

ISC 2023

ANALYSIS OF PUPIL PERFORMANCE

LITERATURE IN ENGLISH



Empowering Minds & Transforming Lives since 1958

Research Development and Consultancy Division

**Council for the Indian School Certificate Examinations
New Delhi**

November 2023

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Council for the Indian School Certificate Examinations (CISCE)

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FOREWORD

The Analysis of Pupils' Performance document for ICSE (Class X) and ISC (Class XII) Examinations stands out as a unique and indispensable resource. Over the years, it has evolved to become a valuable tool for schools, shedding light on both the strengths and challenges faced by candidates as they navigate these Examinations.

We would like to extend our heartfelt appreciation to the Research Development and Consultancy Division (RDCCD) of the CISCE for their painstaking efforts in creating this analysis. Furthermore, our gratitude goes out to the examiners who have generously provided feedback on candidates' performance during the examinations, along with suggestions for teachers and students to enhance their curriculum.

We hope that the schools find this document to be of value. We also invite schools to share their sincere thoughts on its utility and quality.

November 2023

Sangeeta Bhatia
Deputy Secretary

PREFACE

The Analysis of Pupil Performance documents have been prepared by the CISCE since the year 1994, with the objective to facilitate the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the CISCE website www.cisce.org. These documents are being released after a two-year gap, understandably caused by the challenges in conducting examinations during the pandemic.

The documents for the ICSE and ISC Examination Year 2023 include a detailed qualitative analysis of the performance of students in various subjects. The Analysis of Pupil Performance document for ICSE for the Examination Year 2023 covers the following subjects - English Language, Literature in English, History and Civics, Geography, Mathematics, and Computer Applications.

The subjects covered in the ISC Analysis of Pupil Performance document for the Year 2023 are English Language, Literature in English, Mathematics, History, Accounts, and Physics.

The relevance of this question-by-question analysis lies in the valuable insights into the performance of candidates on each question in the subject paper. The *Comments of Examiners* section is based on inputs provided by examiners from examination centers across the country. It comprises of question wise feedback on the performance of candidates in the form of the common errors made by candidates. The *Suggestions for Teachers* section along with, provides pedagogical interventions that teachers can utilize to rectify/ reduce these errors. The criteria used for marking each question has been provided for both teachers and students to understand in the *Marking Scheme* section. Certain topics in the question paper that were found to be challenging or confusing for the majority of the candidates have been listed, along with general recommendations for candidates to prepare for the subject paper to perform better in the examination.

I humbly acknowledge and appreciate the pivotal contributions of all the ICSE and the ISC examiners who have enriched the document with their valuable insights on each question.

My gratitude and best wishes to the RDCD team of Dr. Manika Sharma, Ms. Parul Kohli and Ms. Mansi Guleria, who have worked tirelessly towards the meticulous preparation and timely release of this document.

We are sanguine that this document will empower teachers to support their students towards efficacious preparation for the upcoming ICSE/ ISC Examinations.

November 2023

Bhawna Taragi
Deputy Head - RDCD

LITERATURE IN ENGLISH (PAPER-2)

SECTION A – 20 MARKS

Question 1

Choose the correct options for the following questions:

[10]

- (i) In the Masque in Act IV of the play *The Tempest*, how does Ceres know that Juno is coming?
 - (a) By Juno's gait.
 - (b) Through Prospero's words.
 - (c) By Venus' disappearance.
 - (d) By the nymphs.
- (ii) What does Ceres say to bless the young couple?
 - (a) That their barns will never be empty.
 - (b) That they will rule as King and Queen.
 - (c) That they will overcome all obstacles.
 - (d) That they will travel around the world.
- (iii) In Act V, Scene I of the play *The Tempest*, Alonso says, "Irreparable is the loss." What is the irreparable loss being referred to here?
 - (a) Loss of his kingdom.
 - (b) Loss of his crew members.
 - (c) Loss of his ship.
 - (d) Loss of his son.
- (iv) What does Prospero intend to do with his book before his interaction with Alonso in Act V of the play, *The Tempest*?
 - (a) Burn it to ashes.
 - (b) Pass it to Caliban.
 - (c) Drown it deeper than plummet's sound.
 - (d) Gift it to Miranda.
- (v) Where did B. Wordsworth live in the short story, *B. Wordsworth*?
 - (a) Miguel Street.
 - (b) Alberto Street.

