

**YEAR 2020 EXAMINATION**

**ICSE**

# Analysis of Pupil Performance

**ENGLISH**



**Research Development and Consultancy Division**  
**Council for the Indian School Certificate Examinations**  
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## FOREWORD

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

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

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

**November 2020**

**Gerry Arathoon**  
**Chief Executive & Secretary**

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

The documents for the ICSE and ISC Examination Year 2020 include a detailed qualitative analysis of the performance of students in different subjects. The purpose of this analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centers across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2020 covers the following subjects/papers: English (English Language, Literature in English), History and Civics, Mathematics, Physics, Chemistry, Commercial Studies and Environmental Science.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2020 include English (English Language and Literature in English), Hindi, Physics, Chemistry, Mathematics, Computer Science, History, Political Science, Economics, Commerce, Accounts, and Environmental Science.

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

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

We hope that this document will enable teachers to guide their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

November 2020

**Shilpi Gupta**  
Deputy Head - RDCD

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## Question 1

(Do not spend more than 30 minutes on this question.)

Write a composition (300 - 350 words) on any one of the following:

[20]

(a) Write an **original** short story entitled '*The Secret*'.

(b) '*A family without pets is an incomplete family*'.

Express your views either **for** or **against** this statement.

(c) Which do you prefer – morning, afternoon, evening or night?

Describe your favourite time of the day. What are the sights, sounds, smells and feelings that you associate with your favourite time of the day? Why do you like this part of the day better than the others.

(d) Have you ever said or done something that changed the life of another person? Give an account of your words or actions that led to this change and describe how the experience made you feel.

(e) Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



## Comments of Examiners

- (a) Many candidates failed to understand the meaning of 'original' in the given topic. Some candidates indulged in plagiarism and lifted the story "Hearts and Hands" in entirety from the short stories.

Quite a few candidates could not reveal the secret in the course of the composition. A few candidates wrote it as a first-person narrative. Plot-structure, setting, sequence and characters were not clear.

In many cases, the story lacked a neat ending. In some cases, the secret was immediately revealed in the second paragraph and the element of shock/surprise was missing.

- (b) Many candidates strayed from the proposition. They focused more on grooming of pets than giving their views on the proposition.

Majority of the candidates lacked ideas to develop the essay.

Some candidates mistook 'pet animals' for 'domesticated animals' (cows, goats). Many candidates failed to take a stand and argued both sides of the motion. At times, the number of arguments given were inadequate.

- (c) A good number of candidates gave an account of all parts of the day instead of justifying the choice of their favourite time of the day. Some candidates were unable to express their thoughts due to poor linguistic ability.

Certain essays were often garbled and written in a combination of tenses. Some candidates had described the seasons instead. The descriptions were inadequately developed in several cases.

- (d) A number of candidates simply reproduced memorised essays from guidebooks, as was evident from the fact that the theme chosen by a number of candidates was the same.

One of the most common errors observed was the 'role reversal'. Some candidates gave an account of the impact of the other person's words/ actions on them(candidates) rather than the other way around. Inadequate language skill was also a great hindrance. Most essays lacked good vocabulary

## Suggestions for Teachers

- *Help students understand the demarcation between original and lifted stories and insist on originality. Lifting stories from prose, movies etc. should be discouraged.*
- *Focus on the importance of writing an original story in every story writing practice session.*
- *Teach plot structure. Devise pages to be filled in comic book-style etc.*
- *Give adequate practice of writing a logical ending through brainstorming sessions.*
- *Encourage narration of short stories in class (lower classes) to kindle students' imagination.*
- *Teach students the structure of an argumentative essay. Train them to include anecdotes without jarring the originality of the topic given.*
- *Explain the importance of having an opinion, placing an argument and taking a clear stand.*
- *Teach students to reduce redundancy and repetition of the same points.*
- *Give adequate practice of the structure of formal essay writings.*
- *Stress upon the necessity of planning – to think of 4 to 5 main points and to build the arguments around these points, using examples to illustrate and strengthen.*
- *Stress upon the importance of a strong stance – either 'for' or 'against' and give practice in writing the same.*
- *Train students to conclude with an interesting idea or by summarizing the argument or idea.*
- *Give adequate practice in reading the question and following the sequence of guidelines given.*

and expression and therefore, failed to score good marks.

- (e) Connection between the picture and the composition was lacking in most cases. A few candidates focused on the negative impact of mobile phones on children. Many compositions lacked logical conclusion. Mere listing of the elements seen in the picture was the most common error. In some cases, the picture was not the focus. Candidates mentioned a sight viewed on a journey/ trip. In a few other cases, the focus was shifted to child labour. Imagination was not given free rein, and a further handicap was lack of vocabulary.

- *Give adequate reading and vocabulary building exercises.*
- *While teaching a narrative composition ensure that the candidates learn the importance of the use of all senses-visual, auditory, olfactory, tactile, etc. to accentuate the composition.*
- *Use of adjectives, how to use the 'senses' in descriptive essay writing, how to connect ideas may be built into discussions on the style to be employed in descriptive essay writing.*
- *Adequate practice in writing descriptive essays must be given.*
- *Discourage the use of memorized essays.*
- *Explain the difference between narrative and descriptive compositions.*
- *Train students to read the topic carefully and chalk out a clear image of the doer and receiver, just as in active passive sentences! This will ensure there is no role reversal.*
- *Emphasise the importance of identifying highlights in a narrative and following sequential pattern of writing.*
- *Give sufficient exercises in picture composition by showing different pictures and videos to student and asking them to write compositions based on the picture.*
- *Discuss how a story, a description or an account can be built on the picture.*



## MARKING SCHEME

### Question 1

(a)	The short story must be centred around something that was kept a secret for a long time and was later revealed. The revelation should include an element of surprise or suspense. A touch of humour must be given merit.
(b)	Argumentative essay: Views for or against the motion are to be accepted. Credit is to be given for a cohesive, well-constructed, logical argument, ideas and reasoning based on personal experience. Candidates must establish why pets are or are not important for the wellbeing and happiness of the family. Examples should be given to prove their argument. Candidates must take a clear stand and give valid reasons for their opinion. [2 to 3 points]
(c)	This is descriptive composition, and the candidate must choose the best part of the day. A brief description of the time and reasons for the choice must be given.
(d)	A brief account of words or actions. The impact on the other person, the effect on the narrator. This is a first-person account. 'I' must be the protagonist. [Action/impact can be positive or negative]
(e)	Picture Composition: Accept a wide interpretation. Any relevant ideas taken from the picture should be accepted. However, a <i>mere itemization / listing / description</i> of the picture is to not to be given credit.

### Question 2

[10]

(Do not spend more than **20** minutes on this question.)

Select **any one** of the following:

- (a) You have changed your school recently. Write a letter to your friend in your old school telling him / her what you like about your new school but also what you miss about your old school.
- (b) Some taps in your locality are left open all day resulting in a tremendous waste of water. Write a letter to the Municipal Commissioner of your town / city, complaining about the problem. Suggest ways in which this waste of water can be prevented.

### Comments of Examiners

- (a) Most candidates attempted this question well, some common anomalies observed in this question were:  
Format: In many cases, candidates used mixed format.

### Suggestions for Teachers

- Teach the candidates the correct format (address, date, salutation, and subscription) and style of letter with emphasis on tone appropriate to the context.

Various combinations of *friend* and *dear* in the salutation were used. Many candidates wrote *Respected Sir*. Salutation-errors were also observed in writing the school's name and the spelling of 'Principal'.

The comma was missing after salutation / subscription. In Subscription, many candidates wrote *Your's sincerely*, *Yours truely*, *Yours lovingly*, *ABC*. Some candidates wrote the date erroneously.

Content: Some candidates did not analyse the question and wrote about what they liked about their old school instead of writing about their new school. Many candidates failed to mention what they missed about their old school.

Change in school was not mentioned by some candidates. Some wrote of change in city. What was missed about the old school became a bald statement of fact - the old school was missed. Points required to explain what was missed were not written.

- (b) Common errors made by candidates in this part were:

Format: No address was given; candidates wrote either the school name or Examination hall.

The Month (February) was spelt incorrectly. Instead of the examination date other dates were given.

Incorrect Salutation- many candidates did not use the word 'Sir'/'Madam'.

Content: Candidates mistook taps in the locality for taps in the houses in the locality. Problems caused by wastage of water were not mentioned.

The problem i.e. wastage of water was not dealt with. Suggestions written were inadequate. Simply, 'close the taps' was written, other steps were not thought out.

In subscription many candidates wrote 'yours' as 'your's' with apostrophe which was incorrect.

Expression: Language as required in formal letter was not used. Very casual language and faulty sentence construction was predominant.

- *Regular practice in the classroom is essential.*
- *Drill students to understand the formal and informal language of a letter.*
- *Instruct students regarding the importance of reading the question paper carefully in order to identify the important points, highlighting and using specific words as referral points.*
- *Conduct classroom activities to improve their language, structure and expressions.*
- *Discourage the dependence upon the guides and workbooks and encourage students to the Council website for clarification regarding their studies.*
- *Refer to the Council website to ensure that the structure and formats for Formal and Informal letters are correctly understood and taught to the students.*
- *Teach students the difference between formal and informal letter. Clarify the formats very clearly to the students.*
- *Ensure that students avoid flat, faulty languages, SMS language, contraction of words and slang words.*
- *Address adequately the importance of identifying key elements in a topic – the premise, the problems, the solutions, etc.*
- *Explain the necessity of ensuring precise language such that information given or required by the letter is included.*
- *Read out examples of good formal letters if required to give the students a 'feel' of what is required.*
- *Apart from grammar practice, encourage candidates to read to improve their language skills.*

## MARKING SCHEME

### Question 2

<b><i>FRIENDLY LETTER</i></b>	<b><i>FORMAL LETTER</i></b>
Address	From address
Date	Date
Salutation	To address
X	Salutation
Subscription	Subscription
First name	Name + surname/ initial

(a) **Informal Letter: Format, Content, Expression**

Body

Two or three reasons about why you like the new school.

Two or three reasons why you miss the old school.

**Explanatory Note:**

1. Friend's name should be mentioned in the salutation.

2. In the content there must be a total of five points between like and dislike.

(b) **Formal Letter: Format, Content, Expression**

Complaints: water wastage / dirty / slippery / unhealthy / stagnant water / causes severe shortages. *(Any two complaints)*

Suggestions: Call the plumber / repair / install tank / change valve / frequent monitoring / shut off the mains / helpline/ any other suggestions. *(Any two suggestions)*

**Explanatory Note:** Designation and name of the city should be mentioned in the 'To' address.

### Question 3

- (a) Your school is organising a fete / carnival to raise funds for victims of the recent floods in your State. [5]

Write a notice to be put up on the school notice board giving details of the event.

- (b) Write an e-mail to the Principal of a neighbouring school, inviting him/ her to send their candidates to attend the fete / carnival. [5]

## Comments of Examiners

(a) In writing the notice, following anomalies were observed:

- The creative title was missing.
- Inappropriate / incorrect or a very long title was given, e.g. Fund, Carnival, Let us Enjoy Carnival.
- The content details were given in a paragraph. Candidates did not adhere to the format.
- Date of the event was either too far ahead to be relevant or the same date of the examination was given as the date of the event, while the date of the event should have been at least 7 to 14 days after the notice.

Some candidates mistook the event for a cultural activity / competition. In some cases, the event merely mentioned the fete/carnival and not the purpose for which it was being held. Position of details was interchanged, details of time, date, venue were incomplete. For example, in the date, the year was not mentioned, the venue was not specific.

(b) In writing the email, the following errors were observed:

- Incorrect Email ids were given
- Personal ids were given.
- Subject was not written.
- The opening sentence was not clear and did not touch upon the topic.
- The closing sentence was missing in many cases. In many scripts, the opening and closing sentences overlapped with the content.
- Salutation and subscription; many candidates wrote (Respected sir/ Ma'am) which was incorrect salutation.
- In a few cases, date, venue, time were not mentioned. Only the date of the examination was written.
- While the invitation was to send the candidates, some candidates invited only the Principal of the neighbouring school for the event.

