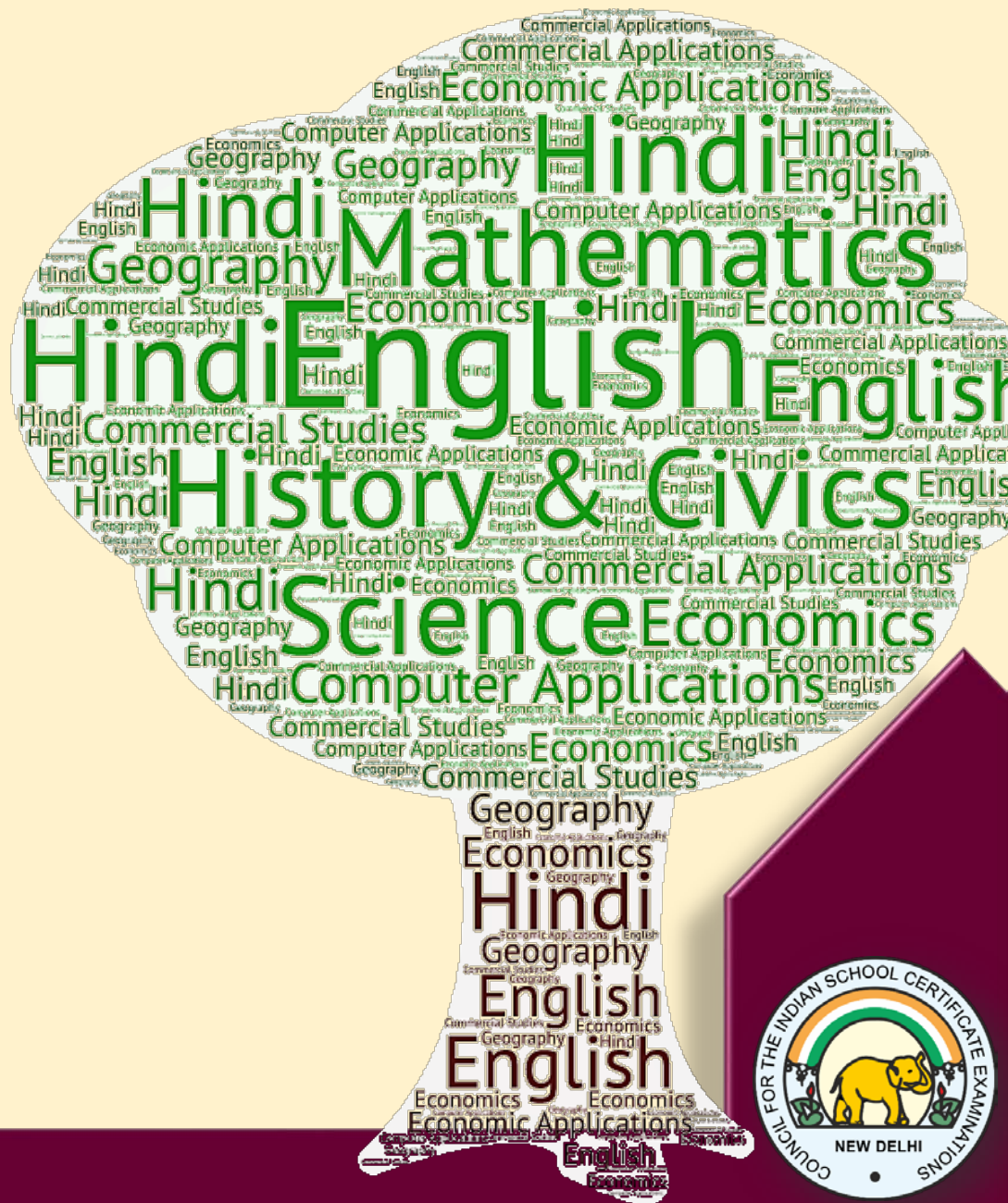


Analysis of Pupil Performance

Year 2017 Examination

ICSE

ENGLISH



Research Development and Consultancy Division

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

Year 2017

Published by:

Research Development and Consultancy Division (RDCD)

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 2017

**Gerry Arathoon
Chief Executive & Secretary**

The Council 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 Council's website www.cisce.org.

The document includes a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2017 have a new component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2017 Examinations, how they have performed within the Region or State, their performance as compared to other Regions or States, etc., it will also help develop a better understanding of the assessment/ evaluation process. This will help them in guiding 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.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

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. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ICSE Year 2017 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

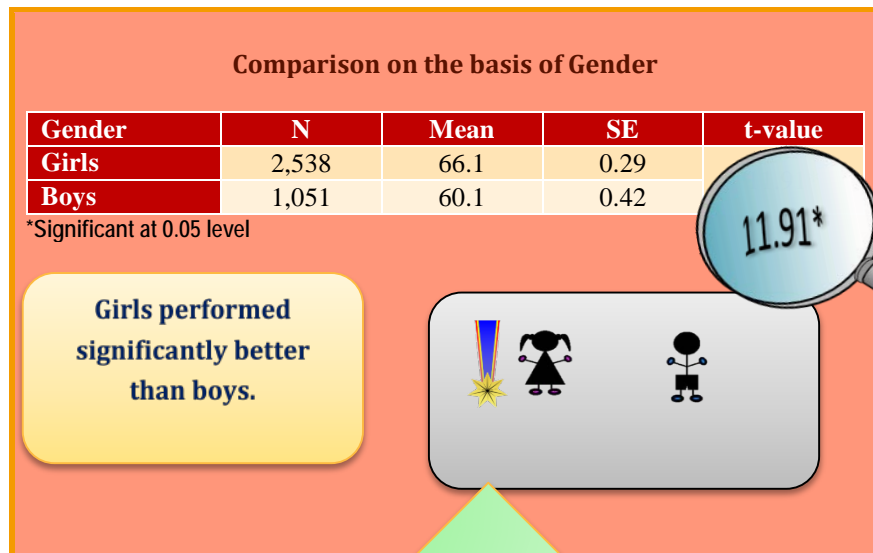
Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ICSE Year 2017 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.



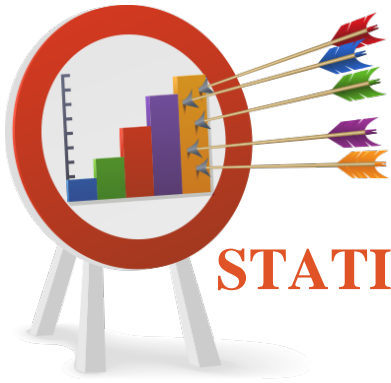
The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

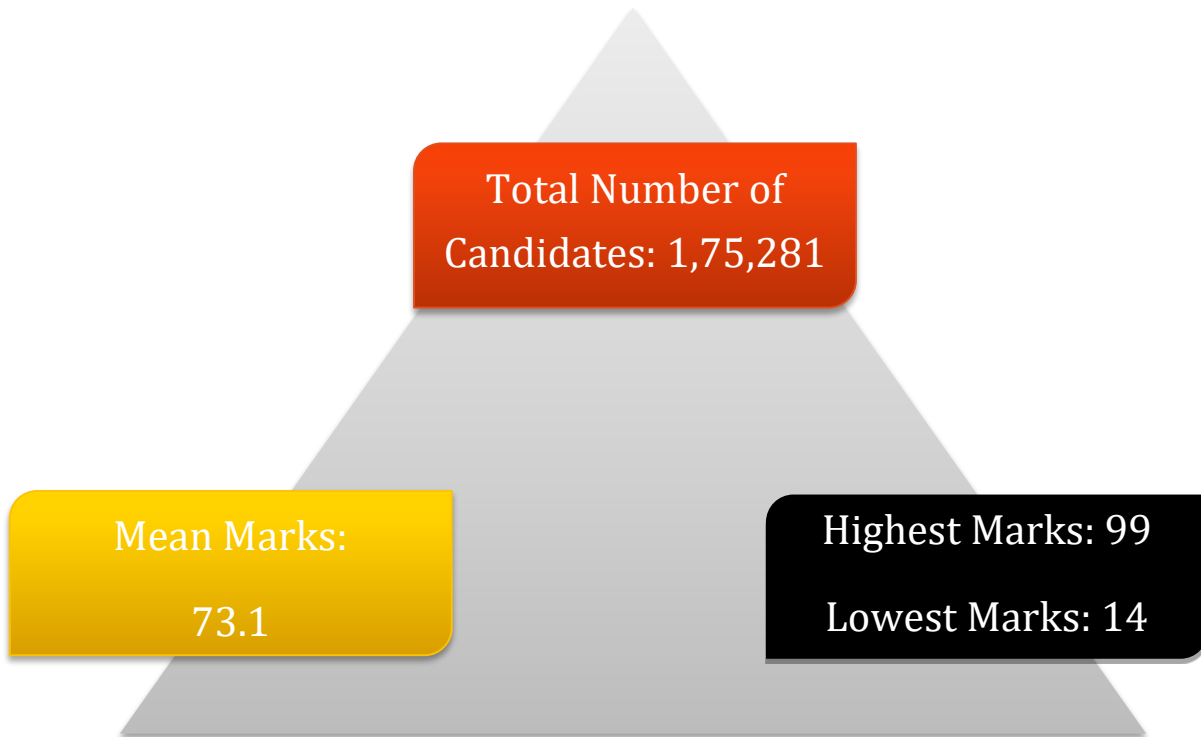
Qualitative Analysis

The purpose of the qualitative 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 centres 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.

