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Index No:

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Supervising Examiner's/Invigilator's initial:

**Reading and Literature
English Paper II**

**Writing Time: 3 Hours
Total Marks : 80**

READ THE FOLLOWING DIRECTIONS CAREFULLY:

1. Do **not** write for the first **fifteen minutes**. This time is to be spent reading the questions. After having read the questions, you will be given **three hours** to answer all questions.
2. The **first five digits** have already been printed. Write the remaining seven digits of your **index number** in the space provided on the **top right hand corner of this cover page only**.
3. In this paper, there are **four** Sections: **A, B, C** and **D**. Each section has **two sets** of questions, **Set I** and **Set II**. Set I comprises of **Question nos. 1a and 1b** and Set II corresponds to **Question no. 2** across all sections. You must attempt **one set** of questions from **each section**.
4. You must attempt **four sets** of questions in all. Your choice **must** include one **Set II question** (Question no.2) from any section.
5. **Do not** attempt questions from two different sets. Your choice is **strictly** between the two sets of questions provided for each section.
6. Read the directions to each question carefully and write **all** your answers in the space provided in the **question booklet** itself.
7. Remember to write **quickly** but **neatly**.
8. **Do not** remove or tear off any pages from the booklet.
9. **Do not** draw lines or pictures on or **in** the booklet to beautify it.
10. **Do not** leave the examination hall before you have **made sure** that you have answered four sets of questions according to the directions given above.

For Chief Marker's and Markers' Use Only

Question	Section A		Section B		Section C		Section D		Total	
	I	II	I	II	I	II	I	II		
Award										Chief Marker's Signature↓
Markers' Initial →										

**SECTION A
SHORT STORY**

Direction: *From the two sets of questions under this genre, choose ONE SET and write your responses in the space provided. Read the extract given below and answer the questions based on the story from which this extract has been taken.*

“He heard the words whispered in anguish ‘Is evil then triumphant?’ And holding the dead knight in his arms he saw that beside the bright armour of the youth his own, besmirched by the long quest looked black in the darkness of the forest.”

SET I

Question 1a.

[1x5=5]

Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in the space provided.

1. Who is the author of the story from which this extract has been taken?
 - A Alice Munro
 - B Anton Chekov
 - C Eric Nicol
 - D Mark Twain

Answer: _____

2. The White Knight’s first bad deed while he was in pursuit of the Black Knight was
 - A stealing a horse.
 - B betraying his love.
 - C killing another white knight.
 - D stealing buns from a bakeshop.

Answer: _____

3. The main rhetoric used in the story is
- A simile.
 - B allegory.
 - C metaphor.
 - D personification.

Answer: _____

4. The knight thought he represented 'goodness' because he was
- A wise.
 - B white.
 - C the champion of life.
 - D against the Black Knight.

Answer: _____

5. Eventually the White Knight realized that
- A good is always represented by white.
 - B it is alright to be bad sometimes.
 - C the good are always triumphant.
 - D it is difficult to define good and bad.

Answer: _____

Question 1b.

[3x5=15]

Read the following questions carefully and write your answers in the space provided.

1. How does the White Knight justify his actions? Give **three** examples to prove your point. (5)

SECTION B
ESSAY

Direction: *Read the essay given below carefully. From the two sets of questions on this text, choose one set and write your responses in the space provided.*

EXAMINATION

In a civilized world the examination system should have no place. It is a culmination of all sadistic impulses. Learned commissions and conferences meet and speculate why young people are always on the verge of blasting street lamps and smashing furniture. In technical language it is known as 'student indiscipline.' It has always amused one to note the concern the problem causes and how it always ends in woolly, banal resolutions such as: students should be encouraged in all their creative activities, and to build up a healthy, robust and studious outlook; students should be given compulsory military training, asked to perform compulsory rural service, and compulsory what not. Students should keep out of politics (a great many other ought to keep out of politics too; in any case, it's too late to suggest this as students were inveigled into politics not so long ago in our history).