## Suggestions for Teachers

- Explain the necessity of giving the required information - date, venue and time of the event.
- Draw up a list of events according to the school calendar – and think of creative titles to go with events centring around these e.g., singing, music, drawing, dancing, elocution, debate, sports, swimming, etc. Through games and interactions in class, make a list of short, catchy phrases/ titles that students may begin to use.
- Ask students to visit CISCE website ([www.cisce.org](http://www.cisce.org)) to see the correct format for notice-writing.
- Familiarise students with the difference between an official and a personal email id.
- Tell students that in the opening sentence, only the request/ invitation should be mentioned.
- Explain to the students the necessity of a polite closing of the mail e.g., Hoping for - positive reply, support, etc.
- Train students to write salutation and subscription as written in the formal letter (Refer to the Council website).
- Show students an actual email, id etc. Explain to them the components of an email id – personal /particular name/etc. + @ + the provider.
- Clarify the difference between the role of the host and that of the invitee through demonstration or role play.
- Ask students to copy the event from the Notice into the Subject box.
- Put up opening sentences which demonstrate how to incorporate the request/invitation, on the board for the students.
- Clarify that the expression and details of the event as conveyed in the notice, are to be incorporated into the body of the email imperatively.

## MARKING SCHEME

### Question 3

(a)	<p>Creative Title – e.g. Carnival, Fun time, Care and Share, Helping hands, etc. [English words only.]</p> <p>...School helps flood victims.</p> <p>Date – Any date in March (date + month + year)</p> <p>Time – accept any time - a.m./am/A.M</p> <p>Venue – smaller to bigger place</p> <p>Invite participation, to whom to apply to, etc. [Target audience]</p>
(b)	<p>E-mail – id [No name to be used in the email id]</p> <p>Subject: Invitation + for the event</p> <p>Salutation [As in formal letter]</p> <p>Opening sentence</p> <p>Closing sentence</p> <p>Subscription [As in formal letter]</p> <p>Expression – All details of the notice are to be included in full sentences in the e-mail. [Date/time/venue should be included.]</p>

### Question 4

Read the following passage carefully and answer the questions that follow:

Attending classes inside a railway carriage seemed unusual enough, but the seating arrangements turned out to be unusual, too. At Totto-chan's previous school each pupil was *assigned* a specific desk. But here they could sit anywhere they liked at any time.

The most unusual thing of all about this school, however, was the lessons themselves.

Schools normally schedule one subject, for example history, during the first period, when everyone in the class just did history; then say, arithmetic in the second period, when you just did arithmetic. But here it was quite different. At the beginning of the first period, the teacher made a list of all the problems and questions in the subjects to be studied that day. Then she would say, "Now, start with any of these you like."

So, whether you started on history or arithmetic or something else didn't matter at all. Someone who liked composition might be writing something,

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while behind you someone who liked chemistry might be boiling something in a flask over an alcohol burner.

This method of teaching enabled the teachers to observe — as the children progressed to higher grades — what they were interested in as well as their way of thinking and their character. It was an *ideal* way for teachers to really get to know their pupils.

As for the pupils, they loved being able to start with their favourite subject, the fact that they had all day to cope with the subjects they disliked meant they could usually manage them somehow. So, study was mostly *independent*, with pupils free to go and consult the teacher whenever necessary. Then pupils would be given further exercises to work at alone. It was study in the truest sense of the word, and it meant there were no pupils just sitting inattentively while the teacher talked and explained.

The first-grade pupils hadn't quite reached the stage of independent study, but even they were allowed to start with any subject they wanted.

Some copied letters of the alphabet, some drew pictures, some read books, and some even did physical exercises.

Just then the boy sitting behind her got up and walked toward the blackboard with his notebook, apparently to consult the teacher. Totto-chan stopped looking around the room and fixed her eyes on his back as he walked. The boy dragged his leg, and his whole body swayed from side to side. Totto-chan wondered at first if he was doing it on purpose, but she soon realized the boy couldn't help it.

The boy said brightly, "My name's Yasuaki. What's yours?"

She was so glad to hear him speak that she replied loudly, "I'm Totto-chan."

*Adapted from Totto-chan*

(a) Give the meaning of the following words as used in the passage:

One-word answers or short phrases will be accepted.

- (i) assigned (line 3)
- (ii) ideal (line 19)
- (iii) independent (line 24)

20

30

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[3]

- (b) Answer the following questions briefly in your own words.
- (i) What was unusual about the seating arrangement? [2]
  - (ii) How did the method of teaching help the teacher? [2]
  - (iii) Why did the pupils enjoy their lessons at this school? [2]
  - (iv) What different things did the first-grade pupils do? [2]
  - (v) Which sentence in the passage tells us that the boy had difficulty in walking like other children? [1]
- (c) In not more than 50 words, describe how the children were taught. [8]

Comments of Examiners	Suggestions for Teachers
<p>(a) Vocabulary:</p> <p>It was found that several candidates wrote the meaning without trying to substitute the given word in the given passage. They failed to give contextual meaning of the given words.</p> <p>Many candidates failed to maintain the tense of the given words in their meaning. The ‘form’ of the meaning did not match. e.g., assigned - ‘to give’ instead of ‘given’.</p> <p>Candidates did not always read the passage with the word meaning closely enough, so some completely incorrect interpretations were observed, e.g.:</p> <ul style="list-style-type: none"> <li>• assigned - something registered to a particular person</li> <li>• ideal - beneficial</li> <li>• independent – without any dependent</li> </ul> <p>Some candidates explained the meaning in sentences.</p> <p>(b) (i) Many candidates wrote about the abnormality of attending class in a railway carriage, but it was not the correct answer. A few candidates copied paragraphs from the passage. Some candidates wrote the first part: could sit - and forgot the second part - anywhere they liked.</p> <p>(ii) Most candidates wrote all the points appropriately. Some, instead of writing the method of teaching, wrote the schedule of the day.</p>	<ul style="list-style-type: none"> <li>▪ <i>Point out with examples, how the incorrect word meaning if replaced in the passage, would not fit.</i></li> <li>▪ <i>Encourage candidates to practise vocabulary exercises and look up words in a dictionary on a regular basis.</i></li> <li>▪ <i>Teach students to look for words in passages and write the appropriate meaning. Explain the difference in forms.</i></li> <li>▪ <i>Train students to write only the inferred answers rather than lifting from the passage.</i></li> <li>▪ <i>Ensure that analytical questions are a part of every Comprehension exercise.</i></li> <li>▪ <i>Teach students to read the assigned extract at least 2-3 times, understand the essence, then read the questions very carefully, think logically and answer the question to the point.</i></li> <li>▪ <i>How to find and then copy a portion of the text to be quoted exactly may be taught in class. Enough practice should be given coupled with repeated instructions that if one sentence has been asked to be quoted, the most appropriate sentence needs</i></li> </ul>



- (iii) Some candidates simply copied the part of the passage without focusing on the reason the pupils enjoyed the method of learning.
- (iv) Many candidates committed mistakes here. That the first graders had not reached the level of independent study and used to ask their teachers about everything, were points that crept in, instead of the specific answers required.
- (v) Several candidates quoted some lines from the passage which were incorrect. Many candidates wrote more than one sentence without highlighting the correct sentence, while some wrote incomplete sentences. Some wrote the answer in their own words instead of quoting the sentence.
- (c) Several candidates did not keep to the word limit. They wrote the précis in more than 50 words. Many candidates left out articles to reduce the word count. Some wrote the summary of the entire passage/ part of the passage.

A large number of candidates failed to understand the question. Many candidates were able to identify and write only 2 to 3 points. They did not seem to be able to understand how much of the text was to be covered. Most candidates did not use a Grid.

*to be quoted. It should be quoted verbatim (word for word).*

- *Instruct candidates to read the question and the passage thoroughly, highlight all the relevant points that they consider important and then value the most relevant points.*
- *Teach how to identify the key words-Nouns/Verbs.*
- *Teach students to see the summary as an answer to a specific question. For Summary writing tell them to follow the steps which include:*
  - *Reading of the text carefully and attempting to grasp the main idea.*
  - *Looking for words or ideas that stand out - these could be naming or doing words - around which ideas have been built.*
  - *Incorporating these important words as main points into the summary.*
  - *Leaving out extra words (such as adjectives which may not be required) and rewriting sentences in simple language.*
  - *Training students to put several points together as part of one whole and not using elaborate explanations which may be given in the text.*
  - *Ensuring an easy flow of thoughts, that the question is answered and that the main points according to the passage have been incorporated. Teach and insist on Grid use.*



## MARKING SCHEME

### Question 4

(a)	Give the meaning of the following words as used in the passage. One-word answers or short phrases will be accepted.		
	(i)	assigned	allotted, to give for a particular purpose, given, allocated
	(ii)	ideal	perfect, the best possible, appropriate, flawless most appropriate. most suitable, excellent
	(iii)	independent-	free, not needing or wanting help, separate, self-directed, without any help, self-reliant, without assistance.
(b)	(i)	The children were allowed to sit / anywhere they like.	
	(ii)	Enabled the teacher to observe / what were they interested in / their way of thinking / their character.	
	(iii)	They loved starting with their favourite subject / had all day to cope with what they didn't like / could work independently. <div>[any two points]</div>	
	(iv)	They copied letters of the alphabets / drew pictures / read books / did physical exercises.	
	(v)	“The boy dragged his leg and his whole body swayed from side to side.” (Entire sentence to be quoted exactly).	
(c)	<u>Points to look for:</u> How the children were taught 1. Teacher makes a <u>list</u> 2. Children could choose to do first <u>they liked to best/choose</u> favourite subject/ start with any subject. <div>(Any one point)</div> 3. Would do later (cope up with) what they <u>disliked</u> 4. Children worked <u>independently</u> 5. They could <u>approach/consult</u> the teacher when they needed help / free to go to. <div>(Any one point)</div> 6. Further exercises were given as homework. /to work at (alone)		

## Question 5

- (a) Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space. [4]

**Example:**

(0) *taught*

By the time she was three, Matilda had (0) \_\_\_\_\_ (teach) herself to read by (1) \_\_\_\_\_ (study) newspapers and magazines that (2) \_\_\_\_\_ (lie) around the house. At the age of four, she could (3) \_\_\_\_\_ (read) fast and well and she naturally began (4) \_\_\_\_\_ (hanker) after books. The only book in the whole of this enlightened household was something called Easy Cooking (5) \_\_\_\_\_ (belong) to her mother, and when she had read this from cover to cover and had (6) \_\_\_\_\_ (learn) all the recipes by heart, she (7) \_\_\_\_\_ (decide) she (8) \_\_\_\_\_ (want) something more interesting.

- (b) Fill in the blanks with appropriate words. [4]

- (i) It has been raining \_\_\_\_\_ two hours.
- (ii) He just scraped \_\_\_\_\_ his examination.
- (iii) Mrs. Kapoor was bent \_\_\_\_\_ attending the meeting.
- (iv) She is proud and looks \_\_\_\_\_ on her colleagues.
- (v) Rahul plays football \_\_\_\_\_ his grandfather.
- (vi) The mother was sitting \_\_\_\_\_ the sick child all night.
- (vii) Monica is leaning \_\_\_\_\_ the wall.
- (viii) Rosie is very good \_\_\_\_\_ art and craft.

- (c) Join the following sentences to make one complete sentence **without using** *and, but* or *so*: [4]

- (i) Sarah and Tyra are twins. They look exactly alike.
- (ii) Rohan does not like to play cricket. He does not like to play hockey either.
- (iii) Sania pushed as hard as she could. The door would not open.
- (iv) The school bus drove through the gate. The clock was striking eight at that moment.

- (d) Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence. [8]

- (i) The librarian orders books for the school library every year.  
(Begin: Books...)

- (ii) No one will deny that the children have worked very hard this year.  
(Begin: Everyone...)
- (iii) As soon as the teacher enters, she is greeted by her candidates.  
(Begin: No sooner....)
- (iv) She is so busy that she finds no time to entertain her friends.  
(Rewrite using 'too')
- (v) In spite of the very hot weather, Kevin stepped out to buy some bread.  
(Begin: Despite....)
- (vi) Sheela will be selected for the competition only if she goes for the auditions.  
(Begin: Unless....)
- (vii) I would rather eat fruit than a lot of unhealthy junk food.  
(Begin: I prefer....)
- (viii) The tree was cut down ruthlessly.  
(Begin: They...)

