

LITERATURE IN ENGLISH

ENGLISH Paper – 2

II ANALYSIS OF PERFORMANCE

SECTION A - DRAMA

As You Like It : Shakespeare

Question 1.

Read the extract given below and answer the questions that follow:

Oliver: Farewell, Good Charles. [*exit Charles*] Now will I stir this gamester. I hope I shall see an end of him; for my soul, yet I know not why, hates nothing more than he.

- (i) Who is Charles? Why had he come to Oliver? [3]
- (ii) Who is the gamester referred to? What does Oliver think of the gamester in the lines that follow the extract? [3]
- (iii) What had Oliver told Charles about the gamester? [3]
- (iv) What news had Charles given Oliver about Duke Senior and Rosalind? [3]
- (v) Mention any four qualities of Orlando that have appealed to you. Give reasons from the text to justify your answer. [4]

Examiners' Comments

- (i) A few candidates mentioned Charles merely as the 'wrestler', instead of 'court wrestler' or 'Duke's wrestler'. In the sub part of the question they wrote that Charles had come there because Oliver had sent for him.
- (ii) In the sub part of the question, many candidates wrote about what Oliver told Charles about Orlando instead of what Oliver thought about Orlando.
- (iii) Most candidates were able to answer this question correctly though some repeated the answer of sub-part (ii).
- (iv) Most candidates answered this question correctly.
- (v) Most candidates were able to write about Orlando's qualities but could not justify their reasons in doing so as written in the answers.

Suggestions for teachers

- Students must be given sufficient practice in questions where their reasoning power is tested.
- A detailed study along with a clear explanation of each line is essential.
- Train students to write simple, to the point and precise answers.
- Emphasize the importance of reading the question paper carefully.

MARKING SCHEME

Question 1.

- (i) The court wrestler of Duke Frederick
To tell Oliver that Orlando plans to wrestle with him the following day. / He will be wrestling for his credit the following day. / Anyone who comes against him will have a broken limb. / Orlando is young and he would not like to spoil him. / Request Oliver to dissuade Orlando from his intentions or face the disgrace there of.
- (ii) Orlando
He is gentle. / Never schooled yet learned. / Full of noble devises. / Loved by all especially by his own people.
- (iii) The stubbornest fellow in France. / Full of ambition. / Envious emulator of every man's good parts. / A secret and envious contriver against his own brother. / If Charles disgraced Orlando, he would try to kill him in different ways.
- (iv) Duke Senior:-
Banished by his brother and some faithful lords have followed him. / Lives in the Forest of Arden merrily like Robin Hood of old.
Rosalind:-
She is at the court for the sake of Celia. / Not less beloved than Duke Frederick's own daughter.
- (v) Orlando
Has great self respect – he refused to change his father to get reward from the duke; he told Adam that he would not beg. / Brave and fearless – in spite of being persuaded by different people he goes ahead with the wrestling and defeats Charles the court wrestler. A true lover – wrote love poems about Rosalind and hung them on the trees. Kind and caring – took care of Adam when he was exhausted and famished.

Question 2.

Read the extract given below and answer the questions that follow:

Duke Senior : What fool is this?
Jaques : O worthy fool! One that has been a courtier,
..... O that I were a fool!
I am ambitious for a motley coat
Duke Senior : Thou shalt have one.
Jaques : It is my only suit.

- (i) What three things does Jaques say about Touchstone's brain? [3]
- (ii) How did Touchstone moralize on time? [3]
- (iii) What were the two pre-conditions that Jaques put forth before accepting the motley coat from the Duke? [3]
- (iv) Who, according to Jaques, should laugh the loudest? Why? [3]
- (v) Explain what Jaques would do if he was given a motley coat.
What was the Duke's reaction? [4]

Examiners' Comments

- (i) Most candidates were unable to write the three things posed in the question. Majority only mentioned that Touchstone's brain was as dry as a biscuit.
- (ii) This question was understood and well answered by most candidates.
- (iii) There was no clarity in this answer with many candidates writing vague answers.
- (iv) Candidates were able to highlight a few points in an abstract manner. There was no clarity in their answer to the 'Why?' part of the question,
- (v) Most candidates were unable to write proper explanations of the Duke's reaction. For the first part of this question only a general 'he would make fun of anyone he wishes' was mentioned.

