

## ENGLISH PAPER 2 (LITERATURE)

### SECTION A

(Answer one question)

**Macbeth** Ø *Shakespeare*

#### Question 1

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

- (a) Macbeth (*aside*) : The Prince of Cumberland: that is a step  
On which I must fall down, or else o'erleap  
For in my way it lies. Stars, hide your fires,  
Let not light see my black and deep desires;  
The eye wink at the hand. Yet let that be,  
Which the eye fears when it is done to see.  
(Exit)
- Duncan : True, worthy Banquo, he is full so valiant  
And in his commendations, I am fed;  
It is a banquet to me.....
- (i) Where are Macbeth and Duncan? Who has been named Prince of Cumberland? [1]
- (ii) What are the "black and deep desires" referred to by Macbeth? How had these been aroused? [2]
- (iii) Explain the lines:  
"And in his commendations, I am fed,  
It is a banquet to me". [1½]
- (iv) How is Macbeth's *aside* a contrast to what he has just said to Duncan? [2]
- (v) What comment did Duncan make about Macbeth at the end of the scene? Why are his words ironic? [2]
- (vi) Give the meanings of the following words/phrases in the context of the passage: [1½]  
o'erleap; wink; valiant
- (b) Ross : Gentlemen, rise, his highness is not well.  
*Lady Macbeth joins the Lords.*  
Lady Macbeth : Sit, worthy friends. My lord is often thus  
And hath been from his youth. Pray you, keep seat.  
The fit is momentary; upon a thought  
He will again be well. If much you note him  
You shall offend him and extend his passion.  
Feed, and regard him not. (*To Macbeth*) Are you a man?

(i) Where are Lady Macbeth and Ross? [1]

(ii) Why does Ross believe that “his highness is not well”? [2]

(iii) Explain the lines:

“The fit is momentary; upon a thought [1½]  
He will again be well.”

(iv) Why does Lady Macbeth reprimand her husband? [2]

(v) Mention an earlier instance when Lady Macbeth came to her lord’s rescue. [2]

(vi) Give the meanings of the following words in the context of the passage: [1½]  
rise; note; passion

(c) Macbeth : Why should I play the Roman fool and die  
On mine own sword? Whiles I see lives, the gashes  
Do better upon them.

*Enter Macduff*

Macduff : Turn, hell-hound, turn.

Macbeth : Of all men else I have avoided thee,  
But get thee back, my soul is too much charg’d  
With blood of thine already.

Macduff : I have no words;  
My voice is in my sword, thou bloodier villain  
Than terms can give thee out.

(i) Where are Macbeth and Macduff ? [1]

(ii) Why had Macbeth avoided meeting Macduff ? [2]

(iii) Explain the lines:

“Why should I play the Roman fool and die [1½]  
On mine own sword?”

(iv) Why does Macduff say “I have no words”? [2]

(v) On what note does this scene end? [2]

(vi) Give the meanings of the following words/phrases in the context of the [1½]  
passage:

gashes; charg’d; terms

## Comments of Examiners

- (a) (i) The exact location was not identified by many candidates.
- (ii) Candidates did not refer to Macbeth's black and deep desire to become the King of Scotland. They tended to write about the witches' prophecy.
- (iii) The reference to "his" was confused with Banquo. Comparison with a feast was missing in several answers.
- (iv) Candidates did not mention what Macbeth had just said to Duncan.
- (v) Most candidates did not mention "peerless kinsman".
- (vi) This part was answered well by candidates.
- (b) (i) Most of the candidates were able to attempt this part satisfactorily.
- (ii) Several candidates did not focus on the signs of Macbeth's unnatural behaviour.
- (iii) Many candidates faced difficulty answering, "upon a thought".
- (iv) The reasons were not clearly given by many candidates. Most answers were vague and general.
- (v) Candidates were able to attempt this part correctly.
- (vi) This part was generally answered correctly.
- (c) (i) The correct location was not given by a number of candidates.
- (ii) Candidates seemed unaware of Macbeth's reasons for avoiding Macduff. They did not write about his state of mind.
- (iii) Roman fool - the Roman concept of death being preferable to dishonour was not explained by a number of candidates.
- (iv) Macduff's state of mind was not explained by many candidates.
- Parts (v) and (vi) were answered correctly by most of the candidates.

### Suggestions for teachers

- Careful and detailed reading and explanation of the individual scenes and lines is required.
- Thorough discussion of character, action and motive must be done.
- More practice should be given in reference to the context type of questions in class.