Comments of Examiners	Suggestions for Teachers
<p>(a) A large number of candidates did not perform well in this part of the question. Some of the commonly occurring errors were as follows: In the first blank, many candidates misspelt the word 'studying' as <i>Studing</i>. In the second blank, most of the candidates wrote <i>Lied</i> instead of <i>lay</i> as the past tense for the word <i>Lie</i>. In the fifth blank, many candidates wrote <i>which belonged</i> making it an adjective clause when the question was about tenses. Many candidates answered blanks (3), (4), (7) and (8) in their continuous / simple past / perfect forms where the answer should have been written in another form.</p> <p>(b) Most of the candidates did not know the proper use of prepositions. Common errors observed in the usage of prepositions were as follows: In (i) 'since' was used instead of 'for'. In blank (ii) 'into'/'out' was used instead of 'through'.</p>	<ul style="list-style-type: none"> <li>▪ Give frequent practice in sequence of tenses to assist students in identifying the correct use of tense in the given context.</li> <li>▪ Practice verb forms in passages, as in single sentences.</li> <li>▪ Create tables of tenses with examples and drill.</li> <li>▪ Explain to the students the difference between 'since' and 'for' with a 'specific time' and a more 'general period'.</li> <li>▪ Explain the importance of reading the entire sentence before deciding upon a preposition.</li> <li>▪ Explain the rules of grammar, rules governing the use of prepositions, adverbs.</li> <li>▪ Clarify that 'yet' is an independent joiner. It should not compliment, though or although.</li> <li>▪ Teach students that two clauses are made mutually exclusive by the use</li> </ul>

'over' was filled in instead of 'on/upon' in blank (iii).

In blank (iv), the candidates couldn't understand that pride is associated with looking down on others.

In part (vii) most of the candidates wrote leaning on the wall or by the wall instead of *against*.

(c) Many candidates used an incorrect approach. The following procedural mistakes were observed:

(i) Candidates took a causal premise or took the meaning to be 'since' e.g., Sarah and Tyra are twins because/ therefore they look alike.

(ii) In this part, instead of using the coordinating conjunction 'Neither ....nor' / 'either...or' the candidates used-'and' ( Synthesis had to be done without using 'and').

(iii) Conceptual and grammatical errors were noticed in this part; 'even' was used instead of 'though' or 'even though'. Instead of using the subordinating conjunction, candidates used coordinating conjunctions (but).

(iv) Candidate did not use adverb clause in synthesis of sentences.

(d) Common errors made by candidates in this part were:

(i) Some candidates did not maintain the tense of the sentence. They used present continuous tense instead of present simple tense e.g., Books are being ordered...../ Books has been ordered..... (mistakes in subject-verb agreement and in tense).

(ii) A few candidates replaced the words 'No one' with 'Everyone', thus changing the meaning of the sentence e.g., many candidates used 'Everyone will not deny...' instead of 'Everyone will agree....'.

(iii) Incorrect sentence construction - many candidates used past tense, while the given sentence was in present tense. Some

*of the subordinating conjunction 'though', 'although' etc and not inter-dependent as in a causal sentence.*

- *Teach when to use 'Neither; nor; either; or'*
- *Teach the rules of synthesis of sentences thoroughly to the students and revise regularly. Give regular exercises to the students in synthesis of sentences without using 'and', 'but' or 'so'.*
- *Teach the candidates to reason out the implications of using wrong words /placing the word wrongly in a sentence.*
- *Stress on improving reading habits to help improve basic language skills and fluency.*
- *Have oral practice as a regular feature of the grammar class.*
- *Teach students Logical thinking to identify implications of incorrect choice of words or a word incorrectly placed.*
- *Stress on the importance of reading to help improve basic language skills and fluency.*

candidates wrote 'No sooner does the teacher enters, then.....'

- (iv) Some candidates failed to use the correct structure- 'too....to' instead of 'so...that'. Many candidates wrote, She is too busy that she cannot entertain her friends. (incorrect)
- (v) Many candidates used 'of' with 'despite', which is incorrect e.g., Despite of very hot weather, Kevin stepped out to buy some bread. (incorrect)
- (vi) Candidates wrote 'Pronoun' (she) instead of the 'noun' (Sheela) e.g., Unless she goes for the auditions, Sheela will not be selected for the Competition. This was incorrect. Some wrote, Unless Sheela goes for the auditions, she will be selected - instead of 'will not be selected'.
- (vii) Most of the candidates used *rather than* /*than/over*.
- (viii) Many candidates wrote - *had cut/were cutting* instead of using *cut*. Some candidates omitted the word 'down' which changed the meaning of the sentence e.g., They cut the tree ruthlessly. (incorrect).

## MARKING SCHEME

### Question 5

(a)	0. taught 1. studying 2. lay 3. read 4. hankering / to hanker 5. belonging 6. learnt/learned 7. decided 8. wanted
(b)	(i) for (ii) through (iii) on/upon

	<p>(iv) down</p> <p>(v) with</p> <p>(vi) beside / with / near / by</p> <p>(vii) against</p> <p>(viii) at / in</p>
(c)	<p>(i) Sarah and Tyra who are twins look exactly alike. Sarah and Tyra are twins who look exactly alike. Sarah and Tyra, who look exactly alike are twins.</p> <p>(ii) Rohan neither likes to play cricket nor hockey. Rohan likes to play neither cricket nor hockey. Rohan does not like to play either cricket or hockey.</p> <p>(iii) Although / Though / Even though Sania pushed as hard as she could, the door would not open. In spite of/ Despite Sania pushing the door as hard as she could, it would not open. Sania pushed as hard as she could,[yet/ however/still/nevertheless] the door would not open.</p> <p>(iv) The clock was striking eight when the school bus drove through the gate./ The school bus drove through the gate when the clock was striking eight./ When the clock was striking eight the school bus drove through the gate./ When the school bus drove through the gate, the clock was striking eight at that moment.</p>
(d)	<p>(i) Books are ordered for the library every year by the librarian. / Books are ordered by the librarian for the library every year.</p> <p>(ii) Everyone will agree/admit/affirm/ accept that the candidates have worked very hard this year.</p> <p>(iii) No sooner does the teacher enter, than she is greeted by her candidates. /</p> <p>(iv) She is too busy to find time to entertain her friends.</p> <p>(v) Despite the very hot weather Kevin stepped out to buy some bread. Despite the weather being very hot, Kevin stepped out to buy some bread. Despite the fact that the weather was very hot, Kevin stepped out to buy some bread.</p> <p>(vi) Unless Sheela goes for the auditions she will not be selected for the competition.</p> <p>(vii) I prefer eating fruit to a lot of unhealthy junk food.</p> <p>(viii) They cut down the tree ruthlessly. / They ruthlessly cut down the tree.</p>

# GENERAL COMMENTS

**Topics found  
difficult/  
confusing by  
candidates**

## **Essay writing:**

To compose a creative composition in 300-350 words was beyond the powers of many candidates. Consequently, the weaker candidates resorted to either copying parts of the comprehension passage in the middle of the essay or copied the passage in its entirety. Many candidates found it difficult to express their thoughts in English and therefore used words in mother tongue to express their views.

## **Letter writing:**

In the formal letter, the consequences of wastage of water, was not understood by many candidates. The idea/concept of waste of water was misconstrued by many. Candidates took it for wastage of water in homes.

## **Notice and Email:**

- (i) The connection between the two was not understood by some. In some centres, incorrect format was used.
- (ii) The event/purpose behind hosting the carnival and who the host was/ who the letter was addressed to was not understood by some candidates.

## **Comprehension:**

- Most of the candidates got confused with the meanings of the words. They could not bring out the sense given in the passage.
- All questions based on analysis/ understanding were not understood by many candidates. Many of the answers in part (b) seemed to centre around the idea of independent study - it was as if the candidates could not move past that one main idea.
- The Summary was disappointing - candidates seemed not to have been able to grasp which portion of the text was required to be referred to for the answer.

## **Grammar:**

The rules of grammar were not clear to many candidates.



## **Suggestions for Students**

- Take up reading as a regular habit.
- Make it a practice to read newspapers, periodicals and story books. Read journals and magazines on a variety of topics.
- Listen to famous personalities' oration to enhance your vocabulary. Involve yourself in debate sessions to develop your speaking skill.
- Converse in English at school and at home.
- Read the question paper well before start answering it.
- Consult encyclopaedias and the internet if this resource is available to you. Be careful to do so under adult supervision and to only consult authenticated resources.



## SECTION A – DRAMA

*Answer one or more questions from only ONE of the following plays:*

*The Merchant of Venice*

*or*

*The Mousetrap*

*The Merchant of Venice: Shakespeare*

### Question 1

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

**Launcelot:** *But, I pray you, ergo, old man, ergo,  
I beseech you, talk you of young Master Launcelot?*

**Gobbo:** *Of Launcelot, an't please your mastership.*

**Launcelot:** *Ergo, Master Launcelot. Talk not of  
Master Launcelot, father; for the young gentleman,  
according to Fates and Destines, and such odd  
sayings, the Sisters Three and such branches of leaning,  
is indeed, deceased; or, as you would say  
in plain terms, gone to heaven.*

- (i) What information does Gobbo seek from Launcelot at the beginning of this scene? [3]  
What does Launcelot say has happened to Gobbo's son?
- (ii) Who are the 'Sisters Three'? [3]  
What role were they thought to play in the lives of humans?
- (iii) Who was Launcelot's master? [3]  
What gift had Gobbo brought him?  
What does Launcelot want him to do with it?
- (iv) What reasons does Launcelot give for wanting to leave his present master's service? [3]  
Whom does he wish to serve instead?
- (v) Why does Gobbo have trouble recognising Launcelot? [4]  
What purpose does this scene serve in the context of the play?

Comments of Examiners	Suggestions for Teachers
<p>(i) This question was answered correctly by most candidates. The information sought by Gobbo was an easy idea to convey. The second part of the answer was answered well by candidates.</p> <p>(ii) While most candidates were able to attempt the first part of the question well, many were unable to answer the second part correctly. There were hardly any candidates who could write in detail about the Three Sisters and their role. Candidates gave answers such as, Launcelot's sisters/ Portia, Nerissa &amp; Jessica.</p> <p>(iii) The first part of this question was answered well. In the second part, many candidates could not remember 'a dish of doves' and wrote imaginative answers instead. Most candidates answered the third part correctly. Some wrote the names of other characters from the play instead of 'Bassanio', which was the correct answer.</p> <p>(iv) Candidates attempted this part satisfactorily.</p> <p>(v) This is a simple and direct question. It was answered correctly by most candidates. Candidates had some trouble with the second part of the question. The idea of 'comic relief' was missed by many.</p>	<ul style="list-style-type: none"> <li>▪ <i>Focus on details when teaching. Insist that the students underline the key points while discussing in class. Also, give importance to all characters and Scenes in the play.</i></li> <li>▪ <i>Read the Greek and Biblical allusions which occur frequently in Shakespeare's plays.</i></li> <li>▪ <i>Revise the play and have several readings so that the students become familiar with every aspect of the play.</i></li> <li>▪ <i>Help students in understanding the significance of a scene in the overall context of the Play</i></li> <li>▪ <i>Have class discussions to enable students to form a clear idea of the emotions, actions and motivations of each character in the play.</i></li> <li>▪ <i>Explain the importance and purpose of each scene in the play.</i></li> </ul>

MARKING SCHEME	
Question 1	
(i)	<ul style="list-style-type: none"> <li>• The way to Shylock's OR master Jew's house OR does Launcelot live with him</li> <li>• had died (deceased) / gone to heaven</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• Greek mythology three sisters = three Fates / Destinies/ Clotho, Atropos, Lachesis</li> <li>• Controlled the <b>destiny</b> of humans / had power of <b>life and death</b> over humans/ Clotho spun the thread of life/ Lachesis measured [gave] the thread of life/ Atropos cut the thread.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Shylock or the Jew</li> <li>• dish of doves</li> <li>• give it to Bassanio instead</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• He is starving / famished / "you may tell every finger I have with my ribs."</li> </ul>

	<ul style="list-style-type: none"> <li>• Launcelot fears that he will become a Jew if he served Shylock (a Jew) for much longer./ He is ill-treated / Shylock is the Devil incarnate / He is the very Jew, or typical Jew</li> <li>• Bassanio</li> </ul>
(v)	<ul style="list-style-type: none"> <li>• Launcelot is dressed well / like a gentleman.</li> <li>• Launcelot speaks with the air of a gentleman.</li> <li>• Gobbo cannot see very well or is blind or half blind</li> <li>• Launcelot has grown a dense, bushy beard.</li> <li>• Serves to provide comic relief / reveals Shylock's nature as cruel master / conflict between good and evil / Bassanio is a kind person / good master/Bassanio is leaving for Belmont/ Launcelot's attitude towards his master</li> </ul>

## Question 2

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

**SHYLOCK:** *To bait fish withal. If it will feed nothing else, it will feed my revenge. He hath disgraced me and hindered me half a million, laughed at my losses, mocked at my gains, scorned my nation, thwarted my bargains, cooled my friends, heated mine enemies—and what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer as a Christian is? If you prick us, do we not bleed?*

- (i) Who is 'He'? [3]  
What does Shylock want from him?  
What does Shylock mean by 'to bait fish withal'?
- (ii) Explain in your own words any **three** ways in which 'he' had wronged Shylock. [3]
- (iii) According to Shylock, in what **other** ways did Jews resemble Christians? [3]
- (iv) How does Shylock use Christian example to justify his desire for revenge? [3]
- (v) The given extract reveals two distinct emotions that Shylock experiences. [4]  
What are they?  
Give one reason to justify each of these emotions.