Suggestions for teachers

- Since questions asked were specific to the scene, it required a detailed study of the text.
- Train students on how to write specific answers.
- Shakespeare's language may pose challenges but lucid explanations and training of students to refer closely to the text will boost their ability to answer correctly.
- Repeated revision of the text is extremely important.

MARKING SCHEME

Question 2.

- (i) His brain is as dry as the last remaining biscuit on a ship at the end of voyage. / He has packed the corners of his brain with knowledge gained by his personal experiences in all sorts of strange places. / He gives expression to this knowledge in a twisted and disjointed manner.
- (ii) Touchstone took out a watch from his pocket and looking at it with lackluster eyes said in a wise tone that "It is ten o'clock" – it shows how the world is moving on. / Only an hour ago it was nine o'clock and it will be eleven o'clock an hour hence. / Thus as the hours pass we mortals, like fruits, gradually wither and decay slowly.
- (iii) The Duke removes all pre-conceived notions from his head that he is an intelligent man. / As a fool he must further have the unrestricted freedom to mock at, criticize, and turn his sarcasms against anybody he chooses just as the wind has the freedom to blow upon anybody it likes.
- (iv) The man who is hit hardest by the criticism of the fool must laugh the loudest. / He must show that he does not care for the criticism of the fool by laughing them away. / This is wisdom. If he does not show indifference to such comments, / he will expose himself to the danger of being laughed at in front of the world at laugh. / His folly will be laid bare by the random sarcasm of the jester.
- (v) If Jaques were dressed in the motley and given the freedom to speak he will purge society of all the evils and misdeeds. / He says that the world is diseased and infected and he shall undertake to rid human society entirely of all the vices by administering a dose of medicine in the form of advice. / Thus Jaques would like to set himself up as the healer or reformer of the world.

The Duke ridicules Jaques' idea of cleansing the world. / He tells him that he is most unfit to criticize the follies of others. / In his youth he had led a sinful life. / His sins are like the boils and sores which he has caught in the course of his sinful behavior. / In trying to purge the world of its sins and follies, he will only be corrupting the world with the ill effects of his past life.

Loyalties : John Galsworthy

Question 3.

Read the extract given below and answer the questions that follow:

Inspector : Then we've got it fixed between 11:15 and 11:30. [*Jots*]
Now, sir, before we go further I'd like to see your butler
and the footman that valets this gentleman.
Winsor : [*With distaste*] Very well, Inspector; only – my butler
has been with us from a boy.
Inspector : Quite so. This is just clearing the ground, sir.
Winsor : General, d'you mind touching that bell?

- (i) Where has the Inspector come from? What has he got 'fixed' between 11.15 and 11.30? How could he have been so accurate about the timing? [3]
- (ii) What conclusions did the Inspector arrive at regarding how the theft was committed? [3]
- (iii) What information did the footman Robert supply, regarding his movements when questioned by the Inspector? [3]
- (iv) What two things in particular had Robert noticed about Mr. De Levis' clothes? [3]
- (v) Why does De Levis strongly suspect Ronald Dancy of committing the theft? [4]

Examiners' Comments

- (i) A few candidates were confused in the second and third part of the question. They could not explain as to how the Inspector could be so accurate about the time.
- (ii) Most candidates correctly answered this question.
- (iii) Some candidates were unable to recollect Robert's movements.
- (iv) A few errors observed in answers written by most candidates. However some candidates failed to mention the odd shoe that was missing.
- (v) A majority of candidates scored poorly as they wrote vague and incorrect answers that had neither clarity nor expression.

Suggestions for teachers

- A more comprehensive and detailed study of the text is called for.
- Minor details are as important as major ones. Impress this fact during classroom discussions when text revision is in progress.
- A thorough revision of the play with the help of role plays of the characters must be conducted in class.

MARKING SCHEME

Question 3.

