

Analysis of Pupil Performance

ISC Year 2017
Examination

Languages

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 2017

**Gerry Arathoon
Chief Executive & Secretary**

PREFACE

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 ISC 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 ISC 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.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.

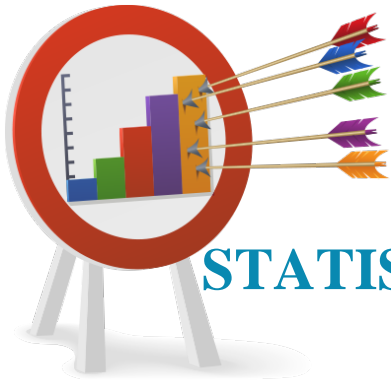
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

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.

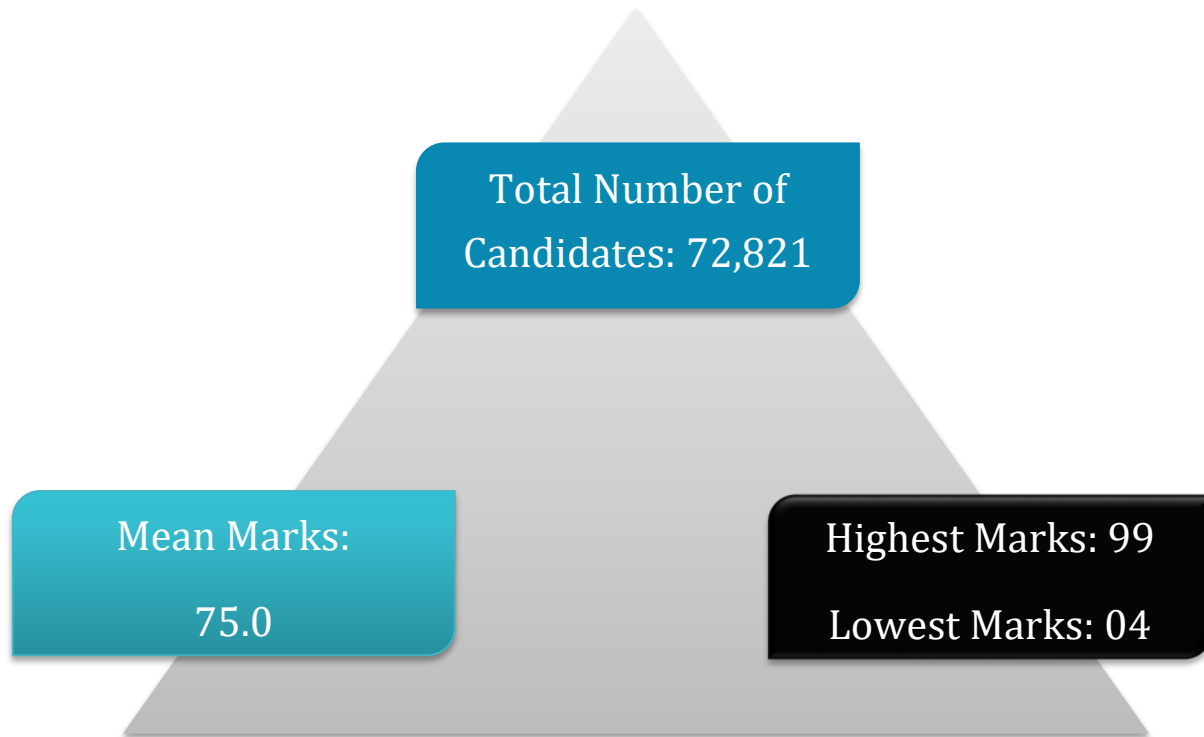
Qualitative Analysis

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

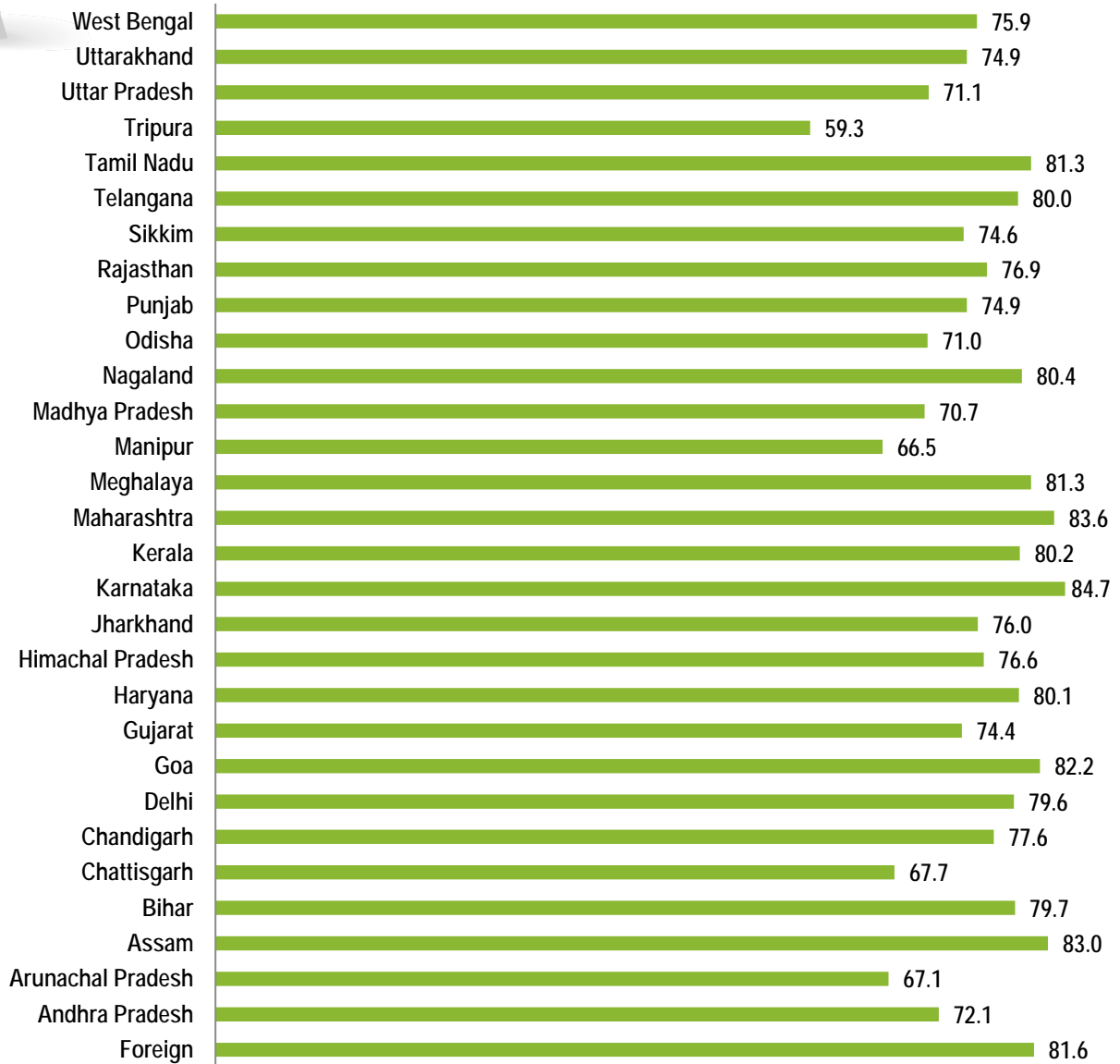


STATISTICS AT A GLANCE

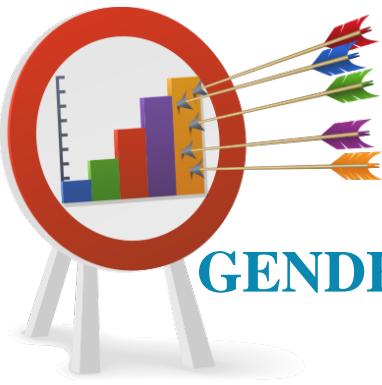




PERFORMANCE (STATE-WISE & FOREIGN)