## **MARKING SCHEME**

### **Question 1.**

- (a) (i) The King's head-quarters/king's palace/Forres the palace/Forres, a room in the palace, Malcolm, Duncan's eldest son.
- (ii) Macbeth's desire to become the king of Scotland. The witches had prophesied that he would become king of Scotland.
- (iii) Duncan has heard so much praise of Macbeth that it is as satisfying as a banquet.
- (iv) He had earlier expressed his loyalty to Duncan and his words now reveal his disloyalty and his selfish motives.
- (v) He comments that Macbeth is a peerless kinsman.  
His words are ironic for Macbeth, has been harbouring thoughts of killing. Duncan and grasping the throne by force. Unaware of this Duncan can only praise him.
- (vi) o'erleap - jump over; /over come  
wink - ignore;/be blind/not see/avoid/over look  
valiant – brave / courageous/ fearless/bold

- (b) (i) The Banquet Hall/room of state/banquet hall in the palace
- (ii) Macbeth was behaving strangely. The table's full/ which of you have done this? Never shake thy gory locks at me/only Macbeth could see Banquo's ghost OR two points to show strange behaviour
- (iii) Macbeth's fit will last only for a moment/ He will become well again in no time. She reassures the guests
- (iv) Macbeth's behaviour was unbecoming of a host/did not attend to his guests. His gestures & facial expressions were a slur on his manhood. Sees it as a sign of his weakness.
- (v) When Duncan's murder is discovered/ Macbeth confesses to having killed the guards out of 'violent love'/Lady Macbeth pretends to faint to divert the attention from Macbeth. She also replaces the bloodied daggers beside the sleeping grooms when Macbeth expresses his inability to do so.
- (vi) rise – get up;/stand  
note - notice; /pay attention/make a fuss/observe/watch/look  
passion – pain / agony/fit/anger/agitation
- (c) (i) Dunsinane/ Macbeth's castle/another part of castle.
- (ii) Macbeth was guilty of spilling the blood of Macduff's family.
- (iii) Macbeth does not want to be like the foolish Roman generals who killed themselves with their own swords. Roman honour demanded suicide rather than surrender.
- (iv) Does not want to waste time in talking/ He is too angry to talk to Macbeth/He wants to fulfil his vow to avenge the death of his family. He doesn't want to exchange words with Macbeth. He wants his sword to do the talking.
- (v) Macbeth realizes that the witches had misled him. His resolution to fight in spite of all odds/ The coronation of Malcolm. /Restoration of order and harmony in the kingdom through the killing of Macbeth
- (vi) gashes – wounds/cuts  
charg'd – burdened/filled with/loading/heavy/guilty.  
terms – words, expressions

### Pygmalion Ø George Bernard Shaw

#### Question 2

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

(a) The Flower Girl : Thank you kindly, lady.

The Daughter : Make her give you the change. These things are only a penny a bunch.

The Mother : Do hold your tongue, Clara. (*To the girl*)  
You can keep the change.

The Flower Girl : Oh, thank you, lady.

The Mother : Now tell me how you know that young gentleman's name

The Flower Girl : I didnt.

The Mother : I heard you call him by it. Dont try to deceive me.

The Flower Girl : (*protesting*) Who's trying to deceive you?

(i) Where are the speakers? [1]

(ii) Why does the mother ask the flower girl to keep the change? [2]

(iii) Who is the 'young gentleman' being referred to? Why is he being mentioned in the conversation? [2]

(iv) Why does the mother accuse the flower girl of deceiving her? [1]

(v) How does the flower girl defend herself? [2]

(vi) What is the daughter's reaction to the entire episode? [2]

(b) Mrs. Pearce : Stop, Mr. Higgins. I wont allow it. It's you that are wicked. Go home to your parents, girl; and tell them to take better care of you.

Liza : I aint got no parents. They told me I was big enough to earn my own living and turned me out.

Mrs. Pearce : Wheres your mother?

(i) Where are Mrs. Pearce and Liza? [1]

(ii) Why is Mrs. Pearce upset with Mr. Higgins? [2]

(iii) How was Liza earning her own living? [2]

(iv) What information does Liza give about her mother? [1]

(v) What suggestion does Mr. Higgins give Mrs. Pearce? [2]

(vi) What do you learn about Mrs. Pearce from these lines? [2]

(c) Pickering : Where is Eliza? We must keep an eye on her.  
(*Eliza joins them.*)

Liza : I don't think I can bear much more. The people all stare so at me. An old lady has just told me that I speak exactly like Queen Victoria. I am sorry if I have lost your bet. I have done my best; but nothing can make me the same as these people.

Pickering : You have not lost it, my dear. You have won it ten times over.