Loyalties : Galsworthy

- (i) Newmarket. The timing of the theft of the banknotes. De Levis said he was sure it was 11.15 when he put his watch under the pillow before he went to the bath/ Winsor said he had just looked at the time (11.30) and told his wife to send her maid off.
- (ii) The thief was in the room all the time, under the bed and slipped out after De Levis had gone to Mr. Winsor / he came in with a key that fitted the lock/he came in with a skeleton key and out by the window, dropping from the balcony. / Came in by the window using a rope or ladder and out the same way.
- (iii) He had taken De Levis' clothes and boots at 10 o'clock / he had not come up again/ he had gone to bed at 11 / he had not gone to sleep but had played bridge with the two other footmen, Thomas and Frederick, in their room on the ground floor in the right wing at the extreme end of the house.
- (iv) That they were of very good quality / that one odd of his boots was missing and he had assumed that De Levis must have thrown it at a cat.
The Dancy's room was next to his / a distance of just over seven feet between the two balconies / nothing to a man who could take a standing jump on to a narrow bookcase four feet high and balance on it / the creeper stalk was crushed on the inner corner where he would naturally stand when he took his jump back .

Question 4.

Read the extract given below and answer the questions that follow:

Gilman : As I told you, sir, I've been followin' this case. It's what you might call piquant. And I should be very glad if it came about that this helped Captain Dancy. I take an interest, because, to tell you the truth, [Confidentially] I don't like – well, not to put too fine a point upon it Hebrews. They work harder; they're more sober; they're honest; and they're everywhere. I've nothing against them, but the fact is- they get on so.

Twisden : [*Cocking an eye*] A thorn in the flesh, Mr. Gilman.

Gilman : Well, I prefer my own countrymen, and that's the truth of it.

- (i) Who is Mr. Gilman and why does he want to see Mr. Twisden? [3]
- (ii) Mr. Gilman had said earlier that he had come 'from a sense of duty'.
What account does he give in this regard? [3]
- (iii) What account does Mr. Ricardos, who has come with Mr. Gilman, give of how he came to be in possession of the notes? [3]

- (iv) What does Mr. Twisden decide to do after Mr. Ricardos leaves? What instructions does he leave with his partner Graviter? [3]
- (v) Ronald Dancy's wife Mabel believes completely in her husband's innocence. How does the truth, when revealed, affect her? What are your feelings for her at the close of the play? Give reasons for your answer. [4]

Examiners' Comments

- (i) Most candidates answered the question correctly.
- (ii) Some candidates were unable to write a correct account of why Mr Gilman had come to Mr Twisden.
- (iii) Most candidates answered the question correctly.
- (iv) The sub part of the question posed problems for some candidates as they were unable to recall the instructions given by Mr Twisden.
- (v) Expressing their 'feelings' for Mable and giving a reason for justifying their answer was again a challenging task for many candidates attempting this question.

Suggestions for teachers

- Do a complete revision of each act in the play.
- Guide students on how best to express their feelings for characters asked for in appropriate words.
- Encourage students to read material beyond textbooks to hone and improve their language skills.

MARKING SCHEME

Question 4.

- (i) Mr. Gilman is the owner of Gilman's Department Stores./ He wants to see Mr. Twisden about the stolen notes /. He thinks it will help the lawyer in handling the case.
- (ii) He had been following the Dancy case / had read the papers at 2.25 that afternoon / saw the numbers of the stolen bank notes printed there / remembered he had given change to a customer three days earlier for a fifty-pound note / went to the cash-box out of curiosity / the numbers matched/ it had been given by a customer whom he had known for eight or nine years / an Italian wine salesman named Mr. Paolio Ricardos.
- (iii) Had received it from a gentleman in settlement of a debt of honour / his daughter's good name was involved / a thousand pounds had been given by this gentleman as a settlement / it was given in the middle of October the previous year / the gentleman was Mr. Dancy.
- (iv) Give up the case / disclose the latest development to Sir Frederic who is representing De-Levis in the case / goes down to Brighton to meet him / asks Graviter to visit Putney and verify whether Ricardos actually has a daughter.
- (v) She breaks down / asks him to tell her the truth / not to lie anymore / tells him to hurry and get out of the country to Morocco / the thought of him going to prison upsets her / says she will join him there / will stick by him.
- Feelings : any two feelings.