- (c) St. Clair Avenue.
- (d) Savannah.
- (vi) In the short story, *To Build a Fire*, which “wild idea” came into the Man’s head when all seemed lost?
 - (a) To identify the hidden pools.
 - (b) Not to share his lunch with the dog.
 - (c) To set the dog free.
 - (d) To kill the dog and crawl into its carcass for warmth.
- (vii) In the short story, *The Story of an Hour*, what according to the doctor did Mrs. Mallard die of?
 - (a) Her ill health.
 - (b) The torture by her husband.
 - (c) Joy that kills.
 - (d) Falling down the stairs.
- (viii) In the poem, *Dover Beach*, where is the “eternal note of sadness” heard?
 - (a) The French coast where the light gleams and goes.
 - (b) The cliffs of England.
 - (c) The sound of the wind.
 - (d) The grating roar of the pebbles flung by the waves.
- (ix) In the poem, *Birches*, how are the crystal shells shed?
 - (a) By the sun’s warmth.
 - (b) By the gentle breeze.
 - (c) By the footsteps of people.
 - (d) By the boy swinging on the birches.
- (x) In the poem, *We are the Music Makers*, what are the ‘sea-breakers’?
 - (a) Explorers.
 - (b) Sea-pirates.
 - (c) Large ships.
 - (d) Large waves.

Comments of Examiners

- (i) Most candidates answered the question correctly. Some got confused as they had not followed the text closely.
- (ii) Most candidates answered this question correctly.
- (iii) Majority of the candidates answered this question correctly.
- (iv) Many candidates gave option (a) as the answer.
- (v) Most of the candidates confused the address and wrote 'Miguel Street'.
- (vi) Most candidates answered this question correctly.
- (vii) The answer required simple recall and was answered correctly by the candidates.
- (viii) The question was answered correctly by most of the candidates.
- (ix) Many candidates gave option (d), showing lack of acquaintance with the text.
- (x) Majority of the candidates did not answer this question correctly.

Suggestions for teachers

- Encourage students to do an in depth reading of the texts, with emphasis on details. Attitudes, states of mind, relationships and so on should be discussed in class.
- Tell students to pay close attention to the text with emphasis on location, characters present, interaction between characters, identify the mood, characteristics of characters and so on.
- Emphasise during the teaching-learning process that the MCQ questions may be text based or interpretation or analysis based.
- Instruct students to maintain the order and sequence of sub questions.
- Ask them to refrain from writing parts of sub questions on some other page or in

MARKING SCHEME

Question 1

(i)	(a)	By Juno's gait.
(ii)	(a)	Their barns will never be empty.
(iii)	(d)	Loss of his son
(iv)	(c)	Drown it deeper than plummet's sound.
(v)	(b)	Alberto Street.
(vi)	(d)	To kill the dog and crawl into its carcass for warmth.
(vii)	(c)	Joy that kills.
(viii)	(d)	The grating roar of the pebbles flung by the waves.
(ix)	(a)	By the sun's warmth.
(x)	(d)	Large waves.

Question 2

Complete the following sentences by providing a reason for each:

[10]

- (i) In Act III, Scene II of the play *The Tempest*, Stephano and Trinculo are angry with Caliban as they struggle out of the filthy pool because _____.
- (ii) In Act V of the play *The Tempest*, Prospero greets Gonzalo first because _____.
- (iii) At the end of Act III, Scene III of the play *The Tempest*, Gonzalo urges the other Lords to follow the “three men of sin” because _____.
- (iv) In Act III, Scene II of the play, *The Tempest*, Stephano threatens to tie Trinculo to the next tree because _____.
- (v) In the short story, *The Sound Machine*, Dr. Scott thought Klausner was ill when Klausner rang up the doctor because _____.
- (vi) Towards the end of the story *B. Wordsworth*, the poet told the boy to never visit him because _____.
- (vii) In the short story, *To Build a Fire*, the fire built by the Man under the tree was extinguished because _____.
- (viii) In the poem, *The Darkling Thrush*, the poet thinks the bird had some awareness which the poet did not because _____.
- (ix) In the poem, *Dover Beach*, the poet wants his beloved to be “true” to him because _____.
- (x) Towards the end of the poem *Birches*, the poet expresses a wish to return to Earth because _____.