QUANTITATIVE ANALYSIS

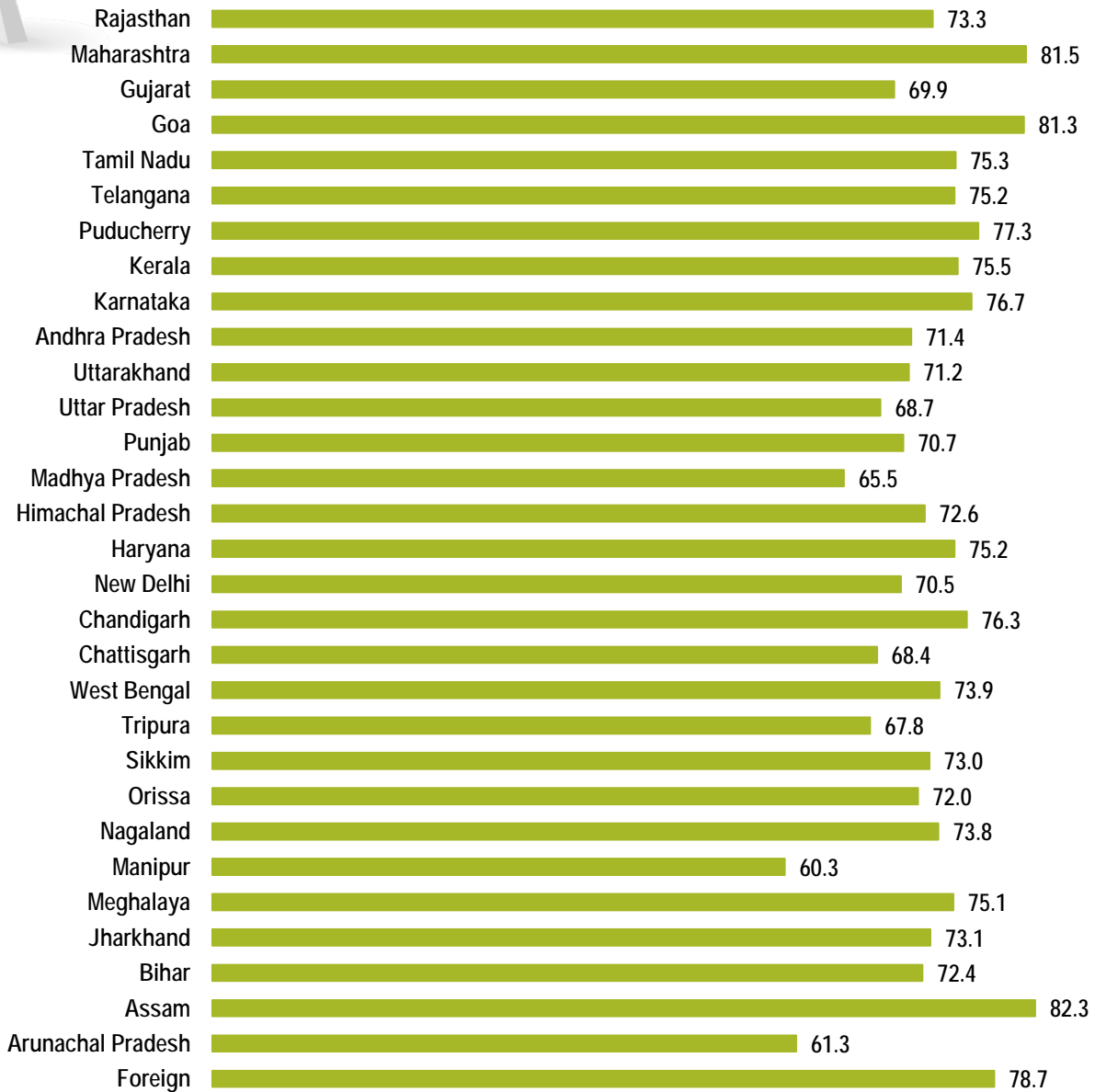


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States of Assam, Maharashtra and Goa secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 78.7.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 75.6

Number of
Candidates: 78,520



BOYS

Mean Marks: 71.1

Number of
Candidates: 96,761

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	78,520	75.6	0.04	73.54*
Boys	96,761	71.1	0.04	

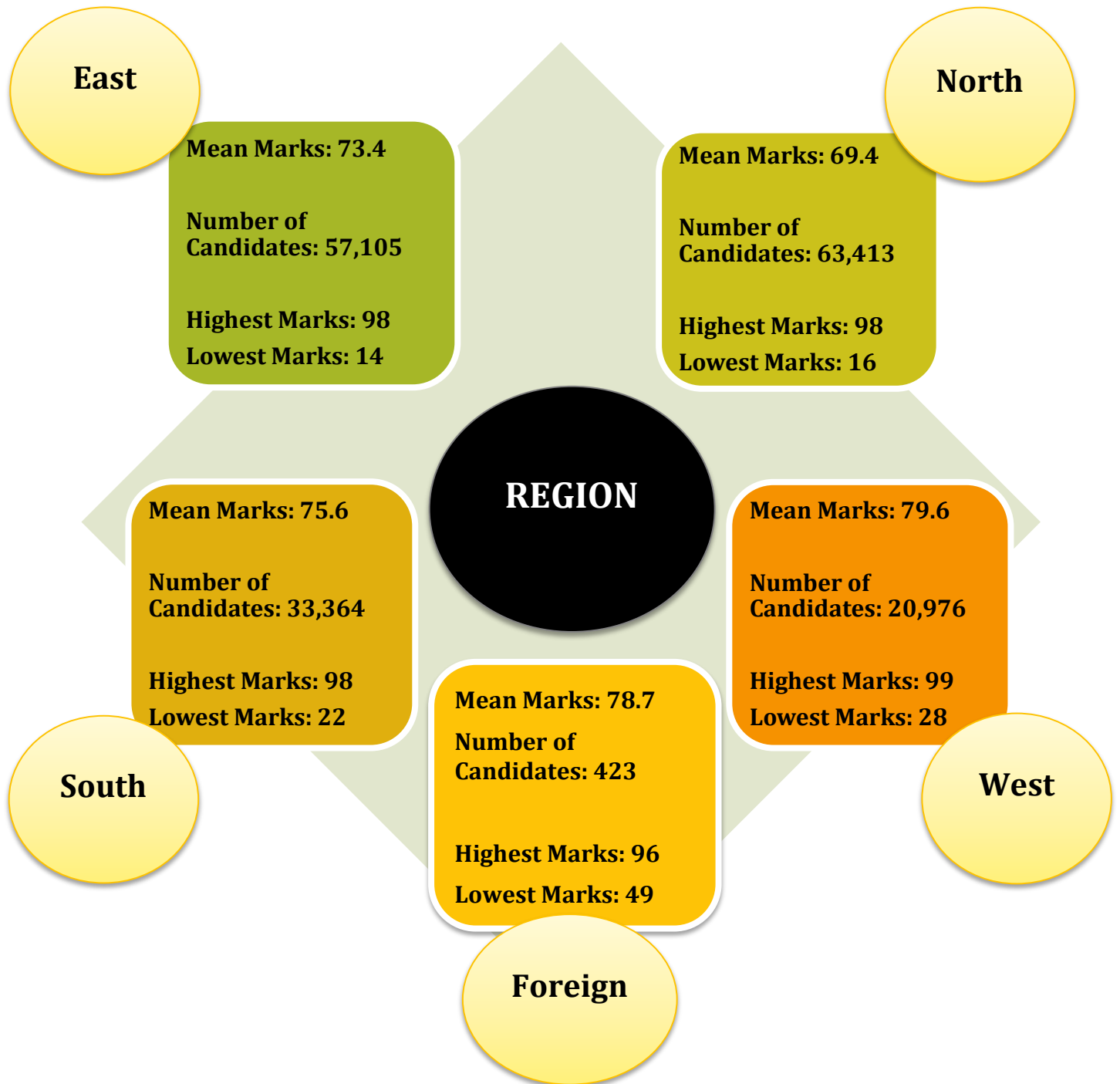
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

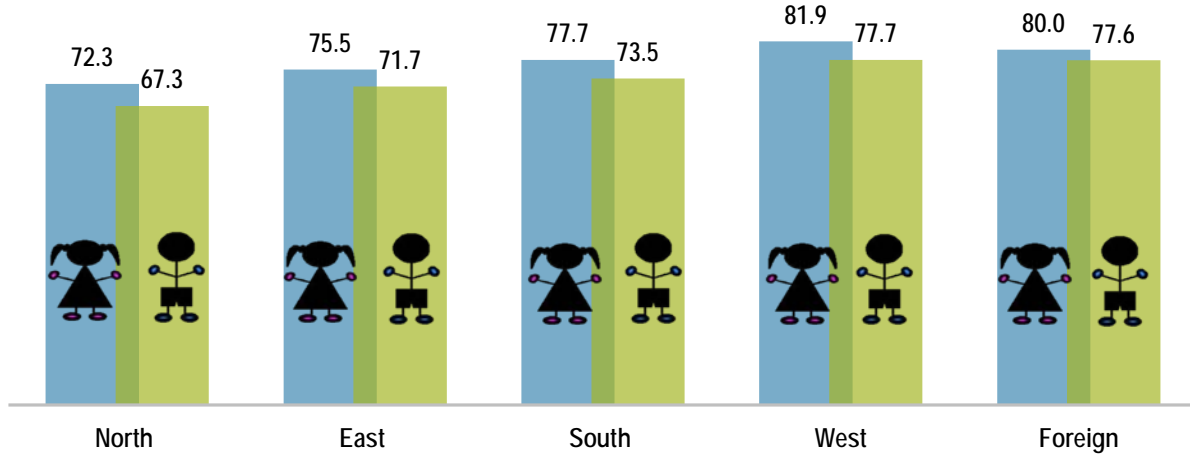




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise



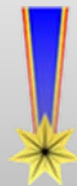
Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	27,139	72.3	0.08	46.48*
	Boys	36,274	67.3	0.07	
East (E)	Girls	25,364	75.5	0.08	36.12*
	Boys	31,741	71.7	0.07	
South (S)	Girls	16,501	77.7	0.08	34.77*
	Boys	16,863	73.5	0.09	
West (W)	Girls	9,310	81.9	0.10	27.84*
	Boys	11,666	77.7	0.11	
Foreign (F)	Girls	206	80.0	0.53	2.98*
	Boys	217	77.6	0.62	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions.