SECTION B - POETRY

The Golden Lyre

Question 5.

Read the extract given below and answer the questions that follow:

We slowly drove – he knew no haste
And I had put away
My labour and my leisure too,
For his civility —

(*Because I Could not Stop for Death*: Emily Dickinson)

- (i) Who are the “we” in the extract? [3]
- (ii) Why does the poet say ‘he knew no haste’? What does the poet ‘put away’? [3]
- (iii) Which three things do ‘we’ pass by? What does each of these represent? [3]
- (iv) Where do ‘we’ pause? How does the poet describe it? [3]
- (v) What does the poet say about her dress in the second half of the poem?
How has the poem appealed to you? Give a reason to justify your answer. [4]

Examiners’ Comments

- (i) Most candidates answered this question confidently except for some who wrote ‘immorality’ instead of ‘immortality’.
- (ii) Most candidates failed to explain the phrase in their own words e.g. ‘he knew no haste’. A few did not understand the phrase ‘put away’
- (iii) This question was answered correctly by most candidates, however some candidates, instead of writing ‘field of ripened corn’ wrote ‘paddy field’, ‘field of dry grains’, and ‘field of grass’.
- (iv) Many candidates wrote the grave had no roof instead of ‘the roof was scarcely visible’. ‘Basement’ was mentioned instead of ‘Cornice’.
- (v) The description of the dress had a wide range of answers e.g. ‘thick cloth’ to ‘spidery cobweb’. Some candidates did not mention how the poem had appealed to them or give a reason to justify their answer.

Suggestions for teachers

- Emphasise on key/words/phrases/theme of the poem.
- Teach students to appreciate the poem and to feel the thoughts of the poet and the pulse of the piece.
- Students must be taught how to write answers for ‘How has the poem appealed to you?’ They must be taught to give reasons and the ability to justify the same expressing their views/thoughts related to the poem.

MARKING SCHEME

Question 5.

- (i) The poetess / Death / Immortality
- (ii) They drove slowly / Her labour / Her leisure
- (iii) School where children were playing at recess – childhood / Field of ripened corn – adulthood / Setting sun – old age that leads to death
- (iv) Before a house that looked like a mound of earth / The roof was hardly visible / Looked like a cornice on the ground
Her gown was gossamer / her tippet was only Tulle / candidate's opinion.

Question 6

Read the extract given below and answer the questions that follow:

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I
I took the one less travelled by,
And that has made all the difference.

(The Road Not Taken: Robert Frost)

- (i) What shall the poet be 'telling with a sigh'? Why would he be telling it with a sigh? [3]
- (ii) In the beginning of the poem why does the poet say 'I could not travel both'. What did he do then? [3]
- (iii) In what way were the two roads similar?
How did the first road differ from the second road? [3]
- (iv) What nature of the poet is seen in his choice of the road?
Give a reason to justify your answer. [3]
- (v) Explain the symbolism of the diverging road. Give two reasons why the poem leaves a lasting impression.
Justify your answer with close reference to the poem. [4]

Examiners' Comments

- (i) Most candidates did not specify whether the sigh was one of relief or regret.
- (ii) A few candidates failed to give specific phrases such as he was a 'single traveller' and 'at one time'.
- (iii) Some candidates were confused while writing the similarity between the roads and the difference between the 1st and 2nd roads.
- (iv) Candidates were able to provide a reason but the nature of the poet baffled most. They were unable to explain his 'confused' or 'adventurous' spirit.
- (v) A majority of candidates were unable to write an analysis of the poem. Answers overlapped. Hence there were no specific answers for 'symbolism', 'lasting impression' and 'justification'.

Suggestions for teachers

- Students must be made familiar with terms like symbolism, appeal, opinion, reason, lasting impression etc. Written practice is required for the same.
- Advise students to express themselves through effective question techniques.
- Symbolic meanings should be clearly explained.
- Set written work and ensure that the answers are checked.
- Instruct students to answer the question asked and not to give explanations on what is not asked for.

MARKING SCHEME

Question 6.