## Comments of Examiners

- (i) All three parts of this question were answered well by most candidates. A few candidates did not understand the context in the second part and wrote that Shylock wants ducats from him. Some candidates did not write the meaning of 'to bait fish withal'.
- (ii) This question which was answered well by most candidates. There are many ways in which Antonio had wronged Shylock and most candidates could easily write all the ideas necessary to score full marks.
- (iii) Many candidates found this question difficult. They simply copied points from the extract given in the paper. The word 'other' in the question was overlooked by many.
- (iv) Despite being a direct question, some candidates misunderstood it. They wrote about the things Christians and Jews have in common. Some wrote about the story of Laban and stripes on the lambs.
- (v) Though most candidates answered this question correctly, some misread the question. The question was based on 'the given extract'. Some wrote about Jessica and Shylock's feelings at her betrayal. This emotion was not displayed in the extract.

## Suggestions for Teachers

- Ask students to enact the play. This will aid memory and also make the lesson more interesting.
- Tell students to read the play more than once. This will ensure that the various aspects of the play are retained in memory.
- Train students to read the question carefully and understand what is required.
- Discuss the modern English equivalents of dialogues in the play to help students understand the ideas conveyed.
- Provide proper guidance on major themes in the play, e.g. the theme of 'revenge'.
- Discuss more adjectives while framing character sketches. This needs to be done scene wise to give more clarity to the students.

## MARKING SCHEME

### Question 2

(i)	<ul style="list-style-type: none"> <li>• Antonio or the merchant of Venice</li> <li>• A pound of flesh / revenge</li> <li>• To use as bait to catch fish/ use the flesh to catch fish/ use for fishing/ nobody should question him / sarcastic / satisfy his thirst for revenge</li> </ul>
(ii)	<p>Any three of the following:</p> <ul style="list-style-type: none"> <li>• He hath disgraced me (Shylock) / hindered me (Shylock) half a million</li> <li>• laughed at my (Shylock's) losses / mocked at my (Shylock's) gains / scorned my (Shylock's) nation / thwarted my (Shylock's) bargains / cooled my (Shylock's) friends / heated mine (Shylock's) enemies.</li> <li>• Spat on gaberdine/ spat on beard / gives money gratis/ calls him a misbeliever/ hates the Jewish race / kicked him like a cur / Shylock hates Antonio because he is a Christian.</li> </ul>

(iii)	<p>Jews are like Christians:</p> <ul style="list-style-type: none"> <li>• laugh when tickled</li> <li>• die when poisoned</li> <li>• seek revenge when wronged</li> </ul> <p style="text-align: right;">(Any two)</p>
(iv)	<p>Shylock argues that:</p> <ul style="list-style-type: none"> <li>• When a Jew wrongs a Christian, the Jew is humiliated in revenge.</li> <li>• Therefore, following <b>the example set by Christians</b>.</li> <li>• If a Christian were to wrong a Jew, then it is appropriate that the Jew take revenge on the Christian.</li> </ul>
(v)	<p>Emotions: Anger / thirst for revenge / Hurt / pain / bitterness / pain / malice / suffering / sadness; sorrow/ jealousy /</p> <ul style="list-style-type: none"> <li>• caused by humiliating treatment at the hands of Christians.</li> <li>• caused by insensitivity, unfair treatment of Jews by Christians (any two reasons from the play)</li> </ul>

### Question 3

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

*Portia: The quality of mercy is not strained;  
It droppeth as the gentle rain from heaven  
Upon the place beneath: it is twice blessed;  
It blesseth him that gives and him that takes:  
'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown:*

- (i) Where does this scene take place? [3]  
Why is Portia here?  
Why does Bassanio not recognise her?
- (ii) To what is mercy compared in these lines? [3]  
Why is mercy said to be 'twice blessed'?
- (iii) Explain the lines: *'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown:* [3]
- (iv) Later in her speech Portia mentions a sceptre. What is a sceptre? [3]  
How, according to Portia, is mercy above the 'sceptred sway'?
- (v) To whom are these words addressed? [4]  
What does the person say in response to Portia's words?  
Portia is seen as the dramatic heroine of the play. Using references from the text mention any two aspects of her character that appeal to you most.

Comments of Examiners	Suggestions for Teachers
<p>(i) This question was attempted correctly by most of the candidates.</p> <p>(ii) Most candidates answered this well. Some wrote 'king' or 'baton' instead of 'gentle rain'. The second subpart was answered correctly.</p> <p>(iii) In this part, all the key ideas in this quote needed to be analysed. Many candidates just wrote one line as the answer or dwelt on only one aspect of the quote.</p> <p>(iv) Some candidates could not write what a sceptre is. Many wrote that that it is a 'sword', which is not correct. This was a direct question and was attempted well by most of the candidates.</p> <p>(v) The first subpart was answered correctly. Some candidates could not recollect the answer for the second part. In the third part of this question, some candidates made the mistake of giving references from the play instead of mentioning two adjectives which describe Portia. Some just wrote that Portia is the dramatic heroine. They did not specifically mention the aspects of her character; others did not mention the references to support the characteristics.</p>	<ul style="list-style-type: none"> <li>▪ <i>Train students to be accurate and more direct in answering short questions.</i></li> <li>▪ <i>Ask students to memorise important lines from the play. The mercy speech is an important aspect of the play. Committing this to memory is of importance as a learning experience.</i></li> <li>▪ <i>Explain the lines in simple language and highlight the importance of the lines in general context.</i></li> <li>▪ <i>Ensure that students understand the meanings of words given in the play. Blind rote learning is not to be encouraged.</i></li> <li>▪ <i>Teach students to write precise answers. Discuss the plot, theme and characterisation in the play.</i></li> </ul>

## MARKING SCHEME

### Question 3

(i)	<ul style="list-style-type: none"> <li>• A court of justice OR Venice</li> <li>• To resolve the case / save Antonio / help Bassanio's friend escape from the Jew's clutches. / to be the judge, lawyer / to act on Bellario's behalf</li> <li>• She is disguised / in lawyer's robes / dressed as a man.</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• To gentle <b>rain</b></li> <li>• It blesses the giver</li> <li>• And the recipient</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Mercy in a powerful man makes him more powerful.</li> <li>• Mercy is the most powerful weapon a powerful person can possess</li> <li>• Mercy suits a king far better than a crown does. (Synonyms of mightiest and becomes; explanation) Becomes – looks better; attractive; suits</li> </ul>

(iv)	<ul style="list-style-type: none"> <li>• Sceptre – a staff (rod; baton) held by a monarch/ symbol of his authority/ temporal power</li> <li>• A Sceptre is a symbol of a ruler’s earthly / worldly power - it inspires fear and dread/ symbol of awe and majesty.</li> <li>• But mercy is an attribute of God / a Divine quality/ so when a ruler shows mercy, he is elevated above the level of earthly kings / raised to the level of God/ mercy has a seat in the hearts of Kings</li> </ul>
(v)	<ul style="list-style-type: none"> <li>• To Shylock</li> <li>• “My deed upon my head! / I crave the law ready to face consequences / The penalty and forfeit of my bond/ let me have the penalty.”</li> <li>• Personal Response: Accept any two plausible traits  <b>E.g.</b>  Obedient daughter - was willing to abide by father’s casket test to choose life partner.  Clever / Quick Witted - At Antonio’s trial... outwits Shylock using his own logic.  Sense of humour - the ring episode.  Tactful / wise / helpful / ingenuity / understanding / intelligent  (2 adjectives or 2 examples, or 1 adjective and 1 separate example).</li> </ul>

## *The Mousetrap: Agatha Christie*

### Question 4

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

**Giles:** (Calling) Mollie? Mollie? Mollie? Where are you?  
(Mollie enters from the arch Left.)

**Mollie:** (Cheerfully) Doing all the work you brute. (She crosses to Giles).

**Giles:** Oh, there you are – leave it all to me. Shall I stoke the Aga?

**Mollie:** Done.

- (i) Where does the opening scene of the play take place? [3]  
What song is played at the beginning of Act I?  
Who is the first character to appear on the scene?
- (ii) What is the ‘partnership’ that Mollie speaks of later in this scene? [3]  
Whose idea was it?
- (iii) Who is Mrs. Barlow? Why is Giles annoyed with her? [3]
- (iv) Who is the first guest to arrive at Monkswell Manor? Describe this person. [3]
- (v) What were this person’s expectations when he arrived at the Manor? [4]  
To what extent were they fulfilled?

Comments of Examiners	Suggestions for Teachers
<p>(i) Candidates were largely able to attempt the first two parts of the question. In the third part, some candidates got confused between Mollie and her husband.</p> <p>(ii) A direct question based on the broader idea in the play, this was answered correctly by most candidates.</p> <p>(iii) Though most candidates answered correctly, some got confused between Mrs. Barlow and Mrs. Boyle. Those who got confused in the first part, could not answer the second part too.</p> <p>(iv) Some candidates got confused in the sequence of events and wrote the name of a different character instead of <i>Christopher Wren</i>. Most candidates were able to describe the person accurately, although some could not write sufficient points to describe the guest.</p> <p>(v) Some candidates were unable to answer this question correctly. They either wrote about Mrs. Boyle's expectations or other ideas associated with Christopher Wren. Several candidates could write that Christopher liked the place, but they could not elaborate upon it.</p>	<ul style="list-style-type: none"> <li>▪ <i>Ask students to enact the scene in class to aid recollection.</i></li> <li>▪ <i>Teach students to write complete sentences rather than answering in phrases.</i></li> <li>▪ <i>Teach students to write precise and to the point answers. Long, rambling answers show lack of preparedness.</i></li> <li>▪ <i>Train students to read the question carefully before attempting it.</i></li> <li>▪ <i>Emphasise the role each character plays in the drama. Their thoughts and actions should be analysed.</i></li> </ul>

MARKING SCHEME	
Question 4	
(i)	<ul style="list-style-type: none"> <li>• Monkswell Manor / the great hall / hall</li> <li>• Three Blind Mice</li> <li>• Mollie / Mrs. Ralston / Mrs. Giles</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• The plan to convert (run) the place, Monkswell Manor / which she had inherited from her aunt / into a Guest house instead of selling it / Giles will help her</li> <li>• Mollie's</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Mrs. Barlow – the daily woman / who helped Mollie with housework / maid / local woman</li> <li>• She has left early / because of the bad weather / this left all the work on Mollie's shoulders / left the work for Mollie.</li> </ul>



(iv)	Christopher / Wren Young / wild-looking man / neurotic / long or untidy hair / wears a woven artistic tie / trusting(confiding) / childish manner / love to cook.
(v)	He had been expecting <ul style="list-style-type: none"> <li>• Mollie to be the wife of a retired General / (Indian Army) - terribly serious (grim) / Memsahibish / haughty / widow of an Army personnel / not as he had pictured her</li> <li>• That the place would be full of Benaras brass utensils / are there any birds of paradise / if there were any wax flowers.</li> <li>• Delighted / found the place heavenly / lovely proportions / appreciates the furniture (the table was genuine) / he was going to love that place.</li> <li>• Calls it 'Absolutely perfect / Real bedrock respectability.</li> </ul>

## Question 5

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

**Mrs Boyle:** *I am Mrs Boyle. (She puts down the suitcase)*

**Giles:** *I'm Giles Ralston. Come in to the fire. Mrs Boyle, and get warm. (Mrs Boyle moves down to the fire.)*

**Mrs Boyle:** *A Major-Metcalf is it? -is carrying it?*

**Giles:** *I'll leave the door open for him.*

- (i) Who is Mrs Boyle? Why is she in a bad mood? [3]
- (ii) Describe Major Metcalf. Mention any one action of his which indicates that he is a polite and courteous man. [3]
- (iii) How does Major Metcalf describe the weather outside? [3]
- (iv) What comments does Mrs Boyle make when she first encounters Mollie? [3]
- (v) Mention three reasons that Mrs Boyle gives for being unhappy with Monkswell Manor. [4]  
What is your impression of Mrs Boyle?