REGION (N, E, S, W, F)





MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	31,886	86.7	0.02	14.83*
	Boys	27,108	86.2	0.02	
Bottom Range (0-20)	Girls	3	19.7	0.27	1.31
	Boys	28	19.2	0.25	

*Significant at 0.05 level

Marks Range (81-100)

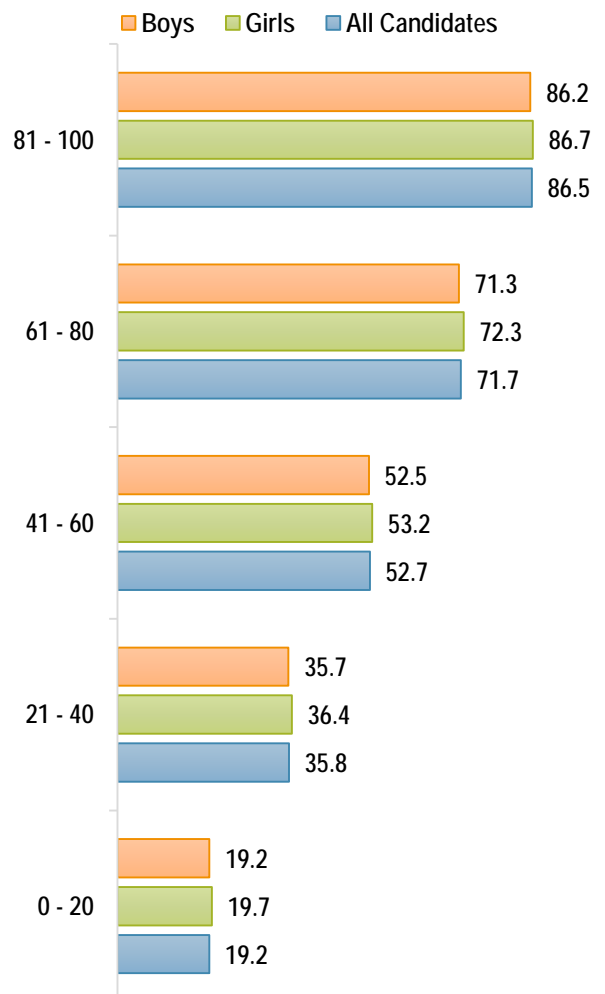
Performance of girls was significantly better than the performance of boys.

Marks Range (81-100)



Marks Range (0-20)

No significant difference was observed between the average performance of girls and boys.





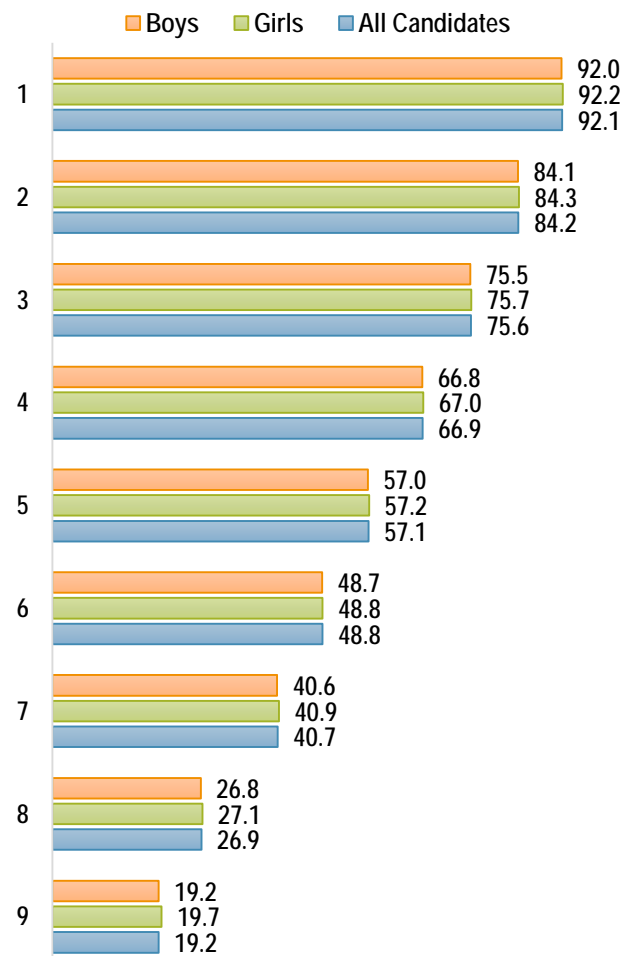
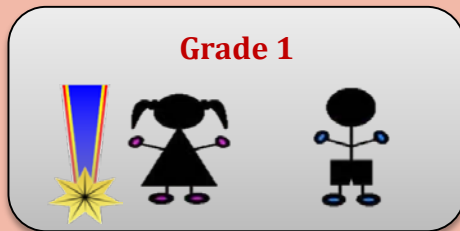
GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	8,288	92.2	0.02	3.93*
	Boys	5,955	92.0	0.02	
Grade 9	Girls	3	19.7	0.27	1.31
	Boys	28	19.2	0.25	

*Significant at 0.05 level

In Grade 1, performance of girls was significantly better than the performance of boys. However, no significant difference was observed between the average performance of girls and boys in Grade 9.



QUALITATIVE ANALYSIS

ENGLISH LANGUAGE (PAPER-I)

Question 1

(Do not spend more than 35 minutes on this question.)

Write a composition (350 - 400 words) on any one of the following:

- (a) Write an original short story that begins with the words: "It was raining hard that night. In my hurry to get into the house, I didn't notice the black car parked across the road. I realized something was wrong when....."
- (b) "*School days are the happiest days of our lives.*" Express your views either **for** or **against** this statement.
- (c) Narrate an incident from your own experience when you helped a friend who was in trouble. Explain what happened. What did you do to make the situation better?
- (d) There has been heavy rain in your city/town. You went to school but found that it was closed because of the rain. Describe the sights and sounds near the school and narrate how you finally reached home and spent the rest of the day.
- (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 begin with the given lines. Those who did use the lines did not use it in its entirety and as usual, stories were lifted out of English text books films and television serials. In many cases there was no real connection between the opening lines and the story that resulted in a complete lack of logical sequence. Stories did not have the element of fear or surprise that was so necessary in this particular essay.
- (b) A large number of candidates chose this topic and surprisingly almost every one of them wrote in favour of the fact that 'schooldays are the happiest days of our lives' Repeatedly words like "enjoy", "fun", "study" and "boring" were used. However, the most glaring mistake was that the candidates did not present a logical argument to support their stand and as a result failed to identify it as an argumentative essay. They used sentiment and emotion to eulogise school and teachers, or in some cases, they gave details of bad behaviour to schools and teachers as moments of fun. The destruction of school property, description of vandalism and general misdemeanours all came under the garb of enjoyment. It is pertinent that as educators we must take moral education and character building a little more seriously. There is always a percentage of candidates who will argue on both sides and fail to follow rubric where they are instructed clearly to express their views either *for* or *against* the statement. A very small fraction of children chose to write against the topic and wrote feelingly about bullying, partiality, cramming and the overloaded school bag and syllabus as detrimental to true learning.
- (c) Candidates failed to recognise it as first person narrative and they wrote of their experiences as adult professionals who had assisted the community or society by some act of philanthropy. There was a remarkable similarity in the content of many candidates. One can only presume that these are topics to be found in workbook/guidebooks and that children seemed to have memorised the content. Also, it may be noted that many of the essays faulted on the use of tenses and the candidates made multiple errors by using contractions, non-English words and colloquialisms. This was a descriptive composition, however, candidates converted it into a short story or narrative or first person account and failed to address all parts of the question – description of the trip to school, description of the return, how the rest of the day was spent. All these features were largely ignored. Many candidates dealt with sights but not the sound.
- (d) Candidates who attempted this question wrote about cruelty to animals, poverty, and child labour with no mention of either the girl or the baby elephant. Many of the compositions were once again learnt from guide books and the picture which was poignant and evocative failed to elicit a suitable response. Candidates did not even study the picture correctly and referred to the elephant calf as a

Suggestions for teachers

- Actively teach the children to use the given sentence in its entirety. Adequate drill work is vital for this.
- Stress the importance of cohesive connected story telling techniques so that the students learn to glean mood and tone from the given prompt and sustain the mood in their writing.
- A good way to teach story telling is to begin in the middle school and to ask each child to add one line or one sentence to the previous one. The results are entertaining and enjoyable and yet there is adequate learning on the story telling form.
- Explain that plagiarism is a form of theft. Many students are unaware of this.
- Conduct class level debates regularly.
- Students must be taught to build an argument by asking them to write down three reasons why...eg 'reading stories books is good for you'. Encourage them to use 'because' as it helps them think of reasons 'why' they are arguing for or against a motion.

pet dog! In a few compositions, the elements of the picture were merely itemised and there was no attempt to either describe or interpret the picture.

MARKING SCHEME

Question 1

(a)	The story must be original and must begin with the given sentence. The story may take any form but should convey the sequence of events following the narrator finding something amiss as he/ she approaches the front door of his/ her home.
(b)	Views for or against the motion are to be accepted. Credit is to be given for a cohesive, well-constructed, logical argument and ideas and reasoning based on personal experience. The child should take a clear stand and give valid reasons for whatever stand he takes regarding the topic either for or against the statement.
(c)	The candidate must write from his/her own experience. There must be an account of the problem and solution and stress on the role of the narrator in the resolution.
(d)	A clear description of the rain, flooded streets, traffic etc. Also, the difficulty in getting to school and returning with a brief account of the rest of the day.
(e)	Accept a wide interpretation. Any relevant ideas taken from the picture should be accepted and there must be a clear connection between the picture and the composition.