- (i) Where are the speakers? Why are they here? [2]
- (ii) Who had greeted Higgins enthusiastically? What had he said? [2]
- (iii) How did the two of them differ in their assessment of Liza? [2]
- (iv) How had Liza behaved on this occasion? [1]
- (v) Which bet are they talking about? What were the terms of the bet? [2]
- (vi) Give one example of Higgins' bad behaviour on this occasion. [1]

#### Comments of Examiners

- (a) (i) Many candidates could not provide the exact location.
- (ii) This part was generally answered well.
- (iii) Candidates could not answer the second half of the question i.e. the mother's suspicions being aroused when Liza addressed Freddy by his name.
- (iv) Candidates answered this part correctly.
- (v) Candidates could not give Liza's reason for calling Freddy by his name.
- (vi) The daughter's reaction was not given by some candidates. Candidates did not refer to her annoyance and disgust.
- (b) (i) Very few candidates mentioned Higgins' laboratory.
- (ii) Mrs. Pearce's displeasure at Higgins' treatment of Liza was not expressed clearly by a number of candidates.
- (iii) Candidates attempted this part correctly.
- (iv) Candidates did not mention the fact that the woman who turned her out was her sixth stepmother.
- (v) Candidates did not mention that Mrs. Pearce could adopt her and that Liza would be a source of great amusement to her.
- (vi) Most candidates answered this part satisfactorily.
- (c) (i) This part was generally answered correctly.
- (ii) Nepommuck's remark was not mentioned correctly in a few cases.
- (iii) Candidates could answer this part correctly.
- (iv) This part was generally correctly answered.
- (v) The terms of the bet were given in a vague manner by some candidates.
- (vi) Several candidates did not give the example from the Ambassador's ball, rather they gave it from all over the play.

#### Suggestions for teachers

- Detailed reading of the text with emphasis on the words spoken by each character
- Motives of characters, interaction between them should be mentioned.
- A thorough discussion of the text should be attempted.

## MARKING SCHEME

### Question 2.

- (a) (i) The speakers are in Covent Garden/Under the portico of St. Paul's Church.
- (ii) The mother wants to buy the trust of the flower girl. She wants to elicit information from her/She wants to know how the flower girl knows her son's name.
- (iii) Freddy is the young gentleman. Liza had called out his name when he had collided with her and knocked out her basket of flowers. The mother wanted to know how Liza knew her son's name/ the mother was suspicious
- (iv) When Liza told her that she didn't know the gentleman's name, the mother did not believe her/ She had paid six pence for a bunch of flowers worth only a penny/ she was suspicious.
- (v) Liza called him Freddy or Charlie same as anyone would address a stranger. She just wished to be pleasant.
- (vi) The mother had thrown away/wasted six pence; She might have spared Freddy that. She retreats behind the pillar in disgust/annoyance/irritation.
- (b) (i) Higgins' Laboratory.
- (ii) Mrs. Pearce is upset at the way Higgins was treating the girl (candidates should elaborate Higgins' behaviour).
- (iii) Liza sold flowers /in Covent Garden.
- (iv) She had no mother. The one who turned her out was her sixth stepmother.
- (v) Since the girl doesn't belong to anyone, Mrs. Pearce can adopt her. He was sure a daughter would be a great amusement to her.
- (vi) Mrs. Pearce felt very protective towards Liza. She wanted Higgins to treat Liza with some respect/She was correct/morally upright/practical/ disapproved of Higgins' ways.
- (c) (i) At the Ambassador's Garden Party/embassy Eliza had been brought here as a final test to see whether she would be able to pass her test and be accepted by polite society.
- (ii) Nepommuck, an ex-student of Higgins and an expert on languages. He declares, he had made Higgins name famous throughout Europe. He was Higgins' /first/best/greatest pupil.
- (iii) Nepommuck feels that Eliza is a Hungarian princess. Higgins declares that she is an ordinary London girl out of the gutter and taught to speak English by an expert.
- (iv) With great dignity /and refinement/ In fact, she had walked like a somnambulist /in a desert rather than a debutante in a fashionable crowd.
- (v) Pickering had said that if Higgins would pass off Eliza, the flower girl, as a lady after training her, Pickering would acknowledge him as the greatest leader and even pay for all the expenses of the experiment.
- (vi) Any one example was accepted.

## SECTION B

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

*Macbeth* **OR** *Pygmalion*.)

**Macbeth** *Ø* *Shakespeare*

### Question 3

[20]

Macbeth and his wife had decided to act in a manner which would safeguard them from suspicion of Duncan's murder. How do they do this and how far are they successful?

#### Comments of Examiners

Most candidates were able to describe the safeguards used by Macbeth and his wife to ensure that their role in Duncan's murder remained hidden from public gaze. However, the evaluation of the extent of their success was not adequately treated. The candidates could not garner examples from the entire play to show how the efforts of Macbeth and his wife were unsuccessful.

#### Suggestion for teachers

- In addition to detailed reading of individual scenes and the actions of the characters, students should be helped to analyse and evaluate the scenes and the words spoken by the characters.