Comments of Examiners

- (i) Majority of the candidates answered this question correctly.
- (ii) Most candidates answered this question correctly citing the incident wherein Gonzalo helped Prospero with the supply of all necessary things for his survival when he was cast out of Milan.
- (iii) Most candidates answered this question correctly with few exceptions where students misinterpreted the 'three men of sin' and wrote about Caliban, Stephano and Trinculo instead.
- (iv) Most candidates answered the question correctly.
- (v) Most candidates wrote the answer correctly. Some merely stated that it was early in the morning without specifying the time. Only a few candidates could mention that the doctor heard the frantic note in Klausner's voice. Some candidates wrote that Dr. Scott thought Klausner was ill when Klausner rang up the doctor because he had a throat problem.
- (vi) Most candidates answered that the poet did not want the boy to see him dying. Only a few candidates could successfully bring out the idea that the poet wanted to spare the boy from the disillusionment of a rude awakening to the realities of life.
- (vii) Majority of the candidates answered the question correctly.
- (viii) Most candidates answered the question correctly citing the element of contrast.
- (ix) Most candidates answered the question correctly.
- (x) Some students could correctly write that 'Earth is the only place for love' while others wrote their own interpretation of the 'poet's wish to return to earth'.

Suggestions for teachers

- Students should be encouraged to interpret, analyze, draw conclusions and reason. The cause and effect relationship should be pointed out.
- Loud reading of the text should be encouraged to note down textual details.
- Important ideas of the text should be explained well, to enhance better understanding of text.
- Explain intricate details of the text and ensure that the students understand the implicit and the explicit meaning of statements made by the characters.
- Analysis of the text through discussion in the class will help students develop critical insight.
- Ensure, while teaching, that the students are able to identify the character's motives and the traits that are evident from the interaction of the characters.
- Assist the students to understand the length of an answer which asks them to reason.

MARKING SCHEME

Question 2

(i)	they have lost their bottles of liquor in the pool.
(ii)	Gonzalo was an honourable man who was his true preserver and a trustworthy aide of Alonso.
(iii)	they were desperate and he feared that they would harm themselves. Scared for their safety/they had lost their armour/distracted/become insane

(iv)	Trinculo was constantly mocking Caliban and interrupting them.
(v)	it was very early in the morning and the doctor heard the frantic note in Klausner's voice, normally heard in people's voices during accidents.
(vi)	he wanted to spare the boy from the disillusionment of a rude awakening to the realities of life /save the boy from sorrow/didn't want him to be unhappy/save boy from harsh reality/not following his footsteps/spare him further pain
(vii)	it had been built under a spruce tree laden with snow; the disturbance /agitation caused by the twigs being plucked /tugged/picked caused the load of snow to capsize /causes avalanche/rush of snow and fall on the fire.
(viii)	its song was so joyous in spite of the surrounding gloom.
(ix)	in the face of the disillusionment of human experience, love and trust are the only pillars of hope.
(x)	it is the only place for love.

SECTION B – 60 MARKS

The Tempest: William Shakespeare

Question 3

- (i) Referring closely to Act III Scene III, relate the stern warning of Ariel to the "three men of sin". What impact does his warning have on the three sinners? [5]
- (ii) With close reference to Act V, describe how Prospero has used the spirits of "hills, brooks, groves" to give shape to his magical acts. What does he finally decide to do with his magical powers? [5]
- (iii) (a) With close reference to Act V, examine how Shakespeare presents the idea of forgiveness and reconciliation at the end of the play. [10]

OR

- (b) Magic is used to manipulate, intimidate and amaze the various characters in the play. Give your views on this statement by referring to any two examples from the Acts studied. [10]

Comments of Examiners

- (i) The first part of the question was answered correctly by most of the candidates. The second part revealed lack of understanding of the question and recalling of the text. Many candidates have not been able to write the impact of the stern warning of Ariel on the three sinners. The Harpy's (Ariel's) words of warning were not correctly repeated. There was a lot of circumlocution. Many candidates focused on the appearance and disappearance of the banquet and the Harpy's words of warning were just glanced at. The impact on Alonso, Antonio and Sebastian was not clearly described. Some candidates even misinterpreted the three men of sin to be Caliban, Trinculo and Stephano.
- (ii) Acquaintance with Act V of the play was minimal. Very few candidates could accurately narrate which acts of magic Prospero specifically mentioned in the Act. Most of the candidates were not able to specifically write Prospero's address to the spirits of 'hills, brooks, groves' before he abjured his magic. Instead, they wrote random points on how the spirits helped him by creating music, lure Ferdinand or gave reference of the masque or the banquet. Correct textual detail was missing in many answers, indicating lack of understanding of the text. However, the second part of the question was answered correctly by most candidates.
- (iii) (a) The idea of forgiveness and reconciliation was not brought out in most of the answer scripts. Most candidates just wrote Prospero forgave his enemies. The union of Miranda and Ferdinand was not touched upon. Nor did many of the candidates explain the purpose of Prospero bringing in all the characters, i.e., Caliban and his fellow conspirators and the boatswain and his crew at the end of the play. Most candidates wrote how Prospero realized that forgiveness is a better virtue than vengeance and thus forgave his enemies avoiding particular details as mentioned in the text. Specific and fine details of reconciliation were absent. Many candidates did not mention how Prospero forgave Caliban, Stephano and Trinculo.