Question 2

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

Select **any one** of the following:

- (a) A number of loose electric wires are hanging from a lamp post near the main gate of your school. Write a letter to the Municipal Commissioner explaining the problem, the danger it poses and suggest a quick solution.
- (b) You were a part of an organizing committee for an inter-school event which was very successful. You and the other committee members were congratulated and praised at the school assembly by the Principal. Write a letter to your grandmother telling her about the event and your feelings at being recognized and praised in front of the school.

Comments of Examiners

(a) Format:

A number of candidates are unable to write the format correctly. Terms like ‘Respected Sir’ are still used. In a number of cases, for the Subscription also, candidates used ‘xyz’, first names only and index or Centre numbers.

Content:

A number of candidates merely mentioned ‘the danger’ without specifying electrocution, shock or even death. Candidates failed to have a realistic idea of the scale of the problem!

Expression:

Candidates were unable to explain themselves in the correct register – language appropriate to the context. The tone was found to be too casual or informal and far too many colloquialisms were used.

(b) Format:

Candidates are unclear about the format and how the date is to be written.

Content:

A number of candidates failed to name the inter school event and have described the grandmother’s feeling of joy and pride instead of their own.

Expression:

Candidates made spelling errors and errors of tense and agreement of subject with verb.

Suggestions for teachers

- Adequate drill in format is necessary.
- Candidates must be taught to underline what is being asked in the question paper itself and address those questions in the body of the letters.
- Students must be taught to differentiate between the ‘Principle’ and ‘Principal’.

MARKING SCHEME

Question 2

	INFORMAL LETTER	FORMAL LETTER
	Address	From address
	Date	Date
	Salutation	To address
	X	Salutation
	Subscription	Subscription
	First name	Name + surname/ initial
(a)	Formal Letter (Format, Content, Expression) Location: Name of school/ proper postal address of the school Dangers: Wires hanging / electrocution / death / shock (<i>Any two</i>) Solution: Send electrician / shut off power / cordon off area (<i>Any two</i>)	
(b)	Informal Letter (Format, Content, Expression)	

Specific **Name** of event

Exact **Role** e.g. announcing/ decorating / participating

Two feelings - joy, pride, achievement, etc.

Question 3

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

Every Monday, on his way back from work, Bipin Chowdhury would drop in at New Market to buy books. He had to buy at least five at a time to last him through the week. He lived alone, was not a good mixer, had few friends, and didn't like spending time in idle chat. Those who called in the evening got through their business quickly and left. Those who didn't show signs of leaving would be told around eight o'clock by Bipin Babu that he was under doctor's orders to have dinner at eight-thirty. After dinner he would rest for half an hour and then turn in with a book. This was a routine which had *persisted* unbroken for years.

Today, Bipin Babu had the feeling that someone was observing him from close quarters. He turned round and found himself looking at a round-faced, meek-looking man who now broke into a smile.

'I don't suppose you recognize me.'

Bipin Babu felt ill at ease. It didn't seem that he had ever encountered this man before. The face seemed quite unfamiliar.

'Have we met before?' asked Bipin Babu.

The man looked greatly surprised. 'We met every day for a whole week. I arranged for a car to take you to the Hudroo falls. My name is Parimal Ghose.'

'Ranchi?'

Now Bipin Babu realized this man was making a mistake. Bipin Babu had never been to Ranchi. He smiled and said, 'Do you know who I am?'

The man raised his eyebrows, and said, 'Who doesn't know Bipin Chowdhury?'

Bipin Babu turned towards the bookshelves and said, 'You're making a mistake. I've never been to Ranchi.'

The man now laughed aloud.

What are you saying, Mr. Chowdhury? You had a fall in Hudroo and cut your right knee. I brought you iodine. I had fixed up a car for you to go to Netarhat the next day, but you couldn't because of the pain in the knee. Can't you recall anything? Someone else you know was also in Ranchi at that time. Mr. Dinesh Mukherjee. You stayed in a bungalow. You said you didn't like hotel food. I'll tell you more: you always carried a bag with your books in it on your sightseeing trips. Am I right or not?'

Bipin Babu spoke quietly, his eyes still on the books.

‘Which month in Nineteen fifty- eight are you talking about?’

The man said, ‘October.’

‘No, sir,’ said Bipin Babu. ‘I spent October Nineteen fifty- eight with a friend in Kanpur. You’re making a mistake. Good day.’

But the man didn’t go, nor did he stop talking.

‘Very strange. One evening I had tea with you on the veranda of your bungalow. You spoke about your family. You said you had no children, and that you had lost your wife a *decade* ago.

When Bipin Babu had paid for the books and was leaving the shop, the man was still looking at him in utter disbelief.

Bipin Babu’s car was safely parked in Bertram Street. He told the driver as he got into the car, ‘Just drive by the Ganga, will you, Sitaram.’ Driving up the Strand Road, Bipin Babu regretted having paid so much attention to the *intruder*. He had never been to Ranchi. He had an excellent memory.

Unless he was losing his mind!

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

One word answers or short phrases will be accepted.

- (i) persisted (line 9)
- (ii) decade (line 42)
- (iii) intruder (line 48)

- (b) Answer the following questions briefly in your own words.

- (i) How did Bipin Chowdhury find time to read five books a week?
- (ii) How did he get rid of visitors who stayed late?
- (iii) Which sentence tells you that Bipin Babu was uncomfortable?
- (iv) What strong argument did Bipin Babu give to prove that he was not in Ranchi at that time?
- (v) What does Bipin Babu regret?
- (vi) What are Bipin Babu’s feelings at the end of the passage?

- (c) (i) What memories of the trip does Parimal Ghose evoke to prove that Bipin Babu was indeed in Ranchi? Answer in not more than 60 words.
- (ii) Give a title to your summary in 3(c)(i). Give a reason to justify your choice of the title.

Comments of Examiners

(a) Despite the words being fairly simple very few candidates got all correct. Even those who are able to draw meaning from the context made errors of tense and form of the word. Some gave the meaning in a long sentence and not in a word or phrase. Even the word 'decade' was explained as 'century' or a 'hundred' or 'about ten years' or 'ten' or so.

Many candidates also wrote 'one who intrudes' to explain 'intruder'.

(b) The candidates largely lifted the answer or arrived at the conclusion by guessing. In question number (iii) the candidates were required to quote the relevant line from the passage and most candidates were unable to do this. Question (vi) was an inference question and many candidates were unable to arrive at a deeper level of meaning at the conclusion.

(c) Précis writing has always been a difficulty for the average and less than average candidates. Many candidates did not draw the grid and overshot the word limit. Some candidates wrote the Précis using first and second person.

In the second part, some candidates wrote very long titles which were unrelated to the Précis but dealt with the entire excerpt.

Suggestions for teachers

- Students must be given adequate drill work with emphasis on working out the vocabulary both orally and in writing.
- Encourage students to write in their own words when required, and quote verbatim when asked to do so. They must be taught to discern the difference between the two questions.
- Worksheets and word games must be used to increase vocabulary.
- Adequate practice required for Précis writing must be given.
- Circle time may be used for describing situations and giving captions or titles.
- Practice summary writing (independent of comprehension).

MARKING SCHEME

Question 3

(a)	(i) persisted - kept on, repeated, continued, (ii) decade - a period of ten years (iii) intruder - unexpected / unsolicited/ unwanted / uninvited guest / visitor/ encroacher / trespasser / interloper
(b)	(i) He lived alone + was not a good mixer + had few friends + didn't like spending time in idle chat.
	(ii) Would be told + under doctors' orders + to have dinner + 8.30 p.m.
	(iii) "Bipin Babu felt ill at ease".
	(iv) Bipin Babu says he spent October 1958 + with a friend in Kanpur.
	(v) Bipin Babu regrets having paid so much attention / to the intruder.
	(vi) Confused / Mystified / Worried / Self-doubt / Lack of confidence in himself/ afraid he was losing his mind

(c)	<p>(i) Points to look for: That Bipin Babu</p> <ol style="list-style-type: none"> 1. Had had a fall / cut his knee 2. Was given iodine. 3. Parimal Ghosh had arranged a car but Bipin Babu couldn't go. 4. Dinesh Mukherjee was also in Ranchi. 5. Bipin Babu had stayed in a bungalow. 6. Didn't like hotel food 7. Always carried a bag with books 8. Talked about family (wife had died, no children) <p style="text-align: right;"><i>(Any six)</i></p>
	<p>(ii) Expression - Any suitable title dealing only with the précis. Reasonable justification.</p>

Question 4

- (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.

Example:

Answer: (0) started

My mother (0) _____ (start) school when she (1) _____ (be) six and (2) _____ (stop) the same term. She was unusual in the village as she had a father and brother who (3) _____ (encourage) her to go to school. She was the only girl in a class of boys and claims she was brighter than the boys. But every day she (4) _____ (will) leave behind her girl cousins (5) _____ (play) at home and she (6) _____ (envy) them. There (7) _____ (seem) to be no point in (8) _____ (go) to school just to end up doing housework.

- (b) Fill in each blank with an appropriate word:
- (i) She shouted angrily _____ the disobedient boy.
 - (ii) I asked them to provide us _____ a guide.
 - (iii) The tree grew at a dangerous slant and had to be cut _____.
 - (iv) My daughter believes _____ fairies.
 - (v) He drew a beautiful diagram _____ the board.
 - (vi) She battled her way _____ the crowd.
 - (vii) We were asked to gather _____ the teacher.
 - (viii) They had to climb _____ the steep pathway to reach the top.
- (c) Join the following sentences to make one complete sentence **without using and, but or so**:
- (i) This is the hospital. I was born here.
 - (ii) The children have been sick for a week. They were unable to go to school.

- (iii) Mrs. Kumar has been a teacher for thirty years. She will now retire.
 - (iv) We have had no respect for nature. Now we are suffering from the effects of global warming.
- (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.
- (i) Not many people read for pleasure these days.
(Begin: Few.....)
 - (ii) Since her childhood Meera has been good in Mathematics.
(End:childhood.)
 - (iii) “We have had no rain since January”, Ramu said.
(Begin: Ramu said that they.....)
 - (iv) It is dangerous as well as illegal to drive a motorcycle without a helmet.
(Begin: It is not.....)
 - (v) He had plenty of wealth but he was not happy.
(Begin: In spite.....)
 - (vi) He was so tired that he could not stand.
(Use: too)
 - (vii) Every one of them was an experienced mountaineer.
(Begin: There was no.....)
 - (viii) I have never seen a film as bad as this.
(Begin: This is.....)