### MARKING SCHEME

#### Question 3.

- When Macbeth asks whether people would accept their explanation for Duncan's murder, Lady Macbeth proudly asks "Who dares receive it other".
- She has already made her plans – she drugs the grooms with drink so that Macbeth can easily commit the murder.
- She places the blood stained dagger beside them and marks their faces with Duncan's blood.
- When the knocking is heard at the south entry, she urges Macbeth to put on his nightgown and to wipe the look of fear from his face.
- When Duncan's murder is discovered by Macduff, Macbeth expresses surprise and sorrow.
- Lady Macbeth faints.
- Macbeth makes an elaborate speech expressing his love for Duncan and in an apparent fit of anger kills the grooms who appear to have done the deed.
- In spite of their efforts they cannot convince the people of their innocence.
- Macduff finds Macbeth's behaviour when Duncan's dead body is discovered very odd – questions him why he had killed the grooms and later does not go to see Macbeth crowned at Scone./ Conversation of Donalbain and Malcolm.
- Ross and the old man talk of the unusual turn of events. It is evident that they have not believed Macbeth's account. The conversation between Lennox and the Lord in Act III
- Lady Macbeth's guilt ridden words, in Act V Sc. i. The Doctor's comments about the whispers and rumours which abound around them.
- In an effort to hide his guilt Macbeth turns into a cold blooded murderer who reaches his nadir when he murders Macduff's innocent wife and children.



#### Question 4

[20]

Which scene in the play *Macbeth* has made the greatest impression on your mind? Describe the scene vividly, giving reasons for your choice.

#### Comments of Examiners

Most candidates were able to choose the scenes which had made an impression on their minds. However, most candidates merely wrote summaries of the chosen scenes. The descriptions were incomplete and vague with details missing. Critical insight was found to be lacking in several answers.

In a number of cases, reasons for choosing the particular scene were not given; candidates seemed unaware of the thematic/ dramatic impact of the scene.

In many cases, no comment was made on the language/style /imagery.

#### Suggestions for teachers

- Thorough discussion on each scene is necessary.
- Students should be encouraged to analyse each scene from various angles and to develop their own opinion and critical insight.
- Practice in writing answers should be given

### MARKING SCHEME

#### Question 4.

Candidate could choose a scene which had impressed them. They had to describe the scene vividly and also explain why they had chosen the particular scene and its significance from the point of view of theme, plot, action, development of character, dynamics of character or dramatic value.

### Pygmalion Ø George Bernard Shaw

#### Question 5

[20]

Referring closely to the first two Acts of the play *Pygmalion*, trace the sequence of events that lead to Eliza becoming Higgins' pupil.

#### Comments of Examiners

In a number of cases, vague generalised answers were given. There was a tendency to merely summarize. In several cases, the *sequence of events* was not adhered to.

Candidates did not trace the comments of characters (viz the conversation between Higgins and Pickering under the portico of St. Paul's Church) which were instrumental in Eliza's desire to become Higgins' pupil.

#### Suggestions for teachers

- Students must be taught to trace the developments of the plot.
- They should be introduced to the cause and effect sequence of any scene or act.
- Discourage the use of guide books.

## MARKING SCHEME

### Question 5.

- Manner in which Eliza and Higgins meet.
- Higgins' brow beating of Eliza.
- His declaration that he can turn her into a Lady capable of working in a flower shop.
- This arouses Eliza's attention.
- Higgins throws a handful of small change into her basket.
- Gives her the courage to come to his laboratory.
- The brief scene of Eliza's room gives us an indication of Eliza's hopes and dreams.
- Expresses her intention of being his student – she is bringing him business.
- Higgins', initial reaction – He is not interested in her as he has enough records of the Lisson Grove Lingo.
- Pickering introduces the challenge.
- Higgins accepts the challenge – She is so horribly low, so deliciously dirty, sends Eliza up to be changed into clean clothes. He will be worse than two fathers to her if he teaches her.
- Sudden arrival of Doolittle who "touches" him for money and then leaves.

### Question 6

[20]

With close reference to the Ambassador's Garden Party, show how Eliza passes her test and is finally accepted by society.

#### Comments of Examiners

This part was mostly answered well by the candidates. Some of the candidates did not try to comment on the reactions of the various people present. In several cases, critical analysis was absent.

#### Suggestions for teachers

- Thorough reading of the text is vital.
- There should be an attempt to view the play as a whole.
- Discourage the use of guide books.

## MARKING SCHEME

### Question 6.

- Ambassador's Garden Party is the final test for Eliza.
- She has to be proven as suitable for the upper middle class.
- She enters the place with Higgins and Pickering.
- Pickering is a little nervous about the whole matter but Higgins is his usual determined self.
- The minute they enter, every one evinces an interest in Eliza.
- The Duchess tells Nepummock a student of Higgins, an authority on languages to find about Eliza.
- Eliza passes through the ball as if in a dream, she is so intent on her role that she almost sleep-walks through the ordeal.
- Very soon Nepummock comes back with the information that Eliza is a fraud. She is actually a Hungarian Princess in disguise.
- When Higgins is asked for his opinion, he says that she belongs to the lower middle class and has been trained by an expert.
- Higgins is laughed at by Nepummock. He says that the English do not speak their language as well. Only those who are trained do so.
- Eliza comes to them and declares that she wishes to go home. She is not sure whether she has won the bet of Pickering. Pickering says she has won it "ten times over".

## The Mayor of Casterbridge Ø Thomas Hardy

### Question 7

[20]

Choose *two* dramatic incidents from the novel and show their importance in the development of the novel's plot.