### Comments of Examiners

- (i) This was a direct question which was answered well by most candidates.
- (ii) The first part of the question was answered well by most candidates.  
Many candidates could not pick out specific instances from the play in the second part. Some

### Suggestions for Teachers

- Give practice to students in writing precise answers. They should understand the requirements of the answer and answer accordingly.

- wrote that he shared a taxi with Mrs. Boyle instead of the correct answer. A few even repeated 'polite and courteous'.
- (iii) While many candidates mentioned the *storm*, they could not write all else major Metcalf says about the weather.
  - (iv) This question was answered correctly by most candidates.
  - (v) As there were many options in this question, the candidates were able to answer this question easily and comfortably.
- *Discuss the character traits of each character in the play and relate them with his or her actions.*
  - *Ensure the students are able to analyse characters with examples from the text. Ask students to learn important dialogues.*
  - *Ask students the same question in different ways.*

## MARKING SCHEME

### Question 5

(i)	<ul style="list-style-type: none"> <li>Mrs. Boyle is one of the guests at Monkswell Manor / a large / imposing / ill-tempered woman / a magistrate / she has sent the children to Longridge Farm</li> <li>In a bad mood because Expected to have been met / had great trouble in getting a taxi / had to share a taxi from the station / she had to come with Major Metcalf / Taxi had stopped at the gate / wouldn't risk coming up the drive / the drive must at least have been cleared of the snow.</li> </ul>
(ii)	<p>Major Metcalf:</p> <ul style="list-style-type: none"> <li>Middle aged / Square shouldered man / Very military in manner or bearing / polite and courteous / respectful</li> <li>He carries Mrs. Boyle's heavy suitcase for her / Takes his hat off when he sees Mrs. Boyle – sign of respect.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Absolute blizzard / a storm / snowstorm</li> <li>Thought that they might never reach their destination</li> <li>As the roads were so bad in this weather / I think we will have 5 or 6 feet of snow / not seen anything like this in years.</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>Says Mollie is very young (says it accusingly)</li> <li>Too young to be running an establishment like a guest house.</li> <li>Mollie lacked the experience that the task required / says that it was an old house / hopes that house hadn't got dry rot / the house could have had a coat of paint / they had worm in the oak / there was no indoor staff.</li> </ul>
(v)	<p><i>Any three of the following:</i></p> <ul style="list-style-type: none"> <li>The house is very old</li> <li>Sniffs the air and hopes that Monkswell does not have dry rot.</li> </ul>

- It needed a coat of paint
- There was worm in the Oak / it was not a running concern (first time they had opened it).
- No proper staff / advertising was misleading / amenities not up to the mark / complaint about the food (all the reasons given in answer 1 are applicable here)

Personal Response: (*any one*)

She is finicky / fault finding / fussy old lady / very difficult to please / judgmental / authoritative / commanding / Any other plausible answer

## Question 6

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

**Trotter:** *It's true, isn't it, that Jimmy, the child who died, managed to get a letter posted to you? (He sits at the Right end of the sofa). The letter begged for help - help from this kind young teacher. You never answered that letter.*

**Mollie:** *I couldn't. I never got it.*

**Trotter:** *You just-didn't bother*

- (i) Explain what Mollie means by, 'I couldn't. I never got it.' [3]
- (ii) What was Trotter's real name? [3]  
How was he related to Jimmy?  
How did he gain entry into the Manor?
- (iii) What did Trotter accuse Mollie of doing? [3]  
How did he intend to punish her for it?
- (iv) Who had come to England in search of Trotter? [3]  
How was this person related to Trotter?  
What clues from their past did this person use to remind Trotter of their childhood days?
- (v) Who had guessed Trotter's identity correctly? [4]  
Why was this person in the Manor?  
Mention two ways in which the setting of the play serves to heighten the air of mystery and suspense.

### Comments of Examiners

- (i) Most candidates answered this question correctly. They could understand the reference to the letter.
- (ii) Some candidates could not recall Trotter's real name. The second part of the question was answered well. The fact that Trotter arrived on skis was easily recalled by candidates.

### Suggestions for Teachers

- Ask students to do a detailed reading of the text along with emphasis on the key words.
- Instruct students to learn spellings of names of characters.

- (iii) Most candidates could recall the accusation against Molly, but they could not elaborate upon it. While they remembered the reference to the letter, they did not write that it caused Jimmy's death.
  - (iv) Some candidates had difficulty in recalling the name 'Catherine Casewell'. Many candidates did not attempt all parts of the question.
  - (v) The first two parts of the question were answered well. Candidates could amplify the reasons for the presence of the person in the manor. Many candidates lost marks in the third part. They misunderstood 'the air of mystery and suspense', hence answered incorrectly. They wrote that about no one knew who Trotter was, etc.
- Ask students to note the stage directions as well as the setting of each scene.
  - Teach students to write lucid answers and not to mix up important points.
  - Advise students to do adequate revision, to read the question carefully and to frame their answer in accordance with the requirements of the question.
  - Instruct students to recheck their answers.

## MARKING SCHEME

### Question 6

(i)	<ul style="list-style-type: none"> <li>Mollie was sick (pneumonia) / She could not answer the letter/ Mollie could not help</li> <li>Jimmy's letter was put aside with others (she did not receive the letter).</li> <li>She found it weeks later / by then it was too late / Jimmy had already died.</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>Georgie / George</li> <li>He was Jimmy's brother</li> <li>By pretending to be a Sergeant (policemen) / arrived on skis / he ran from a call box and said he was speaking from Police Headquarters.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Of turning her back on little Jimmy / ignoring his pleas / not answering his letters / Causing Jimmy's death</li> <li>Kill her / strangle her to death</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>Ms. Casewell / Kathy / Catherine</li> <li>Trotter's sister</li> <li>She talked about the farm / the fat pig / the day the bull chased them across the field / the dogs Spot and Plain / the animals.</li> </ul>
(v)	<p>Major Metcalfe OR Miss Casewell</p> <ul style="list-style-type: none"> <li>He was a policeman on Georgie's trail / sent to prevent murders at Monkswell Manor / two addresses were written in the notebook / Longridge farm, Monkswell Manor / police thought it was vital to have someone on the spot.</li> </ul>

- Miss Casewell – she had come to England to find her brother / she was one of the Corrigan children.
- Any two plausible reasons such as:  
The Manor was isolated – cut off / no help at hand / tune of nurse's rhyme – three blind mice / The blizzard kept them snowbound / The telephone lines were down / darkness in the room / announcement on radio about the murder.

## SECTION B – POETRY

*Answer one or more questions from this Section*

### *A Collection of Poems*

#### Question 7

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

*Bangle sellers are we who bear  
Our shining loads to the temple fair...*

—*The Bangle Sellers*, Sarojini Naidu

- Why does the poet use the word 'delicate' to describe the bangles? [3]  
How is 'rainbow-tinted circles of light' an appropriate description of bangles?
- Explain the following phrases from the poem in your own words: [3]  
· Shining loads  
· Lustrous tokens of radiant lives  
· For happy daughters and happy wives.
- The poet uses several images of sight and sound to create a musical effect in the poem. [3]  
Mention any **three** examples of these images.
- What are the emotions that the poet associates with a bride on her wedding day? What [3]  
colours are the bangles on her wrist that reflect these emotions?
- What colours does the poet associate with: [4]  
(a) a maiden  
(b) a middle aged woman?

How does the poet describe the thoughts and concerns of women in **both** these stages of life?

Comments of Examiners	Suggestion for Teachers
<p>(i) Only a few candidates were able to attempt this question satisfactorily. Some candidates wrote that the poet uses the word 'delicate' for the bangles because the ladies and girls who buy them are delicate.</p> <p>In the second part, some candidates failed to write that the shape of the bangles is round /like a circle or that they are circular. They just mentioned 'light' which was already in the phrase that had to be explained.</p> <p>Only a few candidates explained clearly that just as a rainbow has many/seven colours, the bangles also are of various colours.</p> <p>(ii) Candidates were able to answer the first part of the question well.</p> <p>Some could not write the correct meaning of 'lustrous tokens'.</p> <p>The idea of women in different stages of their lives was not brought out correctly in several cases.</p> <p>(iii) Images of sound (auditory imagery) were not mentioned by many candidates; only one or two visual images were mentioned.</p> <p>Some candidates wrote that the bangles rattle and create a musical sound.</p> <p>(iv) Most candidates could identify the emotions of a bride correctly. However, a few candidates did not read the question carefully and overlooked 'emotions' and 'colours' as plurals. Hence only one emotion and one colour was mentioned. Some candidates were not able to relate the colours with the emotions.</p> <p>(v) The colours associated with a maiden as well as a middle-aged woman were identified correctly by candidates.</p> <p>Some candidates could not write the thoughts and concerns of a maiden correctly. They wrote that the colours represent her innocence and freshness, instead of writing about her thoughts.</p> <p>The last part of this question was answered well.</p>	<ul style="list-style-type: none"> <li>▪ <i>Use more synonyms in class while discussing the basic questions. Make students understand the meaning of words in context. Clarity of figures of speech are a must in poetry.</i></li> <li>▪ <i>While teaching poetry, discuss types of Imagery, for example Auditory, Gustatory, etc.</i></li> <li>▪ <i>Ensure that the explanation given in class is simple, clear and understandable so that students are able to recollect the same.</i></li> <li>▪ <i>Frame short questions and discuss the same in class.</i></li> <li>▪ <i>Discourage superficial rote learning. Students must understand the significance of the lines they are reading.</i></li> </ul>

## MARKING SCHEME

### Question 7

(i)	<ul style="list-style-type: none"> <li>Bangles are probably made of glass – fragile – easily broken</li> <li>Rainbow tinted à multicoloured / all colours of the rainbow / many coloured.</li> <li>Circles of light - shape of bangle is circular / they reflect the light / luminous / round/ bright</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>Shining loads - bangles</li> <li>Lustrous tokens of radiant lives – Shining symbols / of happy fulfilled lives / bright / contented / prosperous.</li> <li>For happy daughters and happy wives – intended for girls and women at different stages in their lives / different ages / for unmarried girls and married women / maidens, married ladies / young, elderly.</li> </ul>
(iii)	<p>Sight – flushed like the buds / shining loads / lustrous token of radiant lives / aglow with bloom / fields of sunlit corn / silver blue like mountain mist / rainbow tinted circles of light / flame of the marriage fire / glory of newborn leaves.</p> <p>Sound – tinkling / bridal laughter</p>
(iv)	<ul style="list-style-type: none"> <li>Passion / desire / happiness / pain / joy / sorrow</li> <li>Colours – red and gold / sunlit corn / yellow or gold / hues of marriage fire / orange red</li> </ul>
(v)	<ul style="list-style-type: none"> <li>Maiden – blue / silver / pink / flushed bud / green / new born leaves</li> <li>Middle aged woman – purple / gold flecked grey</li> <li>Maiden’s thoughts and concerns: dreams of a happy future / looking forward / hope / longing</li> </ul> <p>Middle aged woman’s thought and concerns: looks back with pride at having borne and raised children / served family and worshipped God at husband’s side / good mother / good wife.</p>

### Question 8.

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

*But a caged bird stands on the grave of dreams*

*His shadow shouts on a nightmare scream*

*His wings are clipped and his feet are tied*

*So he opens his throat to sing.*

*- I Know Why the Caged Bird Sings, Maya Angelo*

- (i) In the context of the poem who is a 'free bird' and who is a 'caged bird'? [3]  
What mood do the above lines convey?
- (ii) How does a free bird live his life? [3]  
What are the things he thinks of and dreams about?
- (iii) What does the caged bird sing about? [3]  
What are the restrictions that a caged bird has to deal with?
- (iv) What do you understand from the title of the poem? [3]  
What do you like about the poem?
- (v) Explain what you understand by the following lines: [4]
- '...a bird that stalks  
down his narrow cage'
  - 'he names the sky his own'