Suggestions for teachers

- Acts and scenes should be read and discussed several times. If necessary, important lines should be highlighted, and their significance should be discussed.
- Each act is important and should be treated accordingly. Soliloquies should be given due importance. Students should answer the specific question asked and refer to relevant parts of the play.
- Students should be trained to give proper weightage to all aspects of a question.
- The students should be guided to answer questions effectively and focus on specific points instead of writing unnecessary details or generalised answers.
- Students should be encouraged to understand the main idea of the Act scene wise and develop critical insight.
- While teaching the texts, the major themes should be emphasized and students taught to trace these themes through the play.
- Encourage the students to have a close knowledge of the text which will help them in answering questions in an effective manner.
- Students should be guided to read the text thoroughly.
- A proper analysis of the text should be done with interactive sessions in class.
- Students should be taught to identify the key words in a question so that they can answer the question properly.

- (b) Instances of Prospero's magic were given but how he used his magic to amaze, intimidate and manipulate was not explained by many candidates. Some of the candidates did not explain how the appearance and disappearance of the banquet amazed Alonso and his companions.

MARKING SCHEME		
Question 3		
(i)	<p>Answer should have the following points:</p> <ul style="list-style-type: none"> • Ariel appears as a harpy, flaps his wings and the banquet disappears. • He addresses the three men of sin- their sin against Prospero and Miranda had made Nature angry and they had been cast ashore on the uninhabited island. • Alonso had lost his son and the others would be subjected to agony. • They would suffer lingering perdition and would be spared if they led clear lives and showed repentance. • Impact- Alonso is shocked and horrified, acknowledges his wrongs and accepts that he had lost his son because of this. <p>Sebastian and Antonio in a desperate state seek to challenge them. Gonzalo's comment on their state must be mentioned.</p>	
(ii)	<p>Answer should have the following points:</p> <ul style="list-style-type: none"> • He has darkened the blazing sun at noon, raised the unruly winds, set the green sea and the blue sky at strife. • He had caused the crashing thunder to flash fire and split open the oak, sacred to Jove with his own thunderbolt. • He has caused the rocky shores to quake and pulled up the pines and the cedar by the roots. • At his command, graves have woken the dead, opened and released them into the living world. • Prospero solemnly renounces the magic and says that he will now break his magic wand and bury it in the earth. He would sink his magic books in the depth of the ocean. 	
(iii)	(a)	<p>Answer should have the following points:</p> <p>Forgiveness and Reconciliation are one of the most significant themes of the play.</p> <ul style="list-style-type: none"> • The idea of forgiveness and reconciliation surfaces in the final act of the play when Prospero seems to have emerged from the ignoble passion of revenge and resolves to forgive his enemies if they repent their wrong - doing.

		<ul style="list-style-type: none"> • Ariel describes to Prospero how his (Prospero's) enemies are at his mercy and "they cannot budge" till he releases them. Ariel, in his unexpected compassion, describes the condition of the enemies who "abide all three distracted" and the others are "brimful of sorrow and dismay". Ariel expects Prospero to exhibit compassion. After hearing about their pathetic condition. • Prospero, then makes a powerful speech on the virtue of forgiveness. He admits his anger at their wrong doing yet he shall forgive them if they are repentant. "Yet with my nobler reason 'gainst my fury Do I take part: the rarer action is In virtue than in vengeance" • Having restored their senses, he pardons each one of them. Alonso being truly repentant ("Thy dukedom I resign and do entreat/ Thou pardon me my wrongs") is granted unconditional forgiveness. "Let me embrace thine age, whose honour cannot Be measured or confined." • Sebastian and Antonio, on the other hand, are strictly warned against their scheming behaviour. Antonio is censured and then forgiven- "For you, most wicked sir, whom to call brother Would even infect my mouth" • Prospero also pardons Caliban and the other conspirators. He has already punished them for their audacity in the previous act. Caliban is given the task of tidying his cell before Caliban can expect his pardon.
		OR
	(b)	<p>Candidate can refer to the harpy scene, the masque, the manner in which Caliban and his companions are misled by Ariel, the manner in which the hounds are set on them.</p> <p>Candidates must describe each of the acts chosen and show how the magical acts manipulate, intimidate or amaze the various characters.</p> <p>Examples – The Harpy scene: the appearance and disappearance of the banquet, the appearance of the harpy and its words of warning to the "three men of sin", the inability of Sebastian and Antonio to use their swords, would frighten Alonso, Antonio and Sebastian. The spectacle of the banquet disappearing would also amaze them. Alonso and to a certain extent Antonio and Sebastian are intimidated by this incident which is wrought by Prospero's magic. They are, thus, manipulated to realise their sins.</p>