The real wrecker of young nerves, however, is the Examinations System. It builds up a tension and anxiety neurosis day by day all the year round, all through one's youth, right into middle age (for some). I remember the desperate nervousness that debilitated me from January to April every year. After four decades, I still jump off my bed from nightmares of examination. I feel convinced that the examination system was devised by a satanic mind. The anxiety and sleeplessness, the gamble over possible questions, the hush-hush and grimness of the examination hall, the invigilators (the very word has a Grand-Inquisitorial sound) watching like wardens at the gallows, the awful ritual of breaking open the seal of the examination papers, the whole thing now appears ridiculously ritualistic and out of tune with a civilization in which one is capable of taking a stroll thousands of miles above the earth towards the moon.

If I become the Vice-Chancellor, my first act would be to abolish all secrecy that surrounds question papers. Instead of permitting wild speculations or, as it happens nowadays, advance sale of questions in the black market, I would take advertisement space in newspapers and publish the questions in every subject, adding under each credit line: 'Set by professor so and so'. I would not hesitate to announce with courage the names of those who are going to evaluate answers and decree failures and successes. I would add a postscript to every questions paper: 'if you cannot answer any of the above questions, don't despair. Remember your examiners are not infallible and may not do better if placed in your predicament. Your inability to answer will in no way be a reflection on your intelligence. We apologize for the embarrassment. Also remember, if you expect a first class and do not secure even passing marks, don't rave against your examiner, he is also a human being subject to fluctuating moods caused by unexpected domestic quarrels or a bad digestion just when he is sitting down to correct your papers; also, not being an adding machine, occasionally he may slip and arrive at 7 while totaling 8 and 3. Please forgive him.'

At a certain university in America I met an advanced soul. He taught Political Science. A month before the annual examination, he cyclostyled (or 'Xerox') the questions and distributed them among his students, who thereafter spent nearly twelve hours a day in the library in the "Assigned reading room". I described to him our habits of hiding the questions till the last moment. He remarked, 'why on earth keep the boys in the dark over questions that after all concern them?' I explained, 'we believe in mugging up; on an average 200 pages per subject, and fifteen subjects in a year. One who can demonstrate that he can recollect three thousand pages in the examination hall will be considered a first-class student in our country, although he need not understand a word of what he reads, or remember a syllable of what he has read after the examinations. The whole aim of our education is to strain the faculty of memory.' 'Your system must have been devised before Caxton, when there was no printed book, and handwritten books were chained and guarded. Memory is not so important today. Our need is far more libraries and multiples copies. The only condition I make for my boys is that they spend at least six hours a day in the library a month before the examinations, and while writing their answers I permit them to refer the books. My only condition is that they should write their answers within the given time.'

In my college days, I had a professor of History, who said, 'it's a pity you have failed. If you didn't know the answer, you could have written any answer you knew; if you didn't know anything of the subject, you could just have copied the question paper. If you couldn't do even that, you could have told me and I would have given you marks.'

'I didn't know you were an examiner, Sir'.

'What a pity, they ought not to keep it a secret. All our troubles are due to it. After all, you have listened to my lectures for a year and that's enough'.

I had another professor from Scotland who taught us English; an enlightened soul, who marked a minimum of 35 percent on all papers; and raised it on request. He was accessible, and amenable to reason and even to bargaining.

He would ask, 'what mark do you expect to get?'

'Sixty, Sir.'

He would pick up the answer paper, glance through it and shake his head ruefully.

'I have given you the minimum, of course, but I'll raise it to 40.'

'Sir, please make it 52, I want at least a second class.'

'All right, I hope your interest in literature is genuine.'

'Undoubtedly.'

Oh, but for this noble soul, I'd never have passed in English.

R.K. Narayan

SET I

Question 1a.

[1x]

Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in the space provided.

1. The first thing the writer suggests he will do if he became the Vice-chancellor is
- A abolish secrecy of question papers.
 - B give information about the evaluators.
 - C allow teachers to increase the marks, if needed.
 - D add a post script 'don't despair' on the question papers.