Comments of Examiners	Suggestions for Teachers
<p>(i) Most candidates could answer the first part correctly. They were able to identify the mood of 'desperation' and 'sadness' correctly.</p> <p>(ii) While most of the candidates answered well, important phrases and points were missed out by a few.</p> <p>(iii) The first part of the question was answered correctly. In the second part, both metaphorical as well as textual answers were accepted. Most candidates fared well.</p> <p>(iv) Some candidates did not highlight the autobiographical element inherent in the title of the poem. The second part was answered with ease by most candidate.</p> <p>(v) The idea of oppression and freedom was handled well by most candidates. Some candidates could not fulfil all the requirements of the second part of this question. They wrote either about oppression and discrimination or about freedom.</p>	<ul style="list-style-type: none"> <li>▪ Ask students to answer each sub part of the question in a separate paragraph to ensure that no part is inadvertently overlooked.</li> <li>▪ Discuss the major themes of the poem.</li> <li>▪ Provide ample practice in writing.</li> <li>▪ Read the basic text of the poem thoroughly and also explain the significance and poetic devices used by the poet.</li> <li>▪ Delve into the significance and background of the poem.</li> <li>▪ Teach students to express their views and opinions with reference to the poet and poem. The autobiographical touch in the poem related to Maya Angelou, needs to be highlighted while teaching the poem.</li> </ul>



## MARKING SCHEME

### Question 8

(i)	<ul style="list-style-type: none"> <li>Any person who is free to make life choices / white.</li> <li>A person whose life is restricted by rules and laws imposed on them / black / African American</li> <li>Desperation / frustration / defiance / sadness / horror / fear / suffering / pain / agony.</li> </ul> <p style="text-align: right;"><i>(Any plausible answer)</i></p>
(ii)	<ul style="list-style-type: none"> <li>Free to do as he pleases / soars high / leaps / floats / dips wing / dares to claim the sky</li> <li>Thinks of ‘another breeze’ / other places / good food ‘fat worms’ / enjoys trade winds soft / names the sky as his own.</li> </ul>
(iii)	<p>Freedom / he craves / has never experienced / things unknown / still longs for them.</p> <ul style="list-style-type: none"> <li>bars (of cage) / he can seldom see; restricted view</li> <li>narrow cage / clipped wings / tied feet.</li> </ul>
(iv)	<p>Title – Maya Angelou / autobiographical / Poet can empathise with a caged bird / feels the agony of black people / had suffered a traumatic childhood and therefore could identify and understand the condition of a bird in a cage. She understood what compels a bird in a cage to sing.</p> <p>The caged bird represents those who are oppressed / indicates racial discrimination / discrimination based on gender / restrictions.</p> <p>Personal Response: What do you like? <i>(Any plausible reason / aspect of the poem accepted)</i></p>
(v)	<ul style="list-style-type: none"> <li>. . . . a bird that stalks down his narrow cage – paces / impatient / enraged by limitation of cage / bird represents people who are oppressed / African American not free / confined, helpless / can hardly move.</li> <li>Names the sky his own – sense of freedom / without limit / claims the wide-open spaces / the sky belongs to him: he owns the sky / shows his courage and confidence.</li> </ul> <p style="text-align: right;"><i>(Any other plausible response)</i></p>

### Question 9

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

*About Ben Adhem (may his tribe increase!)*  
*Awoke one night from a deep dream of peace,*  
*—About Ben Adhem, Leigh Hunt*

- (i) What did Abou Ben Adhem see when woke from a deep sleep one night? [3]
- (ii) What did Abou Ben Adhem ask the angel? [3]  
What was the angel's response?
- (iii) What did Abou request the angel to do when he learnt that his name did not appear among the names of those who loved the Lord? [3]  
What does this reveal to us of Abou Ben Adhem's character?
- (iv) When and how did the angel appear to Abou Ben Adhem again? [3]  
What did the angel show Abou this time?
- (v) What does the poet mean by 'May his tribe increase!'? [4]  
Why do you think he says this?  
What is the central message of the poem?

Comments of Examiners	Suggestions for Teachers
<p>(i) In the first part of this question, several candidates wrote 'angle' instead of 'angel'. Many candidates did not mention 'moonlight'. The spelling of 'writing' was written as 'writting'.</p> <p>(ii) Many candidates lost marks in this question as they answered the first part incorrectly, which resulted in their answering the second part incorrectly as well.</p> <p>(iii) Many candidates got confused despite it being a direct question. Instead of writing the correct answer they wrote that Abou was someone 'who loved God'. The second part was answered correctly by most candidates.</p> <p>(iv) Many candidates did not answer the 'how' part of the question. They did not mention the <i>light</i>; some did not write <i>next night</i>. They just wrote that the angel appeared again. The second part was answered well.</p> <p>(v) Most candidates answered the first part well. In the second part, some did not write about Abou Ben Adhem's kindness or humanity. Most candidates could write the central message of the poem.</p>	<ul style="list-style-type: none"> <li>▪ <i>Emphasise that every detail of a poem is important. Key words and phrases should be underlined.</i></li> <li>▪ <i>Ensure that students know the key words along with their meaning and significance.</i></li> <li>▪ <i>Make the candidates read and learn the poem. This will help them know the sequence in which things happen Ask students to read aloud or enact the poem. Such activities make the lesson interesting.</i></li> <li>▪ <i>Ask students to create a simple comic book or illustration with this poem.</i></li> <li>▪ <i>Instruct students to read the questions carefully and recheck after answering.</i></li> </ul>

## MARKING SCHEME

### Question 9

(i)	<ul style="list-style-type: none"> <li>room flooded with moonlight</li> <li>an angel</li> <li>writing in a golden book</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>Abou Ben Adhem asked the angel what it was writing</li> <li>Angel replied: the <b>names</b> of those / <b>who love the Lord</b>.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Abou asks angel to write his name as one who loves his fellow human beings</li> <li>Abou was a devout man – dedicated his life to the service of others.</li> <li>He served God by serving others / gentle / kindness / saintly / noble / optimistic / humble / gentle / devout / pious / spiritual / humane / cheerful</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>Next night</li> <li>In a blinding flash of <b>light</b> that awakened Abou.</li> <li>Abou's name at the top of the list of names of those / whom 'Love of God' had blest.</li> </ul>
(v)	<ul style="list-style-type: none"> <li>May there be more and more people like Abou Ben Adhem / more of his kind</li> <li>The world needs more people who devote their lives to the service of others (<b>personal response</b>).</li> </ul> <p>Central message: The best way to show your love for God is to engage in service of your fellow human beings / love your neighbor / be kind / service to God will bless you.</p>

## SECTION C – PROSE

*Answer one or more questions from only ONE of the following books that you have studied:*

*A Collection of Short Stories*

*or*

*Animal Farm*

*or*

*The Call of the Wild*

*A Collection of Short Stories*

### Question 10

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

*“Well, Mr. Easton, if you will make me speak first, I suppose I must. Don’t you ever recognize old friends when you meet them in the West?”*

*The younger man roused himself sharply at the sound of her voice, seemed to struggle with a slight embarrassment which he threw off instantly, and then clasped her fingers with his left hand.*

*“It’s Miss Fairchild,” he said, with a smile. “I’ll ask you to excuse the other hand; “it’s otherwise engaged just at present.”*

- (i) Describe Miss Fairchild and Mr. Easton. [3]
- (ii) Where does the above conversation occur? [3]  
Why was Mr. Easton embarrassed when Miss Fairchild addressed him?
- (iii) How was Mr. Easton’s other hand ‘otherwise engaged’? [3]  
How does Miss Fairchild react when he raises his right hand to show her what he meant?
- (iv) How does Miss Fairchild feel about Mr. Easton? [3]  
How does she try to convey these feelings to him?
- (v) The story has a surprise ending. How is the surprise revealed to the reader? [4]

Comments of Examiners	Suggestion for Teachers
<p>(i) Some candidates described Miss Fairchild as "cute", which was not acceptable. Most candidates were able to describe Mr. Easton correctly.</p> <p>(ii) Some candidates wrote that Mr. Easton was embarrassed because he was not able to recognize Miss Fairchild but she was able to recognize him.</p> <p>(iii) Some candidates wrote that Mr. Easton's hand was tied instead of writing that it was 'handcuffed'. Most candidates were able to answer the second part correctly.</p> <p>(iv) Some candidates wrote that Miss Fairchild felt bad that Mr. Easton's hands were handcuffed, and he was a criminal but when the Marshall explained that he was not the culprit, she felt happy. Several candidates ignored the second part of the question.</p> <p>(v) A number of candidates wrote a lot of details from the beginning of the text, which were not essential. In the process, they missed out on the details of the ending.</p>	<ul style="list-style-type: none"> <li>▪ Impress upon the students the value of correct English. Colloquial or slang language must not be written.</li> <li>▪ Discuss 'How, when, where and what' before resuming a lesson. This will help students to retain the important points.</li> <li>▪ Ask students to make a flowchart of the sequence of the story.</li> <li>▪ Instruct students to answer as per the requirements of the question. Teach students to keep in mind the beginning and the end of the answer/subject/incident/ or story. This will help them in writing a complete answer.</li> </ul>

## MARKING SCHEME

### Question 10

(i)	<p>Fairchild – pretty, young, dressed elegantly, experienced traveler, voice showed that she was used to speaking and being heard / attractive / rounded cheeks / sweet voice full and deliberate.</p> <p>Easton – handsome / bold / frank / young.</p>
(ii)	<ul style="list-style-type: none"> <li>• In a railway coach / on the east bound B &amp; M express / on a train / compartment</li> <li>• He was <b>handcuffed</b> / was being taken to prison for counterfeiting / and did not want her to know this.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• It was handcuffed.</li> <li>• glad look in her eyes slowly changed / to bewildered <u>horror</u> / glow faded from her cheeks / lips parted in distress.</li> </ul>

(iv)	<ul style="list-style-type: none"> <li>• She is attracted to him / possibly loves him / friends / likes him / has feelings.</li> <li>• How? – by assuring Easton that she never had been interested in the Ambassador</li> <li>• By declaring that she loved the West (believing that he was a Marshal in the west) – that she could live there happily.</li> <li>• Saying that money wasn't everything (Implying that she was prepared to give up a life of comfort in the East and move West to be with Easton)</li> <li>• Says – I will see you soon in Washington.</li> </ul> <p>You are one of the dashing heroes who write and shoot and get into dangers.</p> <p>You have been missed from the old crowd</p> <p>It is too bad you are not going to the west.</p>
(v)	<ul style="list-style-type: none"> <li>• Through the conversation of two passengers who had overheard the exchange between Ms. Fairchild and Mr. Easton.</li> <li>• One of them mistook Easton for the Marshal and commented on his youth "Pretty young to hold an office like that, isn't he?"</li> <li>• The other passenger realised his friend's mistake and pointed out a vital clue – an officer would never handcuff a prisoner to his right hand!!</li> <li>• The reader understands / infers that the glum faced man was actually a kind hearted Marshall and Easton was the prisoner.</li> </ul>

## Question 11

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

*So the little girl walked about the streets on her naked feet, which were red and blue with cold. In her old apron she carried a great many matches, and she had a packet of them in her hand as well.*

- (i) Who was 'she'? [3]  
What can you conclude about her condition from the above description?
- (ii) What time of the year was it? Why did she not want to go home? [3]
- (iii) What did she use the matches for? What happened when she lit the first match? [3]
- (iv) Whom did she love dearly? What did she say when this person appeared before her? [3]
- (v) What happened to the little girl at the end of the story? [4]  
Would you consider this a happy ending or a sad one?  
Give one reason for your answer.