#### Comments of Examiners

Candidates did choose two incidents from the novel. However, in many cases, they did not focus on the word *dramatic* in the question. Answers became flat summaries of the incidents chosen. Most candidates displayed lack of critical and analytical insight when they tried to explain the importance of the incidents in the development of the plot of the novel.

#### Suggestions for teachers

- Thorough discussion of each chapter read is important.
- Students must be encouraged to read the novel, not the guide on the novel.
- Students should be guided so that they can develop their responses to the different incidents in the novel and understand how these incidents contribute to the novel

## MARKING SCHEME

### Question 7.

Two dramatic incidents to be chosen and evaluated.

Candidate had to choose any two incidents which struck them as dramatic (there had to be elements of drama in the incidents) Vivid description of incidents with emphasis on drama (related to plot, theme, mood, interaction between characters, irony, etc.).

### Question 8

[20]

Henchard tries to forge a bond with several people, but he is always destined to be alone. Comment with reference to Henchard's interaction with *any two* characters with whom he forms a brief association.

#### Comments of Examiners

Several candidates did not seem to understand that they had to respond to the statement made in the question. Most candidates tended to write about Henchard's relationship with the characters without focussing on his efforts to forge bonds with these characters. They did not try and evaluate how he failed in each relationship and the factors which led to each failure. Very few candidates focussed on the role of Fate in the breakdown of each relationship.

#### Suggestions for teachers

- Thorough and detailed reading of the novel followed by intensive discussion on the various aspects of the novel is required.
- Students should be encouraged to develop their own point of view.

## MARKING SCHEME

### Question 8.

Relationship with any two characters had to be examined. Some relationships such as Henchard's relationship with Farfrae, Susan, Elizabeth Jane, Lucetta and so on could be examined. Candidates were not to write mere characterisations but focus on the development of any two of these relationships emphasising the *bond* created and then the slow disintegration of the bonds. Answers had to examine factors which led to the disintegration of the relationships. Impact on Henchard was also to be included.

### Question 9

[20]

Though, a fairly passive character, show how Elizabeth Jane Newson leaves an impact on the reader.

## Comments of Examiners

Most candidates merely attempted a characterisation of Elizabeth- Jane without discussing the words *passive* and *impact*.

Very vague and generalised answers were given by many candidates, with no reference to specific incidents, comments or interactions with the different characters.

### Suggestions for teachers

- Flat characterisations should be avoided.
- Help students to develop a critical insight into every character.
- Encourage different points of view.

## **MARKING SCHEME**

### **Question 9.**

Elizabeth Jane Newson's talent for 'making limited opportunities endurable' leaves an impact on the reader. At eighteen, she follows her mother across the English countryside, unaware of her relationship with Henchard. Once in Casterbridge, she transforms herself with intellectual and social attributes. She dresses like a lady, reads voraciously and gets rid of her rustic dialect. Her mother dies and leaves her in the custody of a man who has learnt that she is not his biological daughter. She accepts Lucetta's invitation to live with her and does menial jobs with dignity.

Unlike Henchard and Lucetta, Elizabeth Jane suffers her pain and misfortune with a quiet resolve. When Henchard disowns her and Lucetta usurps her place in Farfrae's heart, she accepts these circumstances and moves on with life.

The most striking quality is her compassion. She takes care of her dying mother. She tries to protect Lucetta from witnessing the Skimmity ride and after the latter swoons, she takes care of her and gets her medical help.

Elizabeth Jane is also always willing to forgive Henchard his faults. While Henchard cannot let go of his past, leading to his ruin, Elizabeth's acceptance that 'happiness was but the occasional episode in a general drama of pain helps her in her final triumph as she marries Farfrae and settles down in life.

## **Footprints (A Collection of Essays) Ø Edited by Stephen DaCosta**

### **Question 10**

**[20]**

Referring closely to the essay "*On Saying Please*" show how according to A.G. Gardiner "*We infect the World with our ill humour*".

### Comments of Examiners

Very generalised answers were given by most candidates. Candidates tended to make up their own points. Very few candidates tried to substantiate the statement, “*We infect the World with our ill humour*” with references from the essay.

#### Suggestions for teachers

- Intensive reading of the text must be encouraged.
- Provide scope for a lively class discussion on the points made in the essay.
- More practice should be given in written work on the essays.

### **MARKING SCHEME**

#### **Question 10.**

- “*On Saying Please*” is A.G. Gardner’s plea for politeness in our everyday life.
- He starts with the example of the liftman who threw a passenger out of the lift because the latter had not said please.
- He admits that this courtesy is not a legal offence, and it does not excuse assault and battery.
- No legal system can attempt legislate against bad manners or sanction the use of violence against something which it does not recognise as a legally punishable offence.
- One can be as uncivil as one wants and the law will protect one from violent retaliation.
- The law cannot compel a person to say please or to tune ones voice to other people’s sensibilities just as it cannot force one from following fashion.
- It does not recognize the laceration of our feelings as a case of compensation.
- Nevertheless, the damages of rude insensible behaviour are just as painful as physical violence.
- We behave rudely as a retaliation or reaction to have been treated badly.
- The world does become affected and infected by ill humours.
- Bad manners can poison the stream of general life more than all the crimes in the calendar. However, the law cannot become the guardian of our private matters.
- Politeness and courtesy keep the machine of life oiled life and running well.