Comments of Examiners

- (a) This part was answered correctly by most candidates and this enabled them to score well.
- (b) Though most candidates fared well not many got full marks. Those who answered incorrectly did so because they lacked the confidence.
- (c) Most candidates lost marks because of the weak knowledge of the present perfect tense (c, iv). Many candidates do not know the forms of 'be'.
- (d) Most candidates answered incorrectly as they failed to recognize GRM rules- correct grammar, adherence to rubric and unchanged meaning. Every sentence when rewritten must comply with all three.

Suggestions for teachers

- Grammar is caught not taught and therefore listening to correctly spoken English in the early years is of paramount importance. There can be no substitute for this.
- Since grammar has a spiralling syllabus it must move in all its aspects from simple to complex forms.
- Continual and continuous practice is imperative to learning structure.
- Encourage the use of grammar games and other creative ways of teaching grammar.
- Every language lesson either overtly or subliminally reinforces grammar learning. Be aware of this and use it to their advantage.

MARKING SCHEME

Question 4

(a)	1.was 2. stopped 3. encouraged 4. would 5. playing 6.envied 7. seemed 8. going
(b)	Fill in the blanks with an appropriate word:
	(i) at (ii) with (iii) down (iv) in (v) on (vi) through/ into (vii) around (viii) up
(c)	(i) This is the hospital where (in which) I was born/ I was born in this hospital. (ii) As the children, had been sick for a week they were unable to go to school. (Also accept 'because'/ for/ since...) (iii) Mrs. Kumar who has been a teacher (for more than) thirty years will now retire. (iv) Having had no respect for nature we are now suffering from the effects of global warming. (Accept variations with 'as'/ because/ for / since....)

- (d)
- (i) Few people read for pleasure these days.
 - (ii) Meera has been good in (at) Mathematics **since** her childhood.
 - (iii) Ramu said that they **had had** no rain since January.
 - (iv) It is not only dangerous but also illegal to drive a motor cycle without a helmet/ It is neither safe nor legal to drive a
 - (v) In spite of being wealthy/ having plenty of wealth he was not happy.
 - (vi) He was too tired to stand.
 - (vii) There was no one who was an inexperienced (not an experienced) mountaineer among them.
 - (viii) This is the worst film I have (ever) seen.

GENERAL COMMENTS

Topics found
difficult/
confusing by
candidates

argumentative essay continues to be difficult for most candidates and those with advanced writing skills seem to do it well.

Suggestions
for
candidates

- Do not write overlong essays.
- Continually practice transformation of sentences.
- Read question paper thoroughly.
- Use English as often as you can. Do not translate into English from your home language because when you do this, you will make errors in idiomatic expression and in the use of prepositions and tenses.
- Build a class library /notice board.
- Participate in class level debates and discussions to develop speaking skills. and the confidence among students to express themselves.
- Play language games and word games to develop vocabulary.

SECTION A – DRAMA

The Merchant of Venice: Shakespeare

Question 1

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

Why, look you, how you storm!

I would be friends with you and have your love,

Forget the shames that you have stain'd me with,

Supply your present wants, and take no doit

Of usance for my moneys, and you'll not hear me:

This is kind I offer.

- (i) Where does this scene take place? Who is the speaker? To whom is he talking? [3]
- (ii) What are the 'shames' which the speaker says have stained him? [3]
- (iii) What are the 'present wants'? Who is in need of the 'present wants'? Why? [3]
- (iv) Explain "This is kind I offer." What does the speaker propose to do immediately after this? [3]
- (v) What do you think of Antonio and of Shylock with regard to the signing of the bond? [4]

Comments of Examiners

- (i) Most candidates answered correctly. However, a few incorrectly wrote the venue as Rialto or Shylock's house.
- (ii) Some candidates mixed up the insults Shylock faced at the Rialto with the grievances Shylock mentions in Act 3 scene 1.
- (iii) This part was answered correctly by most candidates. A few however wrote the term 'money' instead of '3000 ducats'.
- (iv) Most candidates omitted writing about Shylock's kindness, and his offer to help without taking interest. Many candidates did not write 'go to the notary' in the second part.
- (v) A number of candidates wrote general views about Shylock and Antonio rather than with regard to the signing of the bond. Instead of writing traits of the character of Antonio and Shylock, they analysed their actions.
- (vi)

Suggestions for teachers

- Draw the attention of students towards all stage directions like the venue, background, etc.
- The sequence of events should be explained clearly to students.
- Close reading of the text must be encouraged.
- Students must be guided in building a vocabulary related to character sketches.

MARKING SCHEME

Question 1

(i)	<ul style="list-style-type: none"> • A street in Venice/ a public place in Venice/ Venice • Shylock • He is speaking to Bassanio and Antonio./ Antonio / Bassanio.
(ii)	<ul style="list-style-type: none"> • Antonio had berated [insulted, criticized, mocked, abused]him / at the Rialto for his usances (practice of taking interest) /called him mis-believer [heathen]/ cut-throat dog/spat upon his Jewish gabardine[cloak, coat, garment]/void his rheum [spat]upon his beard/spat on him/ kicked him as he would kick a stray dog [cur].
(iii)	<ul style="list-style-type: none"> • 3000 ducats. • Bassanio/ Antonio • He needs the money in order to compete with the other suitors / woo Portia / win her hand in marriage / Go to Belmont/ Antonio needs the money to help Bassanio / Antonio does not have the money.
(iv)	<ul style="list-style-type: none"> • Shylock means that it is an act of kindness on his part to make the offer to lend the money. • Shylock also means that he was offering an interest free loan like Antonio normally does. • Shylock proposes to go to the notary [court, lawyer, solicitor]/ and get Antonio to sign a single bond.
(v)	<ul style="list-style-type: none"> • Antonio appears to be generous / over-confident / imprudent / very trusting / poor judge of character / has no fear/ confident/ good friend/ noble/ loves Bassanio/ is not astute/ foolhardy/ prejudiced/ anti-Semitic

- Whereas Shylock appears to be a villainous person / waiting to take advantage of others who are at a disadvantage / He is shrewd / cunning / crafty person/ who knows how to trap people / down to earth / practical person/ tactful/ hated Antonio/ revengeful/ manipulative/ opportunist/ intelligent/ hypocritical/ cruel/ evil/ far sighted

Question 2

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

PORTIA : To these injunctions everyone doth swear
That comes to hazard for my worthless self.

ARRAGON : And so have I address'd me. Fortune now
To my heart's hope! – Gold, silver and base lead.

- Who had tried his luck in trying to choose the correct casket before the prince of Arragon? Which casket had that suitor chosen? What did he find inside the casket? [3]
- What are the three things Arragon was obliged by oath to obey? [3]
- What was the inscription on the golden casket? How do the actions of the martlet illustrate this inscription? [3]
- Which casket does Arragon finally choose? Whose portrait does he find inside? Which casket actually contains Portia's portrait? [3]
- Who enters soon after? What does he say about the young Venetian who has just arrived? What gifts has the Venetian brought with him? [4]

Comments of Examiners

- Most candidates answered this question correctly.
- Instead of three oaths, some candidates wrote only two.
- Most candidates answered correctly. Some however wrote what was mentioned in the scroll instead of writing what was inscribed on the casket. The second part of the question was answered correctly by a few candidates.
- Some candidates wrote 'clown' or 'joker' in place of 'blinking idiot'.
- Some candidates were unable to recollect and wrote Bassanio or Gratiano instead of 'the servant'. Many answers were presented in a jumbled manner.

Suggestions for teachers

- Enacting the scene with props will help students remember it better.
- Students should be encouraged to read the text frequently.
- The key ideas and phrases may be underlined to make revision easy.
- Students may be encouraged to watch the video of the play to get a visual impact.

MARKING SCHEME

Question 2

(i)	<ul style="list-style-type: none">• Prince of Morocco / Morocco• The golden casket• A carrion death (skull) / there was a roll of paper (scroll) in its hollow eye.
(ii)	<ul style="list-style-type: none">• He must never tell anyone which casket he had chosen.• If he failed in choosing the right casket, he would never woo a maiden in way of marriage / never get married.• If he failed to make the right choice he would leave immediately /be gone.
(iii)	<ul style="list-style-type: none">• Who chooses me shall gain what many men desire.• The martlet is like the many men who choose by outward show [show, outward appearance, appearance]/ appearances are deceptive /many means the fool multitude/ they do not see the inner worth of things [pry not to the interior] / they are like the martlet that builds its nest on the outward wall / in the open air/ the nest faces dangers and storms.
(iv)	<ul style="list-style-type: none">• Silver• A blinking idiot / a fool• The lead casket
(v)	<ul style="list-style-type: none">• A servant / messenger / attendant• The young Venetian (Gratiano) has come to announce that his lord (Bassanio) is going to arrive./ he is a suitable ambassador of love/ he is like a beautiful [sweet day] day in April/ that indicates a splendid [costly] summer was approaching./his appearance is pleasing (good looking; handsome)/ has brought gifts/ fore runner[spurrer, herald] comes before his lord_• Greetings/ compliments/gifts of rich value from Bassanio./ regards/ courteous breath/ sensible regrets

Loyalties: John Galsworthy

Question 3

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

DE LEVIS : Social Blackmail? H'm !

CANYNGE : Not at all – simple warning. If you consider it necessary in your interests to start this scandal - no matter how, we shall consider it necessary in ours to dissociate ourselves completely from one who so recklessly disregards the unwritten code.