Answer: _____

2. What according to the writer is the real wrecker of young nerves?
- A politics
 - B smashing furniture
 - C examination system
 - D compulsory military training

Answer: _____

3. How did the political service teacher in America conduct the examination?
- A He made the students prepare for the tests.
 - B He made the students mug up the whole book.
 - C He gave questions a month before the examination.
 - D He gave them marks according to their justifications.

Answer: _____

4. According to the writer, the examination system causes
- A nightmares.
 - B indigestion.
 - C stress and anxiety.
 - D student indiscipline.

Answer: _____

**SECTION C
POETRY**

Direction: *Read the poem given below carefully. From the two sets of questions on the poem, choose one set and write your responses in the space provided.*

NIGHT OF THE SCORPION

I remember the night my mother
was stung by a scorpion. Then hours
of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison-flash
of diabolic tail in the dark room -
he risked the rain again.
The peasants came like swarms of flies
and buzzed the Name of God a hundred times
to paralyze the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
on the sun-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood, they said,
May he sit still, they said.
May your sufferings decrease
the misfortunes of your next birth, they said.
May the sum of evil
balanced in this unreal world
against the sum of good
become diminished by your pain
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around.
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbors,
More insects, and the endless rain.
My father, skeptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.

I watched the flame feeding on my mother.
I watched the holy man perform his rites
To tame the poison with an incantation.
After twenty hours
It lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

NISSIM EZEKIEL

SET I

Question 1a.

[1x5=5]

Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in the space provided.

1. The scorpion's tail has been described as 'diabolic' because it
- A was the devil.
 - B represented evil.
 - C used the tail as a shield.
 - D was the tail which stung the mother.

Answer: _____

2. The scorpion had been hiding
- A on the roof.
 - B inside a tin box.
 - C behind the house.
 - D under a sack of rice.

Answer: _____

3. As soon as the scorpion stung the mother,
- A children gathered around the house.
 - B a swarm of flies came into the house.
 - C her husband rushed to apply medicine.
 - D neighbours came to the house in a large group.

Answer: _____

4. Which of the following characters would you like if you were a religious minded person?
- A father
 - B mother
 - C villagers
 - D scorpion

Answer: _____

5. If you were a rationalist and you happened to be sick you would certainly
- A panic.
 - B consult a doctor.
 - C call your neighbours for help.
 - D curse yourself for your previous sins.

Answer: _____

Question 1b.

[3x5=15]

Read the following questions carefully and write your answers in the space provided in not more than 60 words.

1. Why did the neighbours want the scorpion to sit still? Explain what this tells us about the villager's attitudes and beliefs. (2+3)

**SECTION D
NOVEL**

Direction: *From the two sets of questions based on the novel 'Giver' by Lois Lowry, choose one set and write your responses in the space provided.*

SET I

Question 1a.

[1x5=5]

Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in the space provided.

1. Flashbacks are used frequently in the novel. A flashback is a literary device that
- A guides the protagonist in the story.
 - B employs photographs of bygone days.
 - C shifts the narrative form present to the past.
 - D employs animals to make fun of human society.

Answer: _____

2. The 'Smack' and 'Snack' episode on the 12 ceremony had created a lot of
- A shame.
 - B sentiments.
 - C amusement.
 - D embarrassment.

Answer: _____

3. Among all the other twelve year olds the job Jonas received is the
- A easiest task for the elders.
 - B least appreciated job among all.
 - C most interesting job for the youth.
 - D most responsible job in the community.

Answer: _____

4. Why are the readers attracted to the character of Jonas?
- A He behaves as an adult.
 - B He is a very romantic character.
 - C He is the youngest and most active of all.
 - D He makes his own decisions and matures with the experience.

Answer: _____

5. Which of the following elements of the story gives the novel a universal appeal?
- A setting
 - B conflicts
 - C character
 - D denouement

Answer: _____

Question 1b.

[3x5=15]

Read the following questions carefully and write your answers in the space provided in not more than 60 words.

1. What is the significance of Gabriel in the story? (5)