- (i) That two roads diverged in a wood and he took the one less travelled by. / A sigh of relief because he was successful in his life. / A sigh of regret because he met with failure because of the choice he made.
- (ii) Being a single human being he cannot travel by two roads, at the same time. / Looked at the first road as far as could see where it disappeared in the undergrowth. / Took the other road./ Keeping the first for another day.
- (iii) Both the roads were covered with withered leaves. / The first road was not as grassy as the second road. / The first road was more worn out than the second.
- (iv) adventurous, confused - your opinion
- (v) Symbolism - shows the dilemma and predicament of every individual while making a choice. / Stresses the importance of making choices / A probe into deeper realities of life.

Reasons -

SECTION C – PROSE

A Treasure Trove of Short Stories

Question 7

Read the extract given below and answer the questions that follow:

“You do not seem to be in a good temper,” said Gortsby, judging that he was expected to take due notice of the demonstration.

The young man turned to him with a look of disarming frankness which put him instantly on his guard.

“You wouldn’t be in good temper if you were in the fix I’m in,” he said, “I’ve done the silliest thing I’ve ever done in my life....”

- (i) Who is Gortsby speaking to? What had the person done to make Gortsby speak these words in the extract? [3]
- (ii) What was the ‘silliest thing’ the person said he had done? [3]
- (iii) What did the narrator remember? What made it more remarkable?
How was the problem solved? [3]
- (iv) Where was Gortsby sitting? Give a brief description of the place. [3]
- (v) Earlier who was sitting on the bench with Gortsby?
What did Gortsby think of that person? [4]

Examiners’ Comments

- (i) Most candidates answered this sub-part correctly. Some wrote that Gortsby was speaking to a ‘strange man’ instead of a ‘young man’. Also, the man sat on the bench by ‘jumping’ on it instead of ‘flung himself and they wrote ‘abusing’ for ‘angry and audible expletive’.
- (ii) Most candidates also answered this sub-part correctly. Some were however confused and wrote that the silliest thing the young man had done was that he was unable to produce the cake of soap instead of writing ‘losing his hotel’.
- (iii) A few candidates were confused with the question ‘What made it more remarkable?’ Having answered this part incorrectly, the next question in this sub-part was also incorrectly answered.
- (iv) This question was answered correctly by most candidates.
- (v) Most candidates answered the question correctly.

Suggestions for teachers

- Instruct students that in an exam there is no scope for vague answers.
- Stress the importance of reading the story in detail. Ensure that students pay attention to characters / events / physical descriptions etc. while reading the story.
- Instruct the students to read the questions, understand the same and then make an attempt to answer it.

MARKING SCHEME

Question 7.

- (i) The young man / unburdened himself of an angry and audible expletive / Flung himself into the seat.
- (ii) had come to the town that day / intended to stay at a hotel in Berkshire Square / on reaching found hotel pulled down went to another hotel / came out to buy a cake and soap / did not like to use hotel soap / As returned, he forgot the name of the hotel or the street on which it was.
- (iii) Remembered that he too had lost his hotel in a foreign land. / They were two of them on that occasion. / The hotel was on a canal and when they reached the canal, they were able to find the hotel / In a foreign country one can go to one's consul and get help.
- (iv) Sitting in a park./Had bush planted sward / fenced by park railings / there was a carriage drive / rattle and hoot of traffic.

an elderly gentleman with a drooping air of defiance / the last vestige of self respect in a man who had admitted defeat / clothes were not shabby / was not rich to spent money on chocolate or flowers / belonged to that forlorn orchestra to whose piping no one dances / one of the world's lamenters who induces no responsive weeping

Question 8

“Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi”- Discuss with close reference to the story ‘The Gift of the Magi’.

Examiners' Comments

This question was answered correctly by most candidates who expressed themselves confidently. However, there were many errors in the use of gender, spelling mistakes and also tense errors. A few candidates inadvertently wrote the incorrect names of the main characters.

By Suggestions for teachers

- Emphasise on characters, in-depth detail of the story and sequential order of events.
- Ensure that the students are clear about the Biblical allusion.
- Encourage and train students to express their views/opinions on the characters.
- Regular evaluation should be taken up for such questions.