ECHOES: PROSE

Question 4

- (i) Referring closely to the short story, *The Singing Lesson*, show how the Headmistress' summons to Miss Meadows eventually brings the latter out from cold despair to a realm of hope, love and joy. [5]
- (ii) Referring closely to the short story, *The Sound Machine*, give specific instances to show how Klausner was obsessed with sound. [5]
- (iii) (a) With close reference to the short story, *To Build a Fire*, discuss how the Man's lack of imagination led to his paralysing death while the dog's primitive instincts helped him to survive. [10]

OR

- (b) Do you think that friendship is not a matter of age but of emotional connect? Give your views with close reference to V.S. Naipaul's short story *B. Wordsworth*. [10]

Comments of Examiners

(i) Most candidates answered the question correctly. Some candidates could not trace the change from despair to joy. A few candidates, however, wrote that Miss Meadows received a letter from the Headmistress instead of 'telegram' and could not develop the change that occurred in Miss Meadows when she returned to the class in a happy and gleeful mood and asked the girls to open page thirty-two to sing a happy song. The headmistress was made to be the villain of the piece who was jealous of Miss Meadows' happiness as she was herself a spinster!!

(ii) Candidates merely described Klausner's activities without focusing on his obsession. The answers had very little relation to the question.

(iii) (a) Majority of the candidates wrote a mere summary of the short story. They failed to discuss how the Man's lack of imagination led to his paralysing death while the dog's primitive instincts helped him to survive. Some scattered instances were mentioned to establish the point that the Man was a newcomer in the land and was without imagination. However, very few candidates could depict the importance of primitive instincts through the character of the dog. Most candidates focused on the fires built by the

protagonist. The consequences of the man's lack of imagination were not dealt with. In many cases there was no reference to the dog. The primitive instinct of the dog was not discussed. As a result, the answers became a mere summarizing of the story with no relevance to the question asked. Quotations proved a rarity in this question.

(b) Candidates tried to explore the friendship between the young narrator and B. Wordsworth. Most candidates wrote how the friendship between the boy and B. Wordsworth strengthened giving appropriate instances from the text. The fact that the harshness of the mother and the absence of a father strengthened the bond between the young boy and B. Wordsworth was not brought out. In many cases, the answers were a mere summary of the story. The fact that the interaction between the two characters stretches and transcends the boundaries of age were not brought out clearly by some candidates.

Suggestions for teachers

- Thorough reading of text required. Identification of tone, mood and so on should be emphasized while teaching. The students should be taught to compare and contrast attitudes and reactions of the different characters in a story.
- Themes should be emphasised and students should be encouraged to discuss these themes through references to specific instances from the text.
- Students should be taught to read the question properly and identify what the question requires.
- Texts should be discussed so that the themes, attitudes and consequences of the stands taken by characters are clear to the students.
- Relationships should be thoroughly discussed and viewed from varying viewpoints in the story.
- Students should be encouraged to identify examples from the text to defend the standpoints taken.
- While analysing a short story the setting, characters, plot, conflict and themes should be discussed.