#### **Question 11**

**[20]**

Why do you think Mahatma Gandhi believed that, “The Man of Prayer will be at Peace with himself and with the whole world”? Explain Gandhiji’s theory of prayer as expressed in the essay, “*Prayer – The Essence of Religion*”.

### Comments of Examiners

Several candidates deviated from the text. The answers revealed inadequate acquaintance with the text. In many cases, both parts of the question were not answered.

#### Suggestions for teachers

- Thorough reading of the text combined with practice in writing answers is essential.
- Students should be taught to read the questions carefully so that they can provide correct answers without vague generalisations.

### **MARKING SCHEME**

#### **Question 11.**

- Prayer is the very soul and essence of religion. Therefore, there must be the very core of the life of man for no man can live without religion.
- Whether by reason instinct or superstition man acknowledges some sort of relationship with the divine.
- Prayer is the most vital part of religion.
- It can be petitional or can be invert communion.
- Even when it is petitional, the petition should be for the cleansing and purification of the soul, from freeing it from layers of ignorance and darkness.
- One who hungers for the awakening of the divine in him, must fall back on prayer.
- However, it is no repetition of empty formula.
- It is better in prayer to have a heart without words than words without a heart.
- It must be in clear response to the spirit which hungers for it.
- Without prayer, there is no invert peace.
- However, it is not easy to offer prayers every minute of our lives – we should fix some hours when we make a serious effort to throw off the attachment of the world.
- A man who does not have the sheet anchor of prayer finds himself enveloped by darkness.
- With prayer, he will be at peace with himself and the whole world.
- One should, therefore, begin ones day with prayer and end it with prayer.
- The form does not matter, as long as it puts us into communion with the divine.

## Question 12

[20]

What according to Lamb are the “infirmities of married people”? What complaints does he make about the treatment meted out to him by the wives of his married friends?

### Comments of Examiners

Several candidates did not understand the meaning of “infirmities”. The second part of the question was not answered by most candidates. Some candidates did not talk about the role of wives in isolating their husbands’ friends.

### Suggestions for teachers

- If necessary, a brief introduction could be given on the salient points in the essay before the essay is read in class.
- Students may be asked to mark the main points in the essay.

## MARKING SCHEME

### Question 12.

- Lamb takes a good natured view on the infirmities of married people.
- They show their preference for each other so openly as if hinting that the single person is not the object of such preference.
- Lamb was often himself the object of pity because he was not the choice of the Lady.
- Marriage according to Lamb is a monopoly. Married people with this exclusive privilege should keep the advantage as much out of sight as possible.
- The complacency and satisfaction in the countenance of new married couple seems to indicate that the bachelor can make no claims on her.
- Moreover, he feels that these people give themselves excessive airs founded on the ignorance of unmarried people. They give free advice on almost everything to the bachelors believing them incapable of even the basic knowledge of domestic affairs.
- The married people with children neither want the bachelors to show excessive affection for the children nor do they like them to ignore them.
- Moreover, immediately after marriage, a wife ensures that her husband is not in terms of intimacy with his bachelor friend.
- They will develop subtle base of undermining the friend in the eyes of the husband.
- Lamb declares that he has suffered several of these mortifications at the houses of his married friends.
- He, therefore, is tired of the familiar attitude of some of these married ladies if they do not change the manners, he will not give them Roman names, but reveal their actual ones.



**Hues - An Anthology of Short Stories** Ø *Barry Antunis, Anupam Banerjee,  
S. Thomas & Sumana Saha*

**Question 13**

[20]

The collection of short stories, *Hues* has several stories depicting the concerns of adolescence. Which story of an adolescent has appealed to you and why? Refer closely to the story in your answer.

Comments of Examiners

Many candidates chose stories which did not have adolescence as a central idea or theme. Others merely retold the story chosen without focussing on, or discussing the traits of adolescence presented in the story. Critical insight and analytical ability was found to be missing in many answers.

Suggestions for teachers

- Discourage dependence on notes.
- Insist on students reading the question carefully and understanding what is required of them.
- Class discussion on various aspects of a story is necessary.

**MARKING SCHEME**

**Question 13.**

Candidate had to choose one story and discuss how adolescence is presented in the story. They could have chosen from the following stories in their collection: Growing Up, Going Places, The Castaway, Love Across the Salt Desert, and The Night Train at Deoli, Portrait of a Lady. They were not to merely retell the stories but focus on the treatment of adolescence in the respective story. A heightened answer would examine the specific aspect or feature of adolescence presented in the story chosen.