Comments of Examiners	Suggestion for Teachers
<p>(i) Most of the candidates performed well in this part.</p> <p>(ii) Some candidates wrote that it was Christmas time. The second part was answered correctly by all.</p> <p>(iii) The first part was answered well. The candidates got mixed up with the sequence of the visions. Instead of the 'iron stove' some wrote about other visions like the goose or the Christmas tree.</p> <p>(iv) The first part was answered well. This was a direct question, but some candidates could not write the correct answer. They wrote only a part of the speech.</p> <p>(v) Some candidates did not clarify whether it is a happy or a sad ending. Others did not give an explanation in support of their choice.</p>	<ul style="list-style-type: none"> <li>▪ <i>Stress upon the setting and background of every lesson.</i></li> <li>▪ <i>Use MCQ's and fill ups in class tests to make students learn important words/ facts or adjectives.</i></li> <li>▪ <i>Make a grid in order to teach 1st, 2nd, 3rd ..., and what happens after that. This will make it easier for students to learn.</i></li> <li>▪ <i>Do a detailed reading and study of the text. Revise the chapters thoroughly so that students understand the question as well as identify the correct answer.</i></li> <li>▪ <i>Stress upon reading the question carefully before attempting it.</i></li> </ul>

MARKING SCHEME	
Question 11	
(i)	<ul style="list-style-type: none"> <li>• The Little Match Girl / The Little girl</li> <li>• No shoes – feet were naked, red and blue / old apron</li> <li>• She came from a desperately poor home – no shoes at the peak of winter.</li> <li>• Pathetic / miserable / cold / poor</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• Winter / New Year's Eve / 31<sup>st</sup> December / last evening of the year</li> <li>• She had not sold any matches (or earned a single penny) – this would make her father very angry – he would beat her.</li> <li>• Home was very cold too – wind whistled through the roof which was stuffed with rags and straw.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• For light and heat / warm herself / numb fingers.</li> <li>• A great iron stove with polished brass knobs and ornaments appeared before her.</li> <li>• A fire burned beautifully in it / gave out warmth / when she stretched her feet to warm them the stove vanished / simply an illusion.</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• Her grandmother</li> </ul>

	<ul style="list-style-type: none"> <li>• begged her grandmother to take her with her.</li> <li>• Was afraid her grandmother would vanish / like all the other beautiful visions had that evening / the warm stove, the roast goose and the glorious Christmas Tree.</li> </ul>
(v)	<ul style="list-style-type: none"> <li>• she died</li> <li>• Either <b>Happy</b> + reason: All her troubles ended and she joined her grandmother in heaven where she would not feel cold or hunger / needs.</li> </ul> <p style="text-align: center;"><i>OR</i></p> <p><b>Sad</b> + <b>reason</b>: A little life full of promise is put out. Indifference of society to her suffering. Irony that she died of cold and starvation at a time / season when all the world talks about giving to others.</p>

## Question 12

Answer the following questions with reference to Norah Burke's short story "The Blue Bead"

- (i) Describe Sibia's experience at the Bazaar. [4]  
What were the things that filled her with wonder?
- (ii) Who were the Gujar? Give a brief description of their lifestyle. [4]
- (iii) Describe how Sibia rescued the Gujar woman from the crocodile. [8]  
What did Sibia regard as the highlight of that fateful day?  
What does this tell us about Sibia?

Comments of Examiners	Suggestion for Teachers
<p>(i) This question had to be answered directly from the text. Yet many candidates found it difficult to write all the points. Lack of preparation was evident in this question.</p> <p>(ii) Most of the candidates did not answer the first part of the question. They did not write who the Gujar were. They were also not clear about their lifestyle.</p> <p>(iii) Some of the candidates were not able to give all the details of Sibia's encounter with the crocodile. The second part was answered correctly. A number of candidates could not bring out the irony in Sibia giving more importance to the blue bead than to killing the crocodile.</p>	<ul style="list-style-type: none"> <li>▪ <i>Ensure that students know the sequence of events in the story.</i></li> <li>▪ <i>Ask students to write lucid and to the point answers. Tell them to read the question carefully and answer each part without leaving out any important details.</i></li> <li>▪ <i>Teach students to underline with a pencil, the important aspects of the question. After attempting the question, they must confirm that they have answered all the parts and addressed the required points.</i></li> <li>▪ <i>Help students understand the theme, the central message and character development of each story..</i></li> </ul>



## MARKING SCHEME

### Question 12

(i)	<ul style="list-style-type: none"> <li>• Amazed at the sweetmeats – brilliant honey confections – smelled wonderful – sweets were green and magenta</li> <li>• Cloth stall with rolls of new cotton cloth</li> <li>• Satin sewn with silver thread</li> <li>• Tin trays from Birmingham</li> <li>• Sari with bits of glass embroidered into it.</li> <li>• Dawn coloured silks sold by a Kashmiri travelling merchant.</li> <li>• The little locked chest with turquoises and opals belonging to the merchant</li> <li>• Best of all a box – when you pressed it a bell tinkled and a yellow chicken jumped out.</li> <li>• Milling people or crowds / dogs and monkeys full of flees / gossiping and bargaining people / bell of the sacred bull / spitting betel juice</li> </ul> <p style="text-align: right;"><i>(Any four of the above)</i></p>
(ii)	<ul style="list-style-type: none"> <li>• Nomadic graziers (nomads) / junglis / born and bred in the forest / man in pastoral wandering age</li> <li>• Lived in grass huts – temporary shelters / they got their living from the animals, grass and trees</li> <li>• Fetched water from the river</li> <li>• Counted wealth in large herds and silver jewellery/ wore large rings made with melted coins</li> <li>• Since the Gujars were nomads they moved on when plants and shrubs for grazing their animals were depleted.</li> <li>• Other reasons were inability to sell butter and milk.</li> <li>• They would leave a place when a tiger was taking away their cattle.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Gujar woman was attacked when she came to collect the water.</li> <li>• The woman screamed, dropped her pots and turned away but the crocodile's jaws closed on her leg.</li> <li>• She clung to a log jammed between rocks – crocodile pulled on her leg.</li> <li>• Sibia saw this – leapt over the rocks – reached the spot.</li> <li>• She aimed at the crocodile's eye – drove the hayfork at the eyes – one prong went right in.</li> <li>• Crocodile reared up in pain – tail and nose almost meeting as it convulsed – crashed back into the water and vanished.</li> </ul>

- Sibia helped the fainting woman – dragged her from the water – bound her wounds with a rag and helped her home to the Gujar camp. *(six in totality)*
- **Finding the blue glass bead** for her necklace.
- That she is at heart an **innocent** little girl no **different from other girls** her age despite all her bravery and her heart is gladdened by something she considers pretty / it speaks about her poverty / happy in all achievements / overlooked a brave achievement.

## *Animal Farm: George Orwell*

### Question 13

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

*How they toiled and sweated to get the hay in! But their efforts were rewarded, for the harvest was an even bigger success than they had planned. Sometimes the work was hard;...*

- (i) What hardships did the animals face when they began the harvest? [3]
- (ii) How long did they take to complete the harvest? What was the result? [3]
- (iii) What other hardships did they face later that year? [3]
- (iv) Describe the Sunday routine on Animal Farm. [3]
- (v) What contribution did Boxer make to the farm work which earned him the admiration of his fellow creatures? [4]

Comments of Examiners	Suggestion for Teachers
(i) Many candidates understood the question but did not elaborate the answer properly. They mentioned the tools but could not write properly how they posed a problem for the animals.	▪ Encourage activities such as enacting the stories or turning them into a comic book so as to help students in remembering the details.
(ii) Most candidates answered this question correctly.	▪ Advise students to answer as per the requirements of the question as well as the marks allocated to it.
(iii) Most candidates could not write the answer correctly. While many of them wrote that there was no machine at the farm, they could not write about the problems caused due to this.	▪ Instruct students to avoid unnecessary details and analysis.
(iv) This question was answered correctly by most candidates.	
(v) While many candidates could write that Boxer worked very hard, they could not remember the details of the work he did.	

## MARKING SCHEME

### Question 13

(i)	<ul style="list-style-type: none"> <li>The animals faced problems as all farming tools had been designed for the human beings.</li> <li>No animal was able to use any tool,</li> <li>that involved standing on his hind legs.</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>two days less than it had taken Jones and his men the year before.</li> <li>it was the biggest harvest that the farm had ever seen.</li> <li>there was no wastage not an animal on the farm had stolen as much as mouthful.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Later in the year, when they harvested the corn, they had to tread it out in the ancient style.</li> <li>blow away the chaff with their breath</li> <li>there was no threshing machine on the farm.</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>On Sundays there was no work breakfast was an hour later than usual</li> <li>after breakfast, a flag was hoisted, the hoof and horn painted on the green flag signified the future Republic of Animals</li> <li>later all the animals assembled in the big barn for a Meeting where the work for the coming week was planned, resolutions were put forward and debated.</li> </ul>
(v)	<ul style="list-style-type: none"> <li>Boxer worked equal to three horses, from morning to night he was pushing and pulling</li> <li>He was always at the spot where the work was hardest – some days the entire work of the farm seemed to rest on his shoulders.</li> <li>he arranged to be woken up half an hour before others, put in volunteer labour at whatever seemed to be most needed</li> <li>‘I will work harder!’ was his personal motto.</li> </ul>

### Question 14

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

*These two disagreed on every point where disagreement was possible. If one of them suggested sowing a bigger acreage with barley, the other was certain to demand a bigger acreage of oats, and if one of them said that such and such field was just right for cabbages, the other would declare that it was useless for anything except roots.*

- (i) Who were the two who disagreed on every point?

[3]

What special skills did each of them possess?

- (ii) What was Snowball's dream project? [3]  
How, in his opinion, would it transform life on Animal Farm?
- (iii) How did Snowball work out the details of this project? [3]  
Where did he do the planning?
- (iv) How did the farm animals view Snowball's effort? [3]  
What was Napoleon's response to it?
- (v) Later on, at a Sunday meeting of the farm animals, Snowball is expelled and Napoleon [4]  
assumes charge.  
What immediate changes does he announce regarding the running of Animal Farm.

### Comments of Examiners

- (i) Most candidates could write the first part correctly.  
There was confusion in the second part, where the abilities of Snowball and Napoleon were jumbled up.
- (ii) The first part was answered correctly by all.  
Some candidates could not point out all the uses of the windmill.
- (iii) Many candidates remembered that Snowball took the details from books but did not remember that the books belonged to Mr. Jones.  
The second part of the question was written well by most candidates.
- (iv) Most candidates wrote this answer correctly.  
In the second part, Napoleon's response was not amplified by many.
- (v) A number of candidates gave vague answers to this part of the question.

### Suggestions for Teachers

- Highlight the passages in the text where character development takes place.
- Give practice in written work on each chapter.
- Give practice in answering questions with a close reference to the text.
- Ensure that students know the sequence of events and are able to present them in a coherent manner.

## MARKING SCHEME

### Question 14

(i)	<ul style="list-style-type: none"> <li>• Snowball and Napoleon</li> <li>• At the meetings, Snowball often won over the majority by his brilliant speeches</li> <li>• Napoleon was better at canvassing support for himself</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• The building of a windmill.</li> <li>• it would light the stalls - give warmth in winter</li> </ul>

	<ul style="list-style-type: none"> <li>would run a circular saw - a chaff-cutter - a mangel-slicer - an electric milking machine.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Snowball took mechanical details from 3 books that had belonged to Mr. Jones.</li> <li>He worked with a piece of chalk held between his trotters to make drawings on the floor of a shed</li> <li>He used a shed once used for incubators with a smooth floor, suitable for drawing on</li> </ul>
(iv)	<p>The farm animals could understand nothing of Snowball's complicated drawing but they were very impressed by it – came to see it at least once a day.</p> <p>Napoleon kept aloof – arrived one day – walked around – looked closely at the plans – sniffed at them – then lifted his leg, urinated over the plans and walked out.</p>
(v)	<p>Napoleon dominates</p> <ul style="list-style-type: none"> <li>abolishes the Sunday morning Meetings considered meetings a waste of time</li> <li>announces that all matters pertaining to the working of the farm would be settled by a special committee of pigs presided over by himself</li> <li>animals would still assemble on Sundays to salute the flag and sing 'Beasts of England' there would be no more debates and discussions.</li> </ul>

## Question 15

With reference to George Orwell's 'The Animal Farm', answer the following questions:

- (i) What decisions were made regarding the retiring age of the animals at the beginning when the laws of Animal Farm were being formulated? [4]
- (ii) What 'improvements' in their lifestyle compared to the days of Jones did Squealer point out to the animals when a reduction in their rations was announced to the animals during the next winter on Animal Farm? [4]
- (iii) What stories did Moses the raven tell the farm animals? [8]  
 What effect did these stories have on the animals?  
 What does this tell us about their living conditions?

