It seemed as if an aged thrush which is described as "frail, gaunt and small" with blast-beruffled plume" had chosen to fling its soul into the enveloping darkness as it sang in full throated song with unlimited joy. A special note comes in with the use of the word 'evensong' which reminds us of the vespers. The use of this word seems particularly meaningful when one remembers the spiritual and intellectual bleakness and insecurity felt by the thinkers of the age. The use of 'evensong' seems an affirmation of the role of faith and religion. Since the 'aged thrush' with 'blast-beruffled plume' flings its soul upon the encircling gloom, the atmosphere seems to lighten and lose some of its bleakness.
(c)	<p>The poet could not find any cause for the bird's joy and ecstasy. The surrounding gloom did not seem to provide any cause for such ecstatic song. However, the poet felt that the happy good night air seemed to reflect some "blessed hope" which the bird knew of and which the poet was unaware.</p> <p>The poem seems to provide a note of optimism in the midst of all the pessimism that seemed to mark the end of the century. Although, all was not right with the world, yet all was not lost. Beneath the wintry desolation there lay the eternal pulse of germ and birth.</p> <p>The thrush thus symbolised the spirit of resurrection of new life of joy and hope that lay in store in the future. Although the knowledge of hope is only available to the bird, Hardy accepts the bird's song as a sign that there is hope for the future.</p>

Question 17

[20]

Describe the interaction between the Spider and the Fly in the poem *The Spider and the Fly*.

Comments of Examiners

Most candidates answered this question well. However, several candidates did not mention the humorous tone of the poem. The escalation in the temptations offered by the spider was not emphasized. Many candidates did not dwell on the adjectives used by the poet to describe the spider and the fly. Some candidates did relate the poem to life.

Suggestions for teachers

- Help the students to understand the tone and mood of the poem. Guide them in identifying important descriptions or adjectives used as these are important to the understanding of a poem.
- Help students to chart the development of a poem.

MARKING SCHEME

Question 17

The Spider and the Fly has the qualities of a fable. It tells a tale which has a moral. The poem has been written to caution children about the dangers of vanity and of being susceptible to flattery. It can also be interpreted as a warning to women 'to beware of men to exploit and manipulate them through flattery.

The poem progresses through the conversation between a spider and a fly. Interestingly, the spider is male and the fly female. The fly is aware of the dangers of entering the spider's web. It knows that those who enter the spider's parlour never come out.

The spider uses several temptations to attract the fly. It first talks about its comfortable bed which will help the fly to rest. He paints an attractive picture of his room which has pretty curtains and fine sheets on the bed. However, initially the fly is on her guard. She is aware that those who sleep in the spider's bed never wake up again.

Undeterred, the spider addresses the fly as dear friend for whom he has great love and affection. He tempts her with all the delicacies that he has in his store. She can step into her parlour and have a slice of anything that she likes. However, the fly can resist this temptation too. She firmly declares that she know what he has in his pantry and that she has no desire to see what he has.

The fly now moves to flattery from material temptations. He compliments the fly calling her "witty creature" and pretty and wise. He praises her gauzy wings and her shining eyes. He asks her to step into his parlour to have a glimpse of her beauty in a little looking glass on his parlour shelf. The fly still refuses to be enticed. She thanks the spider for his compliments and declares that she will come another day. As she goes away the cunning spider knows that his words will have an effect on her and she would return. To prepare for this he weaves an intricate web in one corner of his den. He set his table in readiness. Then he comes out to door again and begins to sing in a cheerful tone. He invites the fly to come flattering her on the beauty of her wings, her green and purple robs and crest on her head. He compares her eyes to bright diamonds and his own to dull lead. His flattery is such that the fly loses her good sense, forgets all the danger and walks into this spider's trap.

The speaker in the poem goes on to express his grief at the folly of the fly. He describes how the fly abandons all cautions and flies nearer and nearer to the dangerous web. She thinks only of the pretty words used by this spider. The spider who has been lying in wait catches her and drags her to his cell from which she never comes out.

The poem ends with a reminder to all those who are innocent, gullible and unwary. The speaker cautions them against paying attention to the words of false praise of dangerous people around them.

Question 18

[20]

The poem *Crossing the Bar* is a poem of affirmation and faith. Give your views.

Comments of Examiners

The need of affirmation and faith in the context of the contemporary intellectual atmosphere was not mentioned by many candidates. The allegorical and elegiac quality of the poem was largely glossed over. Most candidates only gave the literal meaning of the poem without dwelling on the several levels of meaning.

Suggestions for teachers

- Discuss the background of the poem.
- Identify the tone and mood of the poem. Point out the allegorical and elegiac elements.
- Encourage students to develop their own point of view about a poem and to defend it through references to relevant lines in the poem.
- Encourage students to apply the poem to their existence and find out how relevant the thoughts are to the present generation.
- Help students to develop the quality of empathy while discussing a poem in class.
- Stress that words and descriptions used are important and point these out to the students.

MARKING SCHEME

Question 18

The poem *Crossing the Bar* is a poem of affirmation and deep abiding faith of the poet about his Death. Such a declaration becomes especially meaningful in the atmosphere of scepticism and cynicism that marked the age.

The poet speaks in allegorical terms about a ship putting out to sea. The ship symbolically represents the human soul setting out on its last journey. The speaker in the persona of a sailor heralds the setting of the sun and the rise of the evening star which heralds the close of the day (the end of his life). He hears the call to set out to sea. The call is clear and unequivocal. The sailor-poet hopes that there will be no moaning of the sand bar that separates the sea from the ocean as he sets out on the journey.

Rather, he wishes for a tide that is so full that it cannot contain sand or foam and therefore seems asleep when all that has been carried from the boundless depths of the ocean returns to the depths. By this the poet indicates that the human soul returns from the vast infinite from which it had once come.

The gloom deepens and the poet can hear the evening bell announcing the end of day and the advent of darkness. He does not want any sadness of farewell when he departs as he wishes his passage to the next life be a smooth one without any impediments.

The poem ends on a note of quiet acceptance and deep assurance. He knows that Death carries us away from the limits of time and space as humans know. What gives him comfort is the assurance that he will see his Pilot or Maker face to face once he has crossed the bar.

Written three years before the poet's death in 1889. The poem describes his placid and accepting attitude towards death. The metaphor of a sandbar is used to describe the barrier between life and death. The bar is one of several images of liminality in Tennyson's poetry. The other important image in the poem is one of 'crossing' which in the Christian context refers both to 'cross over' into the next world and to the act of 'crossing' oneself in the classic Catholic gesture of religious faith and devotion. The poet thus complements his metaphoric link with a spiritual one - he hopes that he will see his pilot 'face to face'.

GENERAL COMMENTS

Topics / concepts found difficult by candidates

- Question 4: Miranda's character (*The Tempest*).
- Question 5: Proserpine's character (*Candida*).
- Question 13(b): The conflict between Man and Nature in 'To Build a Fire', especially the contrasting reactions of the Man and the dog.
- Question 15: The idea of personal space in *A Story of an Hour*.

Suggestions for candidates

- Study the texts in detail.
- Avoid readymade notes and summaries.
- Note and discuss the important points.
- Focus on key words, images, comparisons, statements made by the characters or writers and so on.
- Understand clearly the meanings of words in context.
- Discuss, plot, theme, characterisation in the texts.
- Practice writing answers.
- Thorough discussion of any scene, poem or prose piece is necessary.
- Underline important lines or statements which can be used as quotations. Use quotations and substantiate from the text.
- Develop the ability to analyse and comment on the different aspects of a text.
- Be thorough with the text.
- Manage your time well during the examination.