- (i) Where are the speakers at present? What is referred to as Social Blackmail? [3]

- (ii) Who is Canynge? What scandal is being referred to? Why will it be a scandal? [3]
- (iii) Which race does De Levis mention later? What is his opinion about society? [3]
- (iv) What does Canynge do soon after and what does he find? What was his reaction? [3]
What does the discovery prove?
- (v) What is De Levis going through at this point of time? What light does it throw upon [4]
his character? What change do we see in his character later in the play? Give a
reason to justify your answer?

Comments of Examiners

- (i) Some candidates were unable to bring out the reference to ‘social blackmail’ as they were unable to comprehend the question.
- (ii) This part was answered correctly by most candidates.
- (iii) Some candidates wrote incorrect answers as they seemed to be confused. In the second part of the question, candidates were unable to mention De Levis’ actual words in context.
- (iv) Most candidates attempted this part correctly.
- (v) Some candidates were unable to contrast De Levis’ attitude at the beginning with his transformation later in the play.

Suggestions for teachers

- A thorough reading of the text with regular revision is an absolute must.
- Key ideas and facts should be memorized.
- Students must be taught to write every sub-part in a separate line in order to avoid omission.

MARKING SCHEME

Question 3

- | | |
|-------|---|
| (i) | <ul style="list-style-type: none"> • In De Levis’ bedroom [room] /at Meldon Court. • Social Blackmailing--when De Levis accuses Dancy of stealing the money, Canynge says De Levis will be ostracized by the aristocratic circles/ De Levis will lose memberships from all the clubs that he is member of./ he will be avoided by people in society/ he will not become a member of another club |
| (ii) | <ul style="list-style-type: none"> • General in the army, interested in horse-racing/ ex-army man/ a good friend of Windsor/ influential member of the jockey club • Dancy being accused / by De Levis of stealing the money • Dancy has been a Defence officer in the army and a gentleman/ filing a case of theft against him at a respectable country house of Winsor will create a scandal./ Dancy’s reputation will be ruined/ Windsor’s reputation was at stake. |
| (iii) | <ul style="list-style-type: none"> • The race of Jews |

	<ul style="list-style-type: none"> • Society can't add injury to insult and have my money as well/De Levis does not care for society/ he doesn't approve of society as it condemns him for being a Jew / he thinks society tolerates him only for his money.
(iv)	<ul style="list-style-type: none"> • Canynge puts his hand on Dancy's arm OR finds Dancy's coat wet / Dancy's sleeve was damp. • surprised/ shocked/ he does not react/ he puts his hands up to his face. • the discovery proves that Dancy was out in the rain when the theft took place/ he was not in the hall writing letters./ Dancy could be the thief/ Dancy could have been out of doors/ Dancy had been lying about being out of doors.
(v)	<ul style="list-style-type: none"> • upset/ faces class prejudice that exists in English society [racial discrimination]/ faces insults./ feels Christians are against him • bold to face the insults/ demands justice/ patient/ sensitive / proud/ vengeful/ not ready to forgive • large-hearted/ generous/ charitable/ kind/ helpful • personal response .[He warns Dancy that a warrant has been issued, / he was not responsible for it/ he does not want his money/ asks money to be given to a charity.]

Question 4

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

DE LEVIS. Confront me with Dancy and give me fair play.

WINSOR. [*Aside to CANYNGE*] Is it fair to Dancy not to let him know?

CANYNGE. Our duty is to the Club now, Winsor. We must have this cleared up.

[*COLFORD comes in, followed by BORRING and DANCY.*]

ST EARTH. Captain Dancy, a serious accusation has been made against you by this gentleman in the presence of several members of the Club.

DANCY. What is it?

ST EARTH. That you robbed him of that money at Winsor's.

DANCY. [*Hard and tense*] Indeed! On what grounds is he good enough to say that?

- (i) How does De Levis respond to Dancy's last question in the extract? [3]
- (ii) How did Dancy wish to settle the matter? What was St Erth's suggestion? [3]
- (iii) Why did Dancy's friends wish him to take legal action against De Levis? What reasons did Dancy give for not wanting to do so? [3]
- (iv) When Mabel Dancy later requests De Levis to withdraw the charge, how does he [3]

respond? What declaration does Dancy wish De Levis to sign?

- (v) What information does Gilman give to Twisden? Why did Twisden decide to [4]
withdraw from the case?

Comments of Examiners

- (i) This part was answered correctly by most of the candidates.
 (ii) Majority of the candidates answered the question correctly.
 (iii) A few candidates wrote only one reason in the second part of the question.
 (iv) De Levis' response was not written correctly by a number of candidates as they incorrectly stated that he refused to withdraw the case because his money was stolen.
 (v) Answered correctly by most candidates.

Suggestions for teachers

- Students must be trained to write precise answers that are specific to the point.
- Students must be advised to avoid writing unnecessary details.
- Enactment of the story will definitely aid in a better understanding and enhance memory.

MARKING SCHEME

Question 4

(i)	<ul style="list-style-type: none"> • Dancy had given the filly to De Levis because he could not afford to keep her./ Dancy has regretted his decision ever since./ Dancy was well aware that De Levis had sold the horse to Kentman and was paid cash for it, yet he denied knowing this./ He was in the next room./ He can jump like a cat./ De Levis found some creepers that had been crushed on his balcony./ When De Levis went to the bath Dancy's door was open, and when he came back it was shut.
(ii)	<ul style="list-style-type: none"> • Dancy wished to settle the matter with his weapons / when and where De Levis liked. • St. Erth suggests that they should take the matter to the Courts[file a case, take legal action] / Dancy should take legal action.
(iii)	<ul style="list-style-type: none"> • The matter could not be settled with weapons / Legal action will help Dancy clear his name./ It concerns the honour of the club. / The accusation was heard by many members of the club./ Unless he takes action, people will believe that Dancy is a thief. • It was impossible for Dancy to prove that he was in the hall writing letters all the time. / It is a very expensive business./ Dancy does not have the money / Dancy considers the accusation beneath contempt.
(iv)	<ul style="list-style-type: none"> • De Levis refuses./ He says he is not a gentleman---only a damned Jew./ Earlier he might have withdrawn the charge./ But now his race has been insulted. • "I apologise to Captain Dancy for the reckless and monstrous charge I made against him, and I retract every word of it."

(v)	<ul style="list-style-type: none"> • Gilman had received a fifty pound note from a customer./ It was one of the stolen notes./ It was brought by an Italian wine salesman named Ricardos./ Gilman went to see Ricardos. / Gilman told Ricardos that it was a stolen note./ Ricardos was taken aback./ he had wasted time in coming to the office/ He had brought Ricardos with him. • Twisden decided to withdraw from the case when Dancy's guilt was confirmed[found out Dancy was a thief]./ He felt it was his duty to his profession / It's breaking faith / professional honour comes first./ it was against his professional ethics/ cannot keep Sir Frederick in the dark.
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SECTION B – POETRY

A Collection of Poems

Question 5

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

‘Tell me not in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.’

(A Psalm of Life – H. W. Longfellow)

- | | | |
|-------|---|-----|
| (i) | Explain- ‘Tell me not in mournful numbers, Life is but an empty dream!’
What should not be considered the goal of life? | [3] |
| (ii) | What is the beating of the heart compared to? How is the heart described?
What does the beating of the heart remind us of? | [3] |
| (iii) | What does the poet mean when he compares the world to a battle field? What
should our role be in this battle? | [3] |
| (iv) | How should we view the past and the future? What advice does the poet give
in this context? | [3] |
| (v) | What do we learn from the lives of great men? What is the final message of
the poem? Give <i>one</i> reason why the poem appeals to you. | [4] |

Comments of Examiners

- (i) The first part of the question was incorrectly answered by many candidates. They were unable to write the correct meanings of ‘mournful numbers’ and ‘empty dream’.
- (ii) The first part was answered correctly by most candidates. However only a few could answer the second part correctly. The third sub part was answered correctly by majority of the candidates.
- (iii) A few candidates wrote about their own personal experiences, hence missed out on the actual textual reference, i.e., ‘dumb driven cattle’.
- (iv) Though most candidates answered correctly, some wrote their own opinion instead of what was posed in the poem.
- (v) This question was answered correctly by most candidates. A few however could not write the message of the poem correctly and some overlooked the last part of the question.

Suggestions for teachers

- Students often score lower in poetry than in prose or drama as they lack the comprehension, hence it is strongly suggested that a thorough explanation be given during class discussions.
- Understanding the text of the poem and the thought behind it is very important. A close reading of the text must be encouraged. The poem must be explained with a high degree of conceptual clarity.
- Students must be trained to answer all parts of a question.

MARKING SCHEME

Question 5

(i)	<ul style="list-style-type: none"> • The poet doesn't wish to be told in sad [sorrowful] verses (songs, tones, tunes) / that life is meaningless (an illusion/unreal / false promise/insignificant, worthless) • The grave is not the goal/ we are not on earth just to keep an appointment with death [to die]/not enjoyment/not sorrow/real and earnest.
(ii)	<ul style="list-style-type: none"> • The beating of the heart is compared to the sound of muffled drums / drums whose sounds have been softened./funeral march • Stout/brave/strong / bold / unafraid of harm and danger. • The heart seems to be beating a funeral march / to the grave[death]/ the beating of the heart is like a dirge / funeral song reminding us that we are marching to the grave [fast approaching death]/time on earth is limited/we should not lose courage/ continue to work to achieve our goals.
(iii)	<ul style="list-style-type: none"> • Life is full of struggles/ we have to fight battles/ face difficulties/fight with troubles to overcome them. /we are like soldiers / life is like a bivouac [army encampment, tents for troops]/we have to fight for survival. • We should not be like dumb, driven cattle (submissive; timid; meek; spiritless like cattle / people that go by blind faith and not by reason.) • We should strive to be like be heroes / great men.