### Comments of Examiners

- (i) Most of the candidates were able to answer this question correctly.
- (ii) A number of candidates could not write all the points that were required. Some mentioned the points about the work but could not write how the lifestyle had improved.

### Suggestion for Teachers

- Assist and guide the students to understand not only the basic text, but also the theme, central message and characterization.

- (iii) The first part was answered correctly by most candidates.

In the second sub-part, many candidates wrote that the animals believed the stories. Some did not write about the reaction of the pigs.

The third part was attempted well by most candidates.

- *Encourage students to read the text repeatedly, so that they are able to answer questions confidently.*

## MARKING SCHEME

### Question 15

(i)	<ul style="list-style-type: none"> <li>• Horses and pigs to retire at 12 years, dogs at 9 years, sheep at 7, hens and geese at 5 years.</li> <li>• Liberal old age pensions were agreed upon</li> <li>• A corner of the field was to be fenced off and reserved as grazing ground for superannuated animals.</li> <li>• Pension was fixed as Horses – 5 pounds of corn a day / in winter 15 pounds of hay with a carrot or an apple on public holidays.</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• The animals now had more oats, hay and turnips than in Jones' day.</li> <li>• They worked shorter hours</li> <li>• Their drinking water was of better quality.</li> <li>• They lived longer</li> <li>• A larger proportion of their young ones survived infancy.</li> <li>• Had more straw in their stalls</li> <li>• Suffered less from fleas.</li> <li>• They had been slaves under Jones and now they were free.</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Talked about Sugar Candy Mountain</li> <li>• Sugar Candy Mountain (on the other side of the dark cloud) was a happy country where poor animals could rest forever from their labours.</li> <li>• Moses said he had visited the mountain and seen the everlasting fields of clover and linseed cake and lump sugar</li> <li>• Many animals believed in his stories – their present lives were full of labour, hunger and misery – they were happy to believe in a better after world.</li> <li>• Pigs were contemptuous of Moses and his stories – called them lies.</li> <li>• Yet they allowed him to stay on the farm – Without working – with a daily allowance of beer.</li> <li>• Clearly the animals were suffering untold hardships – lack of food, proper rest.</li> <li>• They needed Moses' stories to sustain them through the misery of their daily lives.</li> </ul>

## The Call of the Wild: Jack London

### Question 16

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

*During the four years since his puppyhood he (Buck) had lived the life of a sated aristocrat; he had a fine pride in himself, was ever a trifle egotistical, as country gentlemen sometimes become because of their insular situation.*

(i) Where did Buck spend his puppyhood? Describe the place. [3]

(ii) Who were Buck's parents? What do you know about them? [3]

(iii) What do you understand from the term, 'sated aristocrat'? [3]

In what way did Buck's life resemble that of a 'sated aristocrat'?

(iv) What did Buck do to prevent himself from becoming a pampered house-dog? [3]

(v) What historical event changed Buck's life of ease forever? [4]

Which member of the household was responsible for bringing about this change?

Why do you think this person acted in this manner?

Comments of Examiners	Suggestion for Teachers
(i) Most candidates could answer the first part correctly. Description of Buck's house was largely given correctly.	▪ Ask students to read the text repeatedly so that all the important details may be recalled. Purely textual questions require thorough revision and knowledge of the text.
(ii) Some candidates could not remember the names of Buck's parents. They fared better at describing their breed	▪ Help students expand their vocabulary by learning the meanings and correct use of new words.
(iii) A number of candidates could not write the correct meaning of 'sated'. The second part was answered well.	▪ Show the film version of this book to the students.
(iv) This question was answered well. Some could not write all the good habits of Buck.	
(v) Those who had prepared well could answer the first part. The name of the person who sold Buck was recalled easily by most candidates. The third part was answered well.	

## MARKING SCHEME

### Question 16

(i)	<p>Judge Miller's place/ Santa Clara Valley, California</p> <p><i>Any 2 of the following:</i></p> <ul style="list-style-type: none"> <li>• Stood back from the road, half-hidden among the trees</li> <li>• House approached by gravelled driveways</li> <li>• Wide-spread lawns beneath stately poplar trees</li> <li>• Backyard had stables with dozens of grooms and boys/ servants' quarters/ outhouses/ grape arbours/ green pastures/ orchards/ berry patches</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• Father - Elmo: a huge St. Bernard/ Judge Miller's inseparable companion</li> <li>• Mother - Shep: Scotch Shepherd dog</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Contented/ fully satisfied nobleman</li> <li>• Led a life of ease and comfort: Went swimming/ hunting with Judge's sons</li> <li>• Escorted Judge's daughter on long walks</li> <li>• Lay at Judge's feet in front of fire in the library</li> <li>• Stalked imperiously among the terriers and ignored other housedogs</li> <li>• Considered himself king over all the creeping, crawling, flying things of Judge Miller's place including humans</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• engaged in hunting</li> <li>• other outdoor activity helped him stay fit / kept down fat / hardened his muscles</li> <li>• love of water was a tonic and health preserver</li> </ul>
(v)	<ul style="list-style-type: none"> <li>• the Klondike Strike of 1897</li> <li>• Manuel, the Gardener's helper</li> <li>• He was a gambler / needed money to gamble / believed that one day he would make enough money to meet the needs of his family / tempted by offer / sold Buck to an agent who was shipping dogs north to draw the sleds in the frozen north.</li> </ul>

### Question 17

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

*On the other hand, possibly because he divined in Buck a dangerous rival, Spitz never lost an opportunity of showing his teeth. He even went out of his way to bully Buck, striving constantly to start the fight which could end only in the death of one or the other. (3.2)*

- (i) Who was Spitz? Why did he consider Buck 'a dangerous rival'?

[3]



- (ii) How did the ‘dominant primordial beast’ which grew in Buck shape his behaviour in his new environment? [3]
- (iii) Earlier in the trip, Buck and Spitz were engaged in a violent fight. What led to the fight? Why did it end abruptly? [3]
- (iv) Later in the story, Buck intervened when Spitz was about to punish Pike. Why did he do this? How did Francois reward Buck for this? [3]
- (v) In what ways are Buck and Spitz similar? How are they different from each other? [4]

Comments of Examiners	Suggestions for Teachers
<p>(i) Candidates could answer the first part correctly. Some candidates got confused and could not write all the points that were required here.</p> <p>(ii) This question was answered well.</p> <p>(iii) This is a dramatic sequence in the story. The events that led to the fight and its aftermath were recalled easily by candidates.</p> <p>(iv) Many candidates could not recall the reason why Buck challenged Spitz.</p> <p>(v) Some candidates could not bring out the similarities and differences between Buck and Spitz.</p>	<ul style="list-style-type: none"> <li>▪ Draw a mind map to make the story clearer. Use dramatisation to facilitate comprehension as well as retention of the story.</li> <li>▪ Train students in writing analytical answers.</li> </ul>

## MARKING SCHEME

### Question 17

(i)	<p>Alpha dog – leader of the pack of huskies</p> <p>Any 2 of the following:</p> <ul style="list-style-type: none"> <li>• Buck was bigger and stronger than Spitz</li> <li>• Buck was competitive / ambitious and wanted to lead the pack</li> <li>• Spitz recognised that Buck was more than his equal</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• It grew secretly – new-born cunning gave him poise and control</li> <li>• Avoided fights – did not pick any/ refused to be provoked</li> <li>• Became more deliberate/ did not act in haste/ rashly</li> <li>• Very careful not to betray impatience when Spitz was around, avoided all offensive action</li> </ul>

(iii)	<ul style="list-style-type: none"> <li>The team had camped for the night at Lake le Barge and Buck had dug out a nest for himself for the night. When he returned from dinner he found it occupied by Spitz.</li> <li>Reacting in rage and pent-up frustration, Buck attacked Spitz who was ready for the attack/ equally ready to fight</li> <li>The fight <b>was interrupted</b> and had to be abandoned because the camp was invaded by a pack of desperate, starving huskies – they ate the store of food and then attacked the team of dogs.</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>Because Buck wished to openly challenge Spitz's leadership</li> <li>Buck wanted to undermine Spitz's authority and to make the other dogs see him as leader</li> <li>Francoise was unfair – lashed at Buck with his whip for challenging Spitz's role</li> </ul>
(v)	<p>Similarities: (Accept any other plausible response)</p> <ul style="list-style-type: none"> <li>Both dogs were strong/ fit/ alpha males</li> <li>Highly competitive/ proud</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>Buck is imaginative/loyal/ a survivor – quick thinking/ Fights savagely but only when provoked</li> <li>Spitz is devious/ treacherous/ cruel and pugilistic (meaning he'll readily start a fight)</li> </ul>

## Question 18

Answer the following questions with reference to Jack London's, 'The Call of the Wild'.

- (i) Why is Buck regarded as the protagonist (the hero) of Jack London's book 'The Call of the Wild'? [4]
- (ii) After Spitz's death Buck was made leader of the dog team. In what ways did Buck prove to be better than Spitz in his role as leader of the team? [4]
- (iii) Explore the themes of love and loyalty as revealed in the relationship between Buck and Thornton in Jack London's novel, 'The Call of the Wild'. [8]

## Comments of Examiners

- (i) Many candidates could not write the complete answer. Buck's role as the protagonist was not discussed properly.
- (ii) Many candidates could not highlight Buck's role as the leader. Most answers to this question were quite irrelevant.
- (iii) Many candidates found this question difficult. Very few could analyse the relationship that Buck shared with Thornton.

## Suggestions for Teachers

- *Guide students in drawing inferences from the plot.*
- *Give enough practice in analytical questions so that the candidates may relate the instances in the story to the question which is asked.*

## MARKING SCHEME

### Question 18

- |       |   |
|-------|---|
| (i)   | <ul style="list-style-type: none"><li>• The evolution of Buck's character is the focus of the story.</li><li>• The novel traces his life from the time he is a happy four-year-old basking in the California sun to a tough competitor</li><li>• Buck emerges as a faithful, loyal companion, and finally to the leader of a wolf pack in the wil.</li><li>• Buck is noble, admirable, and shows remarkable loyalty (to Francois and Perrault) and love (for Thornton) - protagonist-like qualities.</li></ul>  |
| (ii)  | <ul style="list-style-type: none"><li>• Good judgement/ quick thinking and quick acting</li><li>• Laying down the law</li><li>• Enforcing the law – making the other dogs follow</li><li>• The team recovered old-time solidarity</li></ul>   |
| (iii) | <ul style="list-style-type: none"><li>• Buck's love and loyalty to Thornton is the result of extremities of circumstance – they save each other's lives on more than one occasion.</li><li>• Thornton saves Buck's life on different occasions (from death by club/starvation/will to die)</li><li>• Buck in turn saves Thornton's life when he gets in a bar fight.</li><li>• On another occasion Thornton almost drowns but is again saved by Buck.</li><li>• Thornton wins a huge sum of money by betting Buck can pull an enormous load.</li><li>• Thornton goes in search of gold and a lost cabin with his partners and is killed by natives.</li><li>• Buck seems unable to respond to the call of the wild until after Thornton's death.</li><li>• This suggests that perhaps his love and loyalty for the man are stronger than his more primeval urges.</li></ul> |

# GENERAL COMMENTS

## Topics found difficult/ confusing by candidates

- Question 1(ii): Who are the ‘Sisters Three’?
  - What role were they thought to play in the lives of humans?
  - Question 2 (iii): According to Shylock, in what **other** ways did Jews resemble Christians?
- Questions which are based on *what comes right before and after an extract* (e.g. Question 2, candidates could not recall what Shylock had said after the extract).
- Question 7 (v): Colours the poet associate with:
- (a) a maiden.
  - (b) a middle-aged woman.
- How does the poet describe the thoughts and concerns of women in both these stages of life?
- Question 9 from “Abou Ben Adhem”.
  - Question 12 from “The Blue Bead”
  - Analytical questions.
  - Questions requiring explanation of lines

## Suggestion for Students

- Read the historical and political background of each story or poem.
  - Analyse the characters- their actions, their motivations and the outcome of their behaviour.
- Understand the sequence of events.
- While reading drama, make note of the allusions from Greek and Roman mythology.
- Practice writing brief and precise answers.
  - Thorough knowledge of the text is essential.
  - Analytical questions should be answered briefly and simply.
  - Prepare adjectives that define the characters in drama, short stories and poems.