**Question 14**

[20]

Referring closely to the short story *A Devoted Son*, evaluate the character of old Varmaji.

Comments of Examiners

Candidates revealed a tendency to write a summary of the story instead of evaluating the character of Varmaji. The chief traits of Varmaji's character were not mentioned by many candidates. Very few candidates cited examples from the story to substantiate their observations.

Suggestions for teachers

- Students should be told that mere reading of the story is not enough. The teacher should discuss the various aspects of the story.
- Students should be encouraged to discuss character and motivation.

## MARKING SCHEME

### Question 14.

- Varmaji is initially a proud father whose son made proud by standing first in the medical examination in the entire country.
- He eagerly follows the illustrious career of his son has made him proud.
- Subtly, the son starts changing from a devoted son to an efficient Doctor even at home.
- Varmaji cannot face all his privileges being taken away from him.
- He disapproves of his son's control over his food habits and loudly discusses his son's cruelty with his neighbour.
- Feels redundant and uncared for in his house.
- Loses the will to live.
- He is kept alive by his son's medicines.
- At the end of the story, when his son comes to him, with yet another bottle of medicine, makes a grand gesture of dissent.

### Question 15

[20]

The writer's account in *Third Thought* shows how growing self interest and selfish concerns can affect the thinking of an individual. Discuss.

#### Comments of Examiners

Most candidates were comfortable while answering this question. However, some candidates faced problems in recalling details of the story. Very few focussed on "growing self interest and selfish concerns" and as a result their answers were mere summaries.

#### Suggestions for teachers

- Thorough acquaintance with the text is necessary.
- Discussion of character and motive should be encouraged.
- Students should be trained to check what a question demands before answering it.

## MARKING SCHEME

### Question 15.

The writer's account in *Third Thought* shows how growing self interest and selfish concerns can affect the thinking of an individual. Discuss.

- Third Thought takes an amusing look at how the initial good intentions of an individual can be side-tracked by the ticking human mind that is prone to avarice.
- The writer gives his own example of how he had bought a portfolio of water colour drawings which were probably done by Turner. The dealer was not aware of its authenticity and sold it for 10 shillings.

- The writer in his turn sold it for 50 pounds. He thought that he should share some of his good fortune with the dealer. Therefore, he wrote a note for the dealer saying that the turner had turned out to be authentic and therefore, the writer would like to give him half the proceeds.
- However, he did not put the stamps and since it was late, he did not post the letter and went to bed.
- He woke up at 3.30 a.m. and began to review his life's errors. He thought about the letter to the dealer and on second thought, the action seem to be quixotic. He, therefore, decided to send only 10 pounds.
- However, he could not sleep still and began to think about the dealer. Now, even the 10 pounds seems too much. It would only give the dealer a wrong idea about his customer. He would expect others to be as generous. So, not to disappoint him in future he reduced the 10 pounds to 5.
- The next morning, the writer started thinking that, he had brought off a financial coup and he would be up-setting the goddess of business if he foolishly parted with his profits.
- He, therefore, decided to send just one pound. He enclosed it in a letter, telling the old gentleman that, he was sending a present to him as he had made a profit.
- He had the letter in his pocket. When he went to the clerk, he played so disastrously that he was glad that he had not posted it. He rationalised the matter by thinking that such bargains were part of the game and the customer was under no obligation to the dealer.

**Starlight Ø Edited by Guy Kenneth Dantes**

**Question 16**

**[20]**

Describe the atmosphere created by Edgar Allen Poe in his poem, *The Raven*.

Comments of Examiners

Mere summaries of the poem were given by many candidates. Several candidates displayed a lack of understanding of the poem. Very few candidates focussed on the atmosphere. Very little analytical insight was displayed.

Suggestions for teachers

- Encourage students to read a poem analytically.
- Discourage recourse to prepared answers.
- Teach students to substantiate the points made in an answer.

**MARKING SCHEME**

**Question 16.**

First published in 1845, "The Raven" is undoubtedly Poe's most famous and widely read work. The poem reveals the human penchant for "self-torture" as evidenced by the speaker's tendency to weigh himself down with grief.

Heightened sensibility, sombre mood, midnight dreary in the bleak December, eerie setting, tapping on the chamber door, reading ancient folklore create an unnatural atmosphere befitting the emotional state of the speaker. An aura of mystery is created with the arrival of the stately raven 'perched upon a bust of Pallas' (the Greek Goddess of Wisdom).

Whilst the Poem is written in the Gothic horror tradition, one of its central themes is that of beauty. It was Poe's belief that beauty and grief are only slightly removed from each other, with both having the capacity to move a man to tears. The speaker feels so grieved over the loss of his love Lenore, that he allows his imagination to transform the bird into a prophet bringing news that the lovers will "Nevermore" be reunited, not even in heaven.