MARKING SCHEME

Question 4

(i)	<p>Candidates should mention the following points:</p> <ul style="list-style-type: none"> • In the middle of the singing lesson, Monica comes and informs Miss Meadows that Miss Wyatt wants to see her. • Miss Meadows walks through the silent and cold corridors (the coldness reflecting her despair) and enters the Headmistress' room. Miss Wyatt hands her a pink envelope containing a telegram. • The telegram is from Basil. The message is brief- "Pay no attention to letter, must have been mad, bought hat-stand today- Basil." • Miss Wyatt instructs her to go back to the class and also emphasises upon the fact that she doesn't approve of teachers getting telegrams in school hours, unless it is bad news. • Though Basil does not apologise or explain his earlier action, the message in the telegram dramatically changes Miss Meadows' state of mind. • She (Miss Meadows) speeds back to the music hall, on the wings of hope, of love and of joy. • She instructs the girls to open page thirty-two, she picks up the chrysanthemum, holds it to her lips to hide her smile and as she sings her voice is now deep, glowing with expression. <p style="text-align: right;"><i>(5 relevant points)</i></p>
(ii)	<p>Candidates should use the following points:</p> <ul style="list-style-type: none"> • He was obsessed with sounds as he himself said, "I like sound" • He wanted to hear those high-pitched inaudible sounds, which according to him made such a powerful music that they could drive a listener mad. • This is why he invented a sound machine to capture those inaudible sounds. • His obsession was so strong that he worked for hours on it, recording the sounds made by a fly and a bat and made changes for "improving it". • He has been described in the story as "moth of a man", indicating that as a moth is attracted to bright lights, so was Klausner attracted to sounds. He desperately wanted to test his machine and prove his theory. • In the incident with Mrs. Saunders, his obsession is again visible as he does not realise how he might sound to her. He is completely bent upon his findings. • He was so sure of hearing those inaudible sounds that at the end of the story, even after his machine was destroyed, he demanded whether the doctor had heard the sound, which he himself had heard earlier. Such is his obsession that he almost forces the doctor to agree with him.

(iii)	(a)	<p>Candidates should use the following points:</p> <p>The man, a ‘chechaquo’ was without imagination. The fact that he was going to travel alone in Yukon wilderness in extremely low temperature did not “lead him to meditate upon his frailty as a creature of temperature.” He was indifferent to the fact that man can only live within certain narrow limits of heat and cold. He undertook a journey alone in Klondike’s brutal cold, and “travelled light” without a mate.</p> <ul style="list-style-type: none"> • During his trek the man was confronted again and again by his weakness. Each time he removed his gloves, the man was surprised at how quickly his fingers were numbed. He was also startled at how fast his nose and cheeks froze, and he was amazed when his spittle froze mid air even before it hit the snow. • He underestimated the power of nature and did not heed the Old-Timer’s advice. He is condescending in his attitude to the Old Timer. • When he built the fire for the second time, he felt proud. But the “treacherous tree” blotted out the fire. The flame of life withered away and unable to build a fire yet again, he panicked and after a few panic-stricken efforts to save himself from the inevitable, resigned himself to the power of nature. • The dog was a big native husky, who was attuned to the extreme conditions of the region. The dog realized the dangers of travelling in tremendous cold. “Its instinct told it a truer tale than was told to the man by the man’s judgement.” The dog had learned fire, and it wanted fire or else to burrow under the snow and cuddle its warmth away from the air. • The dog, who was half-wild and thus closer to nature felt “depressed” by the cold. He also seemed to be inquisitive about the man’s unwonted involvement in such a weather when he should have been seeking shelter somewhere or building a fire. The dog was a toil-slave of the man but the same man ‘felt a great surge of envy’ on seeing the creature that was warm and secure in its natural covering. Nature herself had equipped the dog for the cold. • When the man met his end, the dog considered its own survival. As soon as the dog sensed death, it moved in the direction of the camp where it would be given food and fire.
	OR	

	(b)	<p>Candidates should use the following points:</p> <ul style="list-style-type: none"> • The young boy and the poet, B. Wordsworth, meet when the latter comes one day to the boy's house wanting to watch the bees. • The unusual request piques the interest of the boy though the boy's mother views the man with suspicion. • Gradually the two begin meeting more often. The poet becomes a mentor to the young boy, perhaps because the boy only had his practical and harsh mother who had no time to appreciate the boy's sensitivity. • B. Wordsworth, on the other hand appreciates the boy as a fellow poet and encourages his poetic sensibility and sensitivity. • Their friendship evolves and barriers of age are erased as through their exploration of the natural world, B. Wordsworth encourages the boy to view the world from a new perspective. • In the course of their journey together, the young boy imbibes qualities of patience, listening with purpose and empathy and matures emotionally. • The young boy probably fills the emotional void in B. Wordsworth's life. • That the relationship is meaningful to both is evident from the fact that the poet shares the painful aspects of his life as well as his aspirations with his young friend. • When B. Wordsworth tells the boy not to visit him again, he probably wishes to shield him from the harsh realities of life. • This interaction makes their friendship unique.
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REVERIE: POETRY