MARKING SCHEME

Question 8.

In the Bible, the wise men of the East, called Magi or three kings of the Orient-followed a guiding star to pay homage to the newborn Christ, bringing with them gold, frankincense and myrrh. The tradition of giving and receiving gifts is inextricably connected with the gifts of the Magi.

The author begins with a description of their poverty in order to highlight the sacrifice that the Dillingham Youngs make for one another. They had to survive on a very modest income of twenty dollars a week, reduced from a previous income of thirty dollars. At the very beginning O. Henry introduces us to a despondent Della, the young wife of James Dillingham Young because she wanted to buy a gift for her husband at Christmas but lacked the means. The next day was Christmas and Della had been able to save only a dollar and eighty-seven cents from her housekeeping. She realized that she could not buy a gift worthy of him with that paltry sum. While pondering over the gloomy state of things Della suddenly had a brilliant idea. She thought of selling her only precious possession- her luxurious hair to fetch her money for Jim's gift. This flash of inspiration made her eyes sparkle when she stood before the mirror to survey her hair. It fell about her "rippling and shining like a cascade of brown waters." So Della sold her beautiful hair to a hairdresser, Mrs. Sofronie, for twenty dollars and bought a platinum fob chain for Jim. It was simple and chaste in design just like "her Jim".

Jim, on the other hand, had inherited his gold pocket watch from his father which had belonged to his grandfather earlier. He sold his family heirloom to buy a set of beautiful tortoise shell combs for Della- a set she had longed for.

When Jim returns from work he stood transfixed, staring at Della. There was a strange expression in his eyes which Della could not fathom. "It was not anger, nor surprise, nor disapproval, nor horror." When he was finally able to overcome the shock he asked Della to unwrap the package that contained Della's Christmas present. And this was followed by "an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears..."

At the end of the story the author O. Henry shows us how true love transcends all other conditions of human life. The young couple makes sacrifices spontaneously perhaps cheerfully, in order to bring happiness to each other. They are able to make the sacrifices spontaneously because of the love they share. That love is, perhaps, the most precious possession of the Youngs. The author concludes the uneventful chronicle of Jim and Della by drawing a parallel of their story with the Biblical story of the Magi. The gifts brought by the three wise men were noble no doubt but they were exchangeable and lacked the spirit of sacrifice. But the gifts brought by him and Della, though utterly useless at the moment, had the essence of sacrifice in them. Their ardent and selfless love for each other prompted them to sacrifice their most precious possessions. Though they may be considered 'foolish' by the worldly-wise, they were, according to O. Henry, the wisest. They were wiser than all who give and receive gifts. They were the true Magi.

Animal Farm : George Orwell

Question 9

Read the extract given below and answer the questions that follow:

‘.....your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest.... we must not come to resemble him....No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade.

- (i) Who is the speaker of the above lines?
Where is the speaker at this moment and why? [3]
- (ii) Name the animals who attended the meeting. [3]
- (iii) How does the rebellion finally happen? [3]
- (iv) According to the speaker, how are animals different from man? [3]
- (v) What are the seven commandments of the Animal Farm? [4]

Examiners' Comments

- (i) Most candidates answered the question correctly
- (ii) Majority of candidates were unable to name all the animals that attended the meeting.
- (iii) Most candidates answered the sub-part of the question correctly.
- (iv) In a few cases only a one or two differences were written by candidates that needed a more comprehensive answer.
- (v) Of the seven Commandments, candidates were able to write only a few.

Suggestions for teachers

- Ensure students read the actual text and not a summary of the chapters.
- A repeated revision will benefit the students.
- Go slow while teaching the text.
- Make it a practice of assigning adequate written work so that they know exactly what is expected in an answer.

MARKING SCHEME

Question 9.