The stanzas become increasingly dramatic as the speaker makes observations or asks questions that reveal his growing tension and diminishing reason. The speaker experiences a conflict between a desire to forget & a desire to remember. Finally as the lamplight throws the raven's shadow on the floor, he comes to terms with his loss when he repeats the words of the raven stating his soul shall be lifted from the shadow 'nevermore' Thus the atmosphere created by the poet is in keeping with the mood of tension & pain of the speaker.

### Question 17

[20]

The *Shield of Achilles* presents the realities of the present world as a contrast to an idyllic past. Discuss.

#### Comments of Examiners

A number of candidates showed a tendency to summarise. There was no reference to the choice of Achilles as a role model in the poem. The element of contrast was not dealt with in detail. Candidates showed very little acquaintance with the poem.

#### Suggestions for teachers

- Thorough reading of texts is necessary.
- Encourage classroom discussion.
- Teach students to refer to, or quote from the text wherever necessary.

### MARKING SCHEME

#### Question 17.

- The poet draws on the legend of Achilles who was considered to be the epitome of valour and courage.
- The past is juxtaposed with the present with Achilles mother Thetis looking at the new shield that Hephaetos for him.
- Thetis looks for all the symbols of grace and beauty that typified the ancient world.
- The ancient world have been marked by noble cities and a spirit adventure with men travelling to unnamed destinations upon untamed seas. However, Hephaetos had created an artificial wilderness and a sky like lead. The plane did not have a feature. There was no sign of neighbourhood. Instead, a multitude patiently waited while a disembodied voice proved by statistics that some cause was just. There was not enthusiasm or cheering and the people marched away to support a belief which brought them death.
- Instead of the usual portrayal of ritual pieties, of libation and sacrifice. There was only an arbitrary sport enclosed by barbed wire where three pale figures were tied to posts and killed.

- The people who watched helplessly could not do anything about it.
- The ancient world was known for athletics, music and games, but instead, there was only a weed-choked field where a ragged urchin loitered about targeting harmless birds. He was used to the axioms of modern life where girls are raped and two boys knife a third. The boy has never heard of a world where promises were kept or there was fellow feeling and sympathy.
- The poem ends on a note of despair as Thetis feels that her son cannot exist in such a world.

### Question 18

[20]

Referring closely to the poem *Preludes*, show how the picture of modern city life is sordid as well as full of pity.

#### Comments of Examiners

Candidates did not seem acquainted with the poem. Many candidates wrote essays on modern city life which had no reference to the poem at all. Many answers did not bring out the *sordid and pitiful* aspects of modern city life. Very few candidates referred to the poet's technique in the poem. In several cases, there was no reference to the last few lines of the poem.

#### Suggestions for teachers

- All the poems should be taught with an equal degree of importance.
- Students should be encouraged to be active participants in a lesson rather than be passive listeners.

### MARKING SCHEME

#### Question 18.

- T.S Eliot reveals his disappointment with modern world as he presents a winter evening in the city.
- There is the smell of steaks in the passage ways the burnt out end of smoky days reveals the exhaustion with life.
- The shower only brings grimy sparks of withered leaves and newspapers from vacant plots
- The morning comes to consciousness very much like a person suffering from a hangover.
- People travel along the sawdust trampled streets to coffee stands
- The poet is reminded of all the hands that are raising dingy shades in furnished rooms.
- One of the rooms houses a woman who likes watching the sordid images of the previous night being flashed along the ceiling.
- There is a strange kinship between the woman and the street – both been used by countless people.
- Yellow soles of her feet and her soiled hands reveal the sordidness of life.
- The world is characterised by disintegration and lack of cohesiveness.
- The poet is momentarily reminded of an infinitely gentle, infinitely suffering thing, but he rejects this idea as he realizes that the worlds revolt like ancient women gathering fuel in vacant lots.

## **GENERAL COMMENTS:**

### **(a) Topics found difficult by candidates in the Question Paper:**

- Macbeth-Question 3
- Essay – On Saying Please – Question 10
- The idea of adolescence as presented in the stories of the selection – Question 13
- The creation of atmosphere in The Raven – Question 16
- Interpretation of the presentation of modern city life in Preludes-Question 18

### **(b) Concepts in which candidates got confused:**

- The plan and intention of Lady Macbeth and Macbeth when they murder Duncan and how their expectations are frustrated.
- The concept of adolescence- the traits of adolescence
- Henchard's relationship with certain characters- reasons for the breakdown of the relationships.

### **(c) Suggestions for candidates:**

- Read the texts thoroughly.
- Do not depend on readymade notes or answers – instead, try to develop an independent viewpoint and substantiate your answers with close references to the text.
- Practice writing long answer questions.
- Learn to manage your time.
- Focus on central themes and ideas in the texts while writing your answers.
- While answering Question 1, give precise and to the point answers.
- Pay attention to language and try to avoid linguistic errors.
- Learn to read questions carefully, paying special attention to key words.
- Always substantiate observations made in your answers with quotations or references to the texts.