Question 5

- (i) Referring closely to the poem, *Dover Beach*, show how the poet correlates the gradual receding of the "Sea of Faith" with the gradual loss of human faith in religion. [5]
- (ii) Referring closely to the poem, *The Darkling Thrush*, examine the poet's encounter with the aged thrush as a passage from amazement to introspection. [5]
- (iii) (a) Referring closely to the poem, *Birches*, discuss what differentiates the swinging of birches in the poet's adulthood from that in his childhood. [10]

OR

- (b) How does the poem, *Crossing the Bar*, portray the poet's deep affirmation and faith in God? [10]

Comments of Examiners

- (i) Majority of the candidates did not understand the poem 'Dover Beach'. As a result the answers were wide off the mark. Very few candidates were able to draw a correlation between the receding sea and the Sea of Faith. They were not able to relate the role of the Sea of faith in human lives (the comparison with a girdle and the protective function of the girdle). Some candidates could not properly correlate the gradual receding of the sea of faith with the gradual loss of human faith in religion. Most candidates wrote a generalized answer with a lot of repetition focusing on faith and its loss in human lives.
- (ii) Candidates were more comfortable with this question and could answer effectively. Most candidates used images of death to emphasize the growing gloom of the age and how the thrush's song breaks this mood of depression and monotony.
- (iii) (a) Most answers were inadequate summaries of the poem. The contrast between childhood joys, the closeness to Nature, as opposed to the desire to escape from the cares of life in adulthood, was not brought out. Most candidates wrote a summary of the poem without discussing what differentiates the swinging of birches in the poet's adulthood from that in his childhood. Some scattered references are mentioned without accurately justifying the given question. Most candidates gave irrelevant descriptions of birch trees and how their frozen branches were encrusted with ice in the morning after an ice storm. Most candidates could not bring out the boy's conquest of trees which stands in sharp contrast with the pain of the adult world which is described as 'pathless wood.'
- (b) Candidates were more comfortable with this question, though they tended to write summaries rather than answering the question. Faith and affirmation in God were not pointed out. Very few candidates could correctly bring out the metaphors used in the poem.

Suggestions for teachers

- Poems should be taught thoroughly. Mere summarizing is not enough.
- Teach poem in the context of contemporary times. The poet's point of view should be brought out in conjunction with the students. Images and parallelisms should be explained.
- Students should be helped to develop a point of view. This will help them to write relevant and comprehensive answers and critically analyze individual poems.
- Poems should be taught with relevant examples which will lead to a better understanding of the poem and the point of view of the poet.
- Students should be helped to understand what the poet is actually saying in the poem.
- For better understanding encourage students to participate in class discussions.
- Help the students to understand the tone and mood of the poem.
- Ensure that the students understand the poetic tools and devices used.
- The students should understand the significance of certain terms and words used.
- General summaries should be discouraged. The statement made in questions should be analyzed and discussed with appropriate references to the poem.

MARKING SCHEME

Question 5

(i)	<p>Candidates should make the following points:</p> <ul style="list-style-type: none"> • Dover Beach expresses the regret at the loss of faith in God and religion. • The validity of the long standing theological and moral precepts was challenged by scientific postulates. • Like the sea, Faith once girdled the world like an attractive bright coloured scarf tightly binding one together. Now, however, the Sea of Faith is receding. • The power of religion to give unity and meaning is waning, leaving behind only the cold wind whistling over the desolate beach. The poet has compared faith in religion to a sea that surrounds the world. • The sea has its full tide and then it ebbs away with the mournful music over the pebbles. The grating of the pebbles brings the "eternal note of sadness" in. The harsh grating noise echoes the human condition without Faith. • The poet reminds the world of the time when people had faith in God and believed in religion. • But now faith is gradually fading away and human minds are like the pebbles on the shore which become naked when the water recedes.
(ii)	<p>Candidates could use the following points:</p> <ul style="list-style-type: none"> • The dreariness of the poet is a reflection of his state of mind and the bleak atmosphere around him. • He observes and records the bleakness of the world through powerful images which project a dead world bereft of all inspiration. • This lack of energy is felt by all mankind. There is no sense of community and all mankind has withdrawn to their household fires. • The thrush's song breaks this mood of depression and monotony. • The full-hearted joyousness of the song amazes and startles the poet, especially as it emanates from an aged thrush frail and battered by the wind (metaphorical) • His sense of amazement is heightened by the fact that the surrounding gloom cannot give anyone any cause for joy. • This leads the poet to reflect on the thrush's source of joy. • The poet himself cannot find any reason for the joyousness of the bird. • He therefore concludes that the bird knows of some hope and joy which eludes the poet- indicating that in spite of all the darkness and dispiritedness there is still room for hope and joy.
(iii)	<p>(a) Candidates should use the following points:</p>