The States of Karnataka, Maharashtra and Assam secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 81.6.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 77.5

Number of
Candidates: 33,753



BOYS

Mean Marks: 72.8

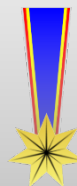
Number of
Candidates: 39,068

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	33,753	77.5	0.06	51.73*
Boys	39,068	72.8	0.07	

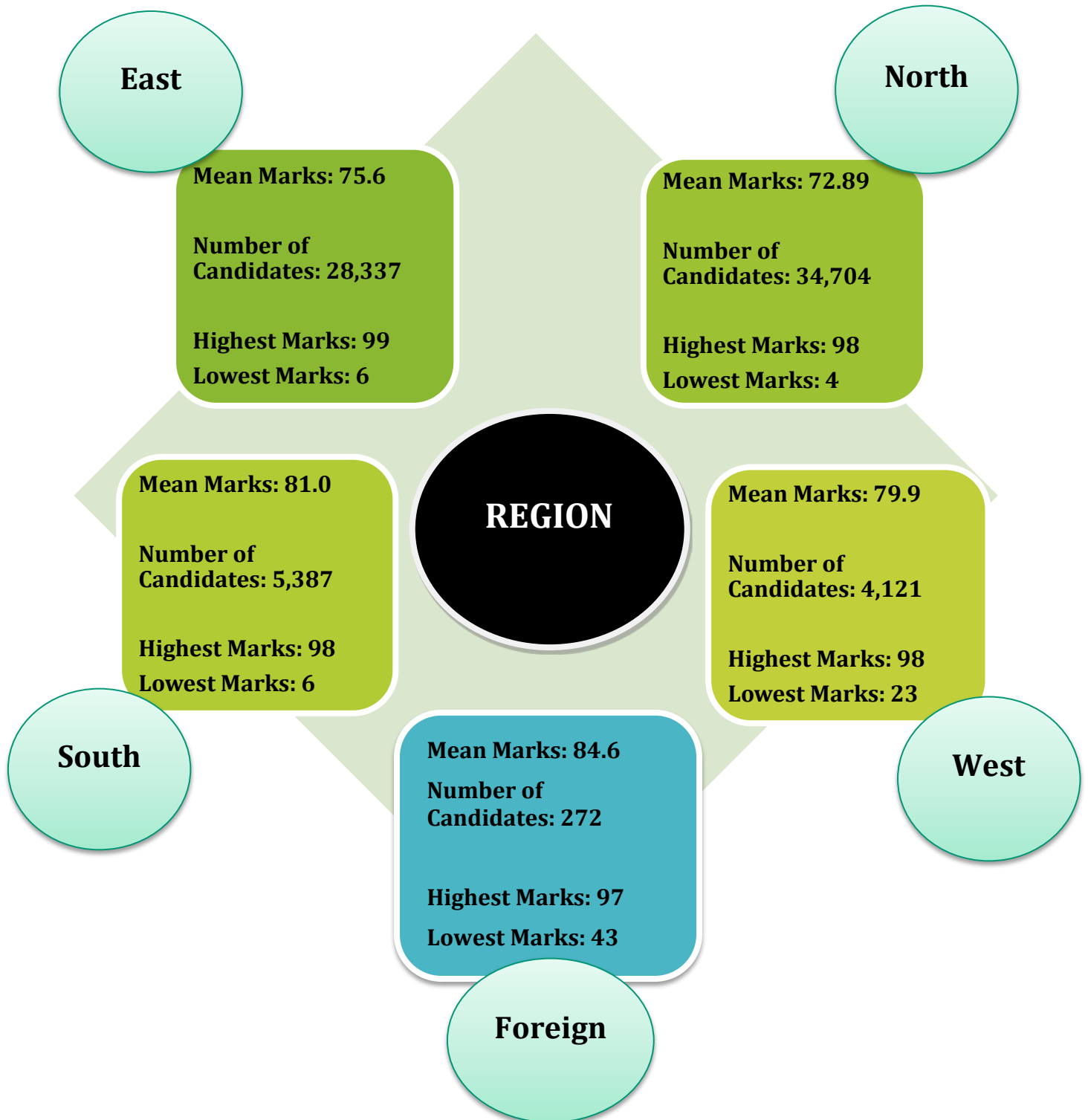
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