(iv)	<ul style="list-style-type: none"> Let the dead past bury its dead (the sorrows of the past should be forgotten)/ one should not worry about the past / forget the past. Trust no future (not to rely on the future)/ future is uncertain[unpredictable] / Our dreams may not materialize. We must act in the present/ live in the present/ heart within (act with courage)/ and trust in God / trust in one's own heart / have faith in one's own abilities.
(v)	<ul style="list-style-type: none"> We must learn how to make our lives sublime (noble/great) / leave footprints on the sands of time (leave behind achievements, noble deeds which will show the way to others) /set examples for others to follow. We should not be idle/ be active/ be prepared for success or failure (any fate)/aim to achieve / pursue goals [still achieving, still pursuing]/ learn to labour/ and wait or have patience. [wait patiently for the reward]

Question 6

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

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls.

(Where the Mind is Without Fear: Rabindranath Tagore)

- (i) To whom is the poet praying? Whose mind is the poet referring to in the beginning of the poem? Why? [3]
- (ii) In which situation is the head held high? What does he mean by 'knowledge is free'? What are 'narrow domestic walls'? [3]
- (iii) What does the poet mean by 'tireless striving'? What does 'clear stream' refer to? Explain. [3]
- (iv) What is meant by 'dead habit'? What is 'dead habit' compared to and why? [3]
- (v) What does the poet wish for at the end of the poem? What does the poem tell the readers about the poet? Give a reason to justify your answer. [4]

Comments of Examiners

- (i) The first and the second parts of the question were answered correctly by most candidates. Some however wrote generalized answers in place of answering each subpart separately.
- (ii) Most candidates answered the question correctly.
- (iii) The first part was answered correctly by most candidates; however, a few could not write what *clear stream* refers to in the poem.
- (iv) Some candidates described 'dead habit' as 'bad habit' which was incorrect. The second part however was answered correctly.
- (v) Instead of writing what the poet wishes for at the *end* of the poem, some candidates simply summarised the entire text, or wrote some irrelevant line from the text.

Suggestions for teachers

- Brief precise meanings of terms like 'dead habit, 'clear stream and 'narrow domestic walls should be given.
- Each line can be analysed through a brainstorming session where the students debate, suggest and understand the complete meaning of the poem.
- It is very important to be thorough with the text of the poem itself.

MARKING SCHEME

Question 6

(i)	<ul style="list-style-type: none"> • Almighty/ God/ Universal father/ Heavenly Father • His countrymen/all Indians/ mankind/ all people • India was under the subjugation of the British rule/ robbed of its pride and dignity/ a slave/ wanted to see his country free/ urge political and intellectual freedom of the mind. /where the mind is without fear[free]/ and the head is held high.
(ii)	<ul style="list-style-type: none"> • In self-respect/ pride / ideal environment in his country/ when one lives without any fear of oppression/ lives in a free nation/confidence • Knowledge without any restrictions/ everyone has access to quality education/ education irrespective of caste, creed, religion/ education not the monopoly of the rich, <u>or</u> elite, <u>or</u> aristocratic/ right to education for the poor. • Petty divisions on the basis of caste/ creed/ religion/ class/ language/ region/ colour / superstitions /prejudices
(iii)	<ul style="list-style-type: none"> • Trying hard without getting tired, exhausted/ continuous effort to achieve perfection/working hard/ persistent. • Reason is compared to a clear stream/ clear stream of thought/ clarity of thoughts/scientific temper/ logical and rational/ intellect that is sharp and clear./progressive thoughts • Metaphor/ no belief in narrow superstitions/ uninterrupted by obstructions of narrow thinking/ clear stream of thought/reason is like a clear stream which should not get lost in the dreary desert sand of dead habits.

(iv)	<ul style="list-style-type: none"> • Old outdated, traditions, superstitions, orthodox customs/ dreary desert sand / does not help man to progress / stagnates the course of judgement/our reason should not be lost in old traditions / nothing grows in the desert/no progress/ unproductive.
(v)	<ul style="list-style-type: none"> • He wants his nation to be awakened in a state where they achieve the truth and strive towards Perfection/ to a heaven of freedom/ countrymen to be led forward by ever widening thought and action/ He wants India to be awakened / to an ideal state where the mind is fearless /and hold his head high. • Patriotic/ loved his country/ global citizen/religious and spiritual bent of mind/ sense of duty for his nation/ broad minded/ rational way of thinking/ farsighted/ wants to see India soaring high /rational way of thinking.

SECTION C – PROSE

Collection of Short Stories

Question 7

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

“He was not accustomed to facing the entire class and speaking out aloud. He knew that he did not have a flair for making speeches. However, he had worked hard on his assignment and had written it from the depth of his heart.”

(India’s Heroes- Anonymous)

- (i) Who was ‘he’? What evidence is there that he was not used to facing the entire class? [3]
- (ii) What was the assignment? How was ‘his’ assignment different from the others? [3]
- (iii) Who was the first person to feature in ‘his’ assignment? What did ‘he’ say about him? [3]
- (iv) Who was the General Manager of the Taj Hotel? What role did he play? [3]
- (v) What, according to this speaker, is the only true religion in the world? What human qualities have been highlighted through ‘his’ speech? [4]

Comments of Examiners

- (i) A few candidates wrote their own interpretation of Kabir's feelings instead of what is mentioned in the story.
- (ii) Most candidates answered this part correctly.
- (iii) Some candidates misinterpreted the question and instead of mentioning the first person to feature in Kabir's assignment they wrote about the first person who spoke, i.e. Ajit Basu.
- (iv) The role that Karambir played was not written correctly by a few candidates who failed to express themselves appropriately.
- (v) Few candidates wrote about all the characters without highlighting what their actions/ behaviour implied.

Suggestions for teachers

- Students are advised to read the text thoroughly.
- Reading as a regular habit should be encouraged.
- Provide ample opportunities to practice the writing of precise and specific answers.

MARKING SCHEME

Question 7

(i)	<ul style="list-style-type: none"> • He' was Kabeer. /Kabir • His hands shook/beads of perspiration appeared on his forehead / He was not a not accustomed speaking out aloud / He did not have a flair for making speeches.
(ii)	<ul style="list-style-type: none"> • The assignment was about a speech on what the students would like to be when they grow up/to write about/ about what the students would like to be etc • Kabeer's assignment was different from the others as it did not focus on any one person / profession / quality / It was a blend of traits /and people from different spheres of life / people who had moved Kabeer's spirit [a description of his speech]/others spoke about actors, sport stars, politicians/ unsung heroes
(iii)	<ul style="list-style-type: none"> • Major Sandeep Unnikrishnan • He was a 31 year old National Security Commando/he laid down his life fighting the terrorists in Mumbai in[November 2008]/ he had decided to join the army at the age of eight when he was in class three. On 27th November, he was deployed to clear Hotel Taj of terrorists. In a fierce encounter, Major Sandeep lost his life. he knew his life was in danger/ he chased the terrorists/ told the team-don't come up, I'll handle them/ he followed the terrorists who had escaped/he was hit by their bullets/ saved Gajendra Singh
(iv)	<ul style="list-style-type: none"> • Karambir Singh Kang • He evacuated the guests safely from the hotel /His wife and children died of suffocation, being trapped in a room on fire /He did not abandon his responsibilities on hearing about their deaths /He is still at the Taj, helping to restore the heritage structure.
(v)	<ul style="list-style-type: none"> • The only true religion in the world is love and respect for all human beings./equality/ humanity/brotherhood. • Courage / fearlessness / selflessness / caring for others/spirit of self-sacrifice / patriotism / sense of duty/help others/tolerance/ nobility/ loyalty/ kindness/ love

Question 8

Describe the first meeting and the last meeting between the Kabuliwala and Mini. What realization dawns upon the Kabuliwala after the last meeting with Mini. [16]

Comments of Examiners

A number of the candidates wrote a summary of the story, putting great emphasis on the jokes shared between the Kabuliwalla and Mini. Unimportant aspects of the story were also mentioned.

In some cases, the first meeting was dealt with in detail but the second meeting was not answered properly.

In the last part of the question that deals with the dawn of realisation, many candidates failed to elaborate.

Suggestions for teachers

- Students must be guided in writing long answers appropriately.
- A summary of the entire text is not always required.
- Students must read the question carefully and write what is asked in the question.

MARKING SCHEME

Question 8

First Meeting: Mini calling, 'Kabuliwala, O Kabuliwala' /Narrator busy at his work/A tall shabbily dressed Afghan vendor ,a bag over his shoulder and a few boxes of dry grapes in his hand was passing through the street/when he approached the house, Mini had a childish fear that if someone looked through the bag, several living children like herself would be found in there/ Kabuliwala stepped into the compound and stood at the door with a smile/To dispel Mini's unfounded fear, the narrator called her from inside the house. She came and stood nervously, pressing against her father's legs, looking suspiciously at the Kabuliwala and his bag. The Kabuliwala took out some raisins and apricots and gave it to Mini, but she refused to take them and remained pressed against her father's knees.

Last Meeting:

Mini's wedding day/Preparations going on in the house/Mini came out from the inner quarters in her bridal dress and stood before the Kabuliwala /He became confused; their good-natured humour of old also didn't work out /with a smile he asked, 'Girl. are you going to the in-law's house?' / Mini now understood the what 'in-law' meant. So, she couldn't answer the way she did in the past/her face became purple in shame and she abruptly left.

This brought back to the narrator's mind, the memories of their first meeting and he felt an ache in his heart./ he slouched on the floor with a long, deep sigh/he realized that his own daughter must have grown up as well/ he would have to get to know her all over again/he was not even sure what might have happened to her in the past eight years/while the wedding music played in the background, Rahmat was there on the floor of the narrator's house/ he continued to envision the images of the arid, hilly terrains of Afghanistan.

He realizes the fact that a long time has passed since he left home and he must get back to his daughter as soon as possible.

Animal Farm: George Orwell

Question 9

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

All that year the animals worked like slaves. But they were happy in their work, they grudged no effort or sacrifice, well aware that everything that they did was for the benefit of themselves and those of their kind who would come after them, and not for a pack of idle thieving human beings.

Throughout the spring and summer they worked a sixty-hour week, and in August.....