		<ul style="list-style-type: none"> • The poet is pleased with the resolution which is presented in the last two lines of the poem <i>Birches</i>. He likes the idea of a vacation from the troubles of life, as long as it is only a vacation and not a permanent situation. • The poet maintains that one must remain within the real world and that complete escape into the world of imagination is not desirable. The real world might be a place of pain, but it is also the place for love. • The imaginary world is innocent. Should we live in a world of imagination or in a world of reality, is the question that is discussed in the poem. The poet states that he does not want complete escape from the earth. "Earth's the right place for love", he asserts. • Instead, he imagines the milder pleasures of gradually climbing up the tree, "Toward heaven" and of the gentle descent as the tree would place him down on the ground. In this way, Frost imagines a birch-swinging experience that "would be good both going and coming back", without the conflict between imaginative flight and earthly reality that seemed to prevail earlier in the poem. In fact, it is the real world that makes it possible for the poet to have his fantasies. • In childhood, the swinging of birches was symbolic of the conquest of nature. The boy "subdues" his father's trees "riding them" until he takes the "stiffness" out of them. This leaves him absolutely victorious over the trees: "not one was left/For him to conquer." The boy's conquest of the trees mirrors the victory of poet's imagination over the real world, for now his vision has completely replaced the ice storm on the cause of the trees' condition. In his adulthood the poet says, "So was I once myself a swinger of birches. And so, I dream of going back to be." • This longing for the simpler days of childhood stands in sharp contrast with the pain of the adult world which is described as a "pathless wood". • The "pathless wood" is a simile which compares life to a forest in which there is no clearly marked path and one may easily lose one's way. • The speaker wanders alone, burdened down with the hard choices of being adult, his face burning and tickling "with the cobwebs/Broken across it, and one eye is weeping/ From a twig's having lashed across it open." <p>Adulthood- need to escape darkness of life for a moment Youth – conquest nature – pleasure</p>
		OR
	(b)	<p>Candidates should use the following points:</p> <ul style="list-style-type: none"> • Many people lost faith in life beyond death. They agreed with those who believed that death is the end of life. Such thoughts were highly upsetting to men of faith.

	<ul style="list-style-type: none"> • The poet was able to regain his faith in the immortality of the human soul and the existence of God owing to a near death experience that he had. It was written after his serious illness. • The poem expresses his faith in the life beyond death. • Taking the traditional, religious image and symbol of the journey of the soul from, and to, its real home (heaven), and the poet makes it the central metaphor in this poem. • He believes that his passage from this life to the next will be smooth, like a ship which easily clears the sand-bar and comes into the open sea. • He wants to be calm and quiet at the time of death. Death is inevitable. Thus, it should be accepted in a calm manner. • We should not conceive it as something bad and cruel, because at the other side of life, we will meet our Creator. The idea of God as 'Pilot' is quite striking. • The images of the sunset, the evening star, the twilight, the evening bell are highly suggestive. • They convey the idea of old age and the end of life effectively.
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GENERAL COMMENTS

Topics found difficult by candidates

- Birches – The candidates did not understand the poem.
- Dover Beach – Answers showed lack of understanding of the poem.
- Question 3 (iii) (a) – Concept of forgiveness and reconciliation
- Question 4 (iii) (a) – Contrast between the man's lack of imagination and the dog's instinct.

Concepts in which candidates got confused

- Question 3(i): The Harpy Scene was confused as the scene between Caliban, Stephano and Trinculo.
- Question 3 (iii) (a) was confused with the epilogue.
- Question 4 (ii): Specific instances to show how Klausner was obsessed with sound.

Suggestions for candidates

- Develop the ability to analyse and comment on the different aspects of a text.
- Practise writing answers to questions.
- Read the questions carefully and provide answers that fulfill the question's requirements.
- Texts should be carefully read, emphasising interpretation, themes, character traits, relationships, and so on.
- Manage your time effectively during the examination.
- Focus on key words, images, comparisons, statements made by the characters or writers and so on.
- Create flowcharts or mind maps to recall events and their sequence, using textual references where possible.
- Concentrate on the meaning of individual lines while reading poems and short stories.
- Underline important lines or statements which can be used as quotations. Use quotations and substantiate from the text.
- Develop the ability to analyse and comment on the different aspects of a text.