- (i) The speaker of the above lines is Old Major, / a prize Middle White boar on Jones' Manor Farm. / He is in the big barn holding a meeting with all the animals on Jones' Farm./ To communicate to the other animals the strange dream he had had the previous night.
- (ii) Bluebell, Jessie and Pincher – the three dogs; Boxer and Clover – the two cart-horses; Muriel – the white goat; Benjamin – the donkey; Mollie – the foolish but pretty white mare.
- (iii) One Saturday on Midsummer's Eve, Mr. Jones went into Willington and got drunk – came back midday on Sunday – animals were not fed – Mr. Jones returned and went to sleep – by evening one of the cows broke in the door of the store-shed and all the animals began to eat from the bins – Mr. Jones woke up – he and his men lashed with whips – the animals flung themselves on their tormentors – butted and kicked them – gave up trying to defend themselves and took to their heels.
- (iv) Man lives in a house, / sleeps in a bed, / wears clothes, / drinks alcohol, / smokes tobacco and / engages in money and trade whereas animals do not.
- (v) Whatever goes upon two legs is an enemy / whatever goes on four legs or had wings is a friend / no animal shall wear clothes / no animal shall kill any other animal / all animals are equal / no animal shall sleep in a bed / no animal shall drink alcohol.

Question 10

In the aftermath of the rebellion against Mr. Jones, Snowball and Napoleon emerge as the prominent characters, yet it is Napoleon who eventually consolidates and assumes power as an unquestioned leader. In the light of the above statement, discuss the character of Napoleon in the novel 'Animal Farm'.

[16]

Examiner's Comments

This question was correctly answered by candidates who chose it. It was a popular choice and they gave a good account of themselves in their expressions. In some answers however the names of the characters were incorrect and candidates seemed to be confused.

Suggestions for teachers

- Read, explain, revise, pose questions, set sufficient written work. This will result in students being more confident and prepared to tackle questions presented before them.

MARKING SCHEME

Question 10.

Napoleon, the pig, is really the central character on the farm.

Comrade Napoleon represents the human frailties of any revolution. Although Napoleon seems at first to be a good leader, he is eventually overcome by greed and soon becomes power hungry. The true side of Napoleon becomes evident after he slaughters so many animals for plotting against him. He even hires a pig to sample his food for him to make certain that no one is trying to poison him. He being the representative of pigs keeps the milk and apple for himself leaving the food for other animals rationed. He takes away the eggs from the hen to sell them commercially for raising money. He and the other pigs seemed to be the only ones to be gaining weight while the other animals are busy making two ends meet.

Orwell explains, "Somehow it seemed as though the farm had grown richer without making the animals themselves any richer- except, of course for the pigs and the dogs."

Napoleon doesn't even pretend to lead a socialist state. After renaming it a Republic and instituting his own version of the commandments and the Beasts of England, Comrade Napoleon, he quickly becomes more or less a dictator who of course has never been elected by the animals. He is given names like "Father of all animals", "Terror for mankind."

By the end of the book, he changes all the Seven Commandments to the extent that the animals land up in the same position from which they wanted to escape; only this time it was one of their own who was torturing them and not the human beings.

To Sir, With Love : E.R. Braithwaite

Question 11.

Read the extract given below and answer the questions that follow:

I was staggered by this unexpected encounter and remained where I was for a moment, unsure of what to do next. Then, deciding to take a closer look at what went on in that room; I knocked on the door, opened it and walked in. There was a general hubbub and for a little while no one seemed aware of my entry, and then, very gradually, one by one the occupants turned to stare at me.

- (i) Who had an encounter with whom and where? [3]
- (ii) Why was the narrator unsure of what to do next? What decision did the narrator take?
Why? [3]
- (iii) What did he observe then? [3]
- (iv) Describe the man the narrator found when he entered the staff room. [3]
- (v) Earlier 'he' had met Alex Florian, the Headmaster. What did the Headmaster tell him? [4]

Examiners' Comments

- (i) This question was answered correctly by most candidates.
- (ii) Most candidates wrote correctly for this sub-part too.
- (iii) Some candidates were unable to state what it was the author observed.
- (iv) The description of the teacher was expressed confidently by most candidates.
- (v) Some candidates got confused and could not recollect everything that the Head master had told him.

Suggestions for teachers

- A complete revision of the text will help candidates to write good answers.
- Model questions should be prepared and given to students to answer and revise.
- Take time to explain English manners and customs.
- Give a clear explanation of the class differences in England in the 1960's, so that the students have a better understanding of the forces that drive the novel and why the class behaves in the way they do.