- (i) What did Napoleon announce in August? [3]
- (ii) How much time had elapsed since the constitution of the Animal Farm? As summer wore on, what unforeseen shortages began to be felt? [3]
- (iii) What new policy did Napoleon make? The new policy brought a vague uneasiness among the animals. What did they recall? [3]
- (iv) Who had agreed to act as an intermediary between the Animal farm and the outside world? Describe him. [3]
- (v) What roused the pride of the animals and made them reconcile to the new arrangement? In the meanwhile, what sudden decision was taken by the pigs? What do we learn about Napoleon at this juncture? [4]

Comments of Examiners

- (i) Most candidates answered this part correctly.
- (ii) For the first part of the question, a number of candidates were not clear about the time period. However, the second subpart was answered correctly by most candidates.
- (iii) All the parts of the question were not answered by a few candidates.
- (iv) A few candidates were unable to describe Mr. Whymper.
- (v) Most candidates answered the question correctly.

Suggestions for teachers

- A thorough revision of the text should be done on a regular basis.
- The text should be taught in a more detailed and interesting way so that the students are able to memorize the exact details.
- Repeated and regular study will help students to retain and recall more features.

MARKING SCHEME

Question 9

(i)	<ul style="list-style-type: none">• there would be work on Sunday afternoons/ work was strictly voluntary/ any animal who absented himself from work would have his rations reduced by half.
(ii)	<ul style="list-style-type: none">• two years• need of paraffin oil/ nails/ string/ dog biscuits/ iron for the horses' shoes
(iii)	<ul style="list-style-type: none">• Animal Farm would engage in trade with the neighbouring farms for necessary materials• had resolved to administer the farm themselves/ they were never to have any dealings with human beings/ never to engage in trade/ never to make use of money
(iv)	<ul style="list-style-type: none">• Mr. Whymper, a solicitor living in Willingdon• sly-looking/little man/ side whiskers/ sharp
(v)	<ul style="list-style-type: none">• sight of Napoleon on all fours, delivering orders to Whymper who stood on two legs.• the pigs suddenly moved into the farmhouse / took up their residence there• dominating/ clever/ has evil designs/ keeps animals on labour and himself enjoys comfort/ keeps up his individual identity as a leader.

Question 10

Boxer lives his life in patient and unquestioning service. How far is this statement true? [16]
Throw light on Boxer's character.

Comments of Examiners

Only a few candidates who attempted this question mentioned events from the story but failed to cite those events which could throw light on Boxer's character. They simply narrated a few events from the story. Some answers were repetitive in nature.

Suggestions for teachers

- Students must be taught to analyse a character based on the events related to that character.

MARKING SCHEME

Question 10

Boxer, a cart-horse is an enormous beast/ nearly eighteen hands in height/ as strong as two horses put together/ universally respected for his steadiness of character/ not of first rate intelligence/ cannot get beyond the letter D/ has tremendous power to work.

The physical success of Animal Farm really rests on Boxer's strength and persistence. His strength seemed equal to all the other animals put together. He is known for his robust and raw power. Working hard seems to be his only obsession. He never fails to attend any meeting. After the Rebellion, Boxer is admired by everybody. He works for the community. He pulls through the tremendous work of treading out corn with his astonishing muscle power. On certain days the entire work of the farm seems to rest on his mighty shoulders. From morning till night he pushes and pulls, always at the spot where the work is the hardest. He makes an arrangement with a cockerel to call him in the mornings half an hour earlier than anyone else. He has only two rules: "Napoleon is always right" and "I will work harder". In the Battle of the Cowshed, Boxer rears up on his 'hind legs and strikes out with his great iron'. His sorrow at the boy who lies face down in the mud provides a strong contrast to Napoleon's cruelty later.

Boxer is brave enough to challenge the pigs but is outsmarted by Squealer, leaving his faith in Napoleon undisturbed. He is the most faithful disciple of Animalism. Despite his split hoof, Boxer refuses to take even a day off from work. The only ambition left in him is to see the windmill well under way before he reaches the age for retirement. He is the backbone of the farm. He is not discouraged by the destruction of the windmill on two occasions. Finally, his illness, caused by overwork, gives the pigs their chance for revenge. He sacrificed his life for his comrades.

To Sir, With Love: E.R. Braithwaite

Question 11

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

“What’s your name?” he asked.

“Braithwaite,” I replied, “Ricardo Braithwaite.”

“I’m Pinkus and this is Mama Pinkus.” The introduction was effected with a filial devotion which was good to see.

“How d’you do, Mama Pinkus.”

“I think I know some place for you.” He went to the little noticeboard and removed a small card on which was written a short advertisement of a room to let near-by.

- (i) Why was Braithwaite looking for a new place to stay? Why was he impressed by the place that was on rent? [3]
- (ii) What reception did he get when he reached the address that had been advertised? Whom did the house belong to? [3]
- (iii) Why did Mrs. Pegg come to see Braithwaite? What reply did Braithwaite give to her? [3]
- (iv) What changes occurred in Pamela’s personality after the August holiday? [3]
- (v) What comment did Potter make when Braithwaite hurt himself? What did he mean by that comment? How did Pamela react to Potter’s remark? [4]

Comments of Examiners

- (i) Most candidates answered this part correctly.
- (ii) This part was answered correctly by most of the candidates.
- (iii) The reply that Braithwaite gave was not written correctly by some candidates.
- (iv) Some candidates were unable to write all the changes in Pamela's personality.
- (v) Most candidates answered correctly though some were confused about the exact events.

Suggestions for teachers

- Revision and regular written work will help the students recall the sequence of events.
- There are many incidents in the novel that can be dramatized in class. This will help in comprehension as well as retention of the story.

MARKING SCHEME

Question 11

(i)	<ul style="list-style-type: none"> • He had been late to school a number of times recently./ He had to travel a long distance by train. • The pavement outside the front door was scrubbed white./ the brass door knocker and the lace window curtains were very clean.
(ii)	<ul style="list-style-type: none"> • The door was opened by a smiling woman. When she saw Braithwaite the smile was replaced by an expression of cold withdrawal./ She said she was not letting the house. / She said she has changed her mind./ She addressed Braithwaite as a Darcy. • She was Barbara Pegg's mother/ A student's mother.
(iii)	<ul style="list-style-type: none"> • Mrs. Pegg had been rude to Braithwaite/ Her daughter had sent her to apologise./ She offered to accept Braithwaite as a tenant • Braithwaite said he had changed his mind about the room / He will live where he has been./ He would speak to Barbara and explain the situation to her.
(iv)	<ul style="list-style-type: none"> • Pamela was quiet, moody, aloof / showed no wish to participate in the midday dance sessions which were once her favourite interest. / she was brooding and appeared sad/ She remained in the class room during recess/ did a lot of things for Braithwaite without being asked / She would keep his table tidy and fetch a cup to tea for him.
(v)	<ul style="list-style-type: none"> • Potter pretended to be surprised and said, "Red blood". • He meant that the colour is only skin deep. Everyone's blood is red. • Pamela reacted with great venom in her voice/ She said, "What did you expect, fat boy? Ink?" / She was very angry / With eyes blazing she shouted at Potter, "How do you know he doesn't mind?" / She called him daft, stupid and soft.

Question 12

Give an account of the trip to The Victoria and Albert Museum that was planned by Braithwaite for his class. [16]

Comments of Examiners

The few candidates who attempted this question could not give vivid details about the trip to the museum.

Some answers were very vague and had no relevance with the text prescribed.

Suggestions for teachers

- The novel should be taught in great detail.
- Most questions that are asked from this novel are based closely on the text. Hence detailed reading is essential.

MARKING SCHEME

Question 12

A trip to Victoria and Albert museum was planned by Braithwaite. Miss Blanchard would accompany them to keep order. The morning they were to go on the trip Braithwaite was surprised to see the children all seated and waiting. They were scrubbed, combed, brushed and shining. The girls were beautifully turned out and the boys were smartly dressed. Everyone was beaming happily.

Tich Jackson was the only student who was late. He arrived to inform them that he had to take the bagwash to the laundry and would be back soon. The class was divided in two groups for easier control. They travelled by the underground station to Kensington. There were not many seats available and Braithwaite had to stand with three girl students who were chattering about the things they were likely to see. At Cannon street two elderly well dressed women joined the train, and stood in the crowd. They stared in disapproval and made a comment about 'shameless young girls and these black men'.

Braithwaite was annoyed and embarrassed. Pamela Dare turned to the women and said, 'He is our teacher. Do you mind.' She spoke loudly and the women were discomfited.

At the museum, they were divided in groups of six and seven. Each group had to note some aspect of mid Victorian dress. They were told to keep quiet and refrain from touching anything.

It was an interesting and revealing experience for Braithwaite. The students were keenly interested, asking the sort of questions which showed they had done some preparatory work. They took the whole thing seriously, sketching, making notes and discussing it in undertones.

Later they sat down for tea. The conversation centered around the exhibits they had seen. Fernman, whose parents worked in the clothing industry, showed great knowledge of the art of the Flemish weavers. He said that his grandmother still wove silk on her own handloom.

Braithwaite was very pleased with the conduct of his students. Denham and Potter elected themselves lieutenants and when it was time to go back they went from group to group assembling the class together. On the train back they were laughing and joking. They showed great respect to Braithwaite.

GENERAL COMMENTS

Topics found difficult/ confusing by candidates

- Candidates were confused in some questions from the drama section. They mixed up the details about the prince of Morocco with Aragon.
- They were not able to mention the gifts brought by the Venetian.
- Some candidates were confused by the many names in the story 'India's Heroes'.
- Some questions from *The Psalm of Life* and *Where the Mind is Without Fear* were found difficult.

Suggestions for candidates

- Read the questions carefully, understand them and then proceed to answer.
- Learn epithets to describe a character. These adjectives must be illustrated with a suitable example from the text.
- Develop a strong vocabulary base.
- Practice writing reflective questions and questions on critical appreciation.
- Practice reference to context questions regularly