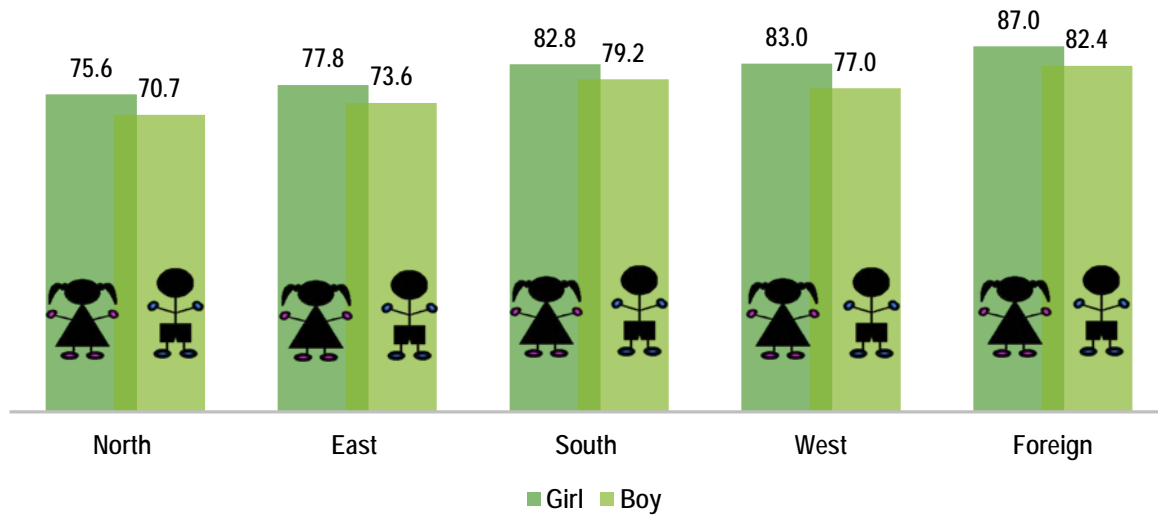




REGION-WISE COMPARISON



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	15,487	75.6	0.10	34.73*
	Boys	19,217	70.7	0.10	
East (E)	Girls	13,440	77.8	0.10	30.39*
	Boys	14,897	73.6	0.10	
South (S)	Girls	2,697	82.8	0.17	13.71*
	Boys	2,690	79.2	0.20	
West (W)	Girls	1,998	83.0	0.22	17.73*
	Boys	2,123	77.0	0.25	
Foreign (F)	Girls	131	87.0	0.59	4.67*
	Boys	141	82.4	0.82	

*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	15,852	87.2	0.03	16.80*
	Boys	12,364	86.4	0.04	
Bottom Range (0-20)	Girls	16	15.9	0.62	0.93
	Boys	68	15.1	0.53	

*Significant at 0.05 level

Marks Range (81-100)