MARKING SCHEME

Question 11.

- (i) Mr. Braithwaite (the narrator) had an encounter with a tall, red-headed girl / when she rushed out of the classroom violently closely pursued by two others. Where-in a corridor of the Greenslade Secondary School.
- (ii) The narrator was unsure of what to do next because he had no previous knowledge of the handling of girl students / and also he had no authority at that time. / The narrator decided to look inside the classroom / because he felt himself concerned.
- (iii) There was no sign of a teacher – About forty boys and girls were in the room – all had about them a degree of adulthood – girls wore too-tight sweaters and too-long close-fitting skirts and flat-heeled shoes – all a bit soiled and untidy – boys wore blue jeans, T-shirts or open-necked plaid shirts.
- (iv) The man's fingers were crossed behind his head / he was lean and thin / in a baggy grey flannel slacks / with a jacket with leather patches at the elbows and wrists.
To take a good look around the school first. Things were done differently and many teachers found it disquieting – Wander around as you please – see what's happening – if you decide to stay with us, we'll talk about it after lunch.

Question 12

Give a vivid account of the Christmas party for the junior and senior students that brings the school year to a close.

[16]

Examiners' Comments

Concepts related to this question was not understood by most candidates as they wrote about Christmas party celebrations in their own school without any reference to the text.

A probable reason was that they were either unfamiliar with the story or they had taken up the book as an extra text.

Suggestions for teachers

- Every episode, including minor ones such as the Christmas Party needs to be gone into in great depth.
- Cover the entire text, laying equal stress and importance on every chapter.

MARKING SCHEME

Question 12.

Junior party at 3 O'clock. Braithwaite did not enjoy it. The children's behaviour upset him. They wolfed the food down greedily, snatching at anything that caught their fancy, shouting across at each other. Seniors were busy serving them. Mr. Florian seemed unperturbed moving easily among them helping here and there.

After it was over, the big boys brought brooms, mops and pails – cleared the tables and mopped the floor. A buffet table was set up in one corner of the room. Record player and dance records were also kept ready. Some old boys and old girls of the school had been invited – party to begin at 6 o'clock. Ms. Dare asked him for a dance that night. He consented but said something slow – no jiving. All the staff were on hand. Denham and Porter looked smart in their best suits and brightly polished shoes – Seales, Fernman, Buckley, Sapiano and Wells smiled self-consciously and remained together. The girls entered – chattering and giggling – looking fresh, green and gay as wild flowers. With their lipstick and high heels they were as attractive a bunch of youngsters as could be found anywhere. Pamela presented a picture of sheer beauty. It was a very happy occasion. They danced and played silly games. Weston was Master of ceremonies and attended to the music. He danced with Pamela to the song 'In the Still of the Night' when the "Ladies' Excuse - me Foxtrot" was announced. She was sensual and she invaded his mind and body. She asked if she could see him sometimes after she left school. He readily agreed.

Topics found confused / difficult

- Many candidates did not attempt Question 2, as the answers to the questions were point specific and required detailed study.
- In Question 6, the candidates did not do well. Most of the answers were found to be overlapping. Candidates repeated the same answers in sub-part (ii) and sub-part (iii).
- In sub-part (iv) candidates were not in a position to identify the nature of the poet as well as give a reason for the same with justification.
- In Question 7, the candidates' answers reflected a lack of thorough reading of the text. There were repetition of answers for sub-parts (ii) and (iii). Also, candidates failed to give specific answers to Gortsby's thoughts of the old gentleman.
- There was blatant irrelevancy in the answers as candidates described their respective schools' Christmas parties. This would seem to be a misunderstanding / misinterpretation of the question by some candidates.

Suggestions for students:-

- ***Revise the text thoroughly and in detail.***
- Read the questions carefully.
- Answer all parts of a question. Each sub-part must be answered separately.
- Answers must be kept short and specific to the question asked.
- Long answers should have sufficient length and details as per the requirement of the question.
- While revising, write all the answers and then review them orally.
- Train yourself to analyse and comprehend characters and learn to assess a character's feelings/emotions at various stages in the story/play/poem.