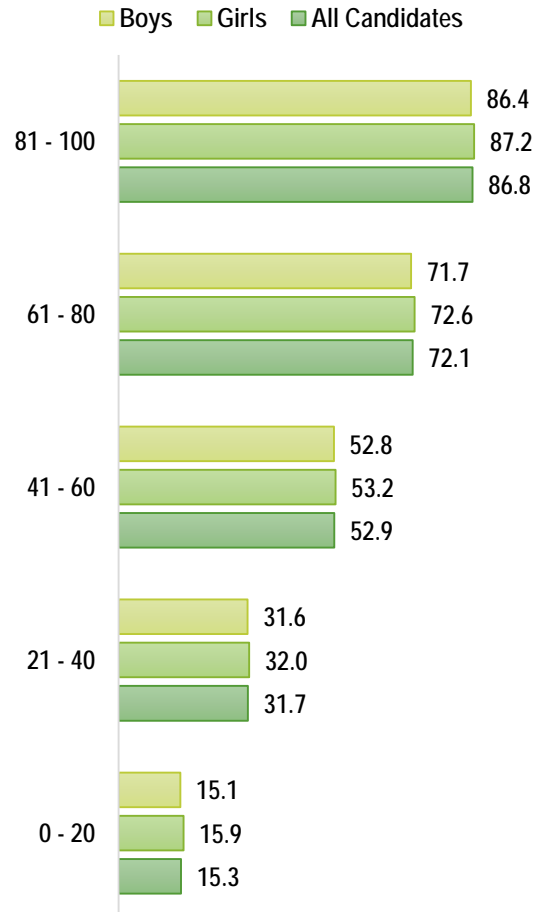
Performance of girls was significantly better than the performance of boys .

Marks Range (81-100)



Marks Range (0-20)

No significant difference was found in the performance of girls and boys in the bottom marks range.



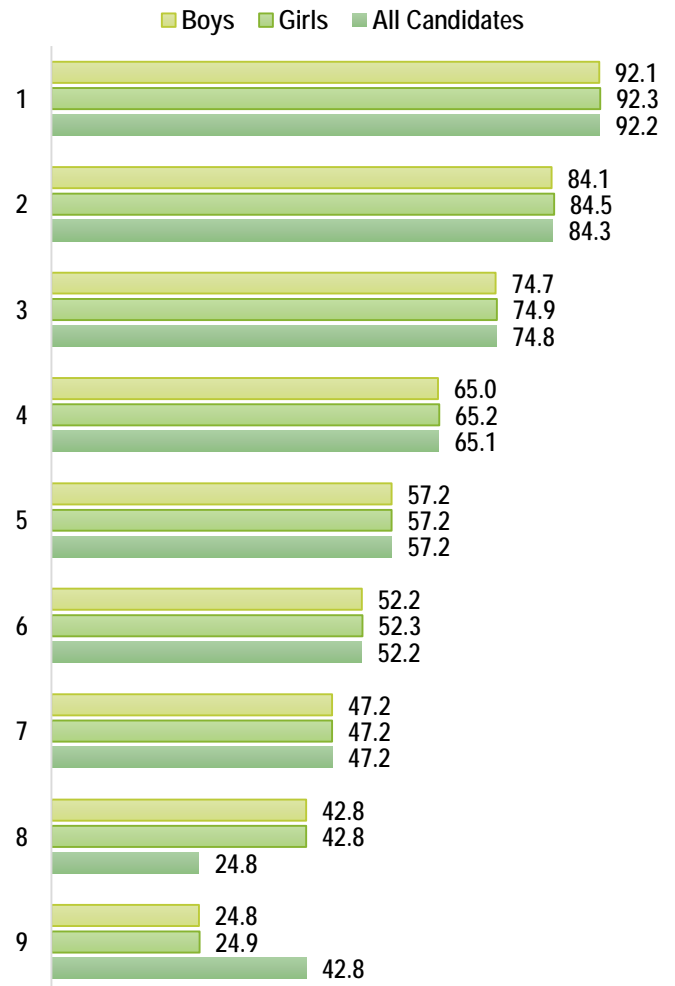


GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	4,825	92.3	1.33	0.09
	Boys	2,867	92.1	1.72	
Grade 9	Girls	73	24.9	2.95	0.03
	Boys	293	24.8	1.49	

In Grade 1 and Grade 9 no significant difference was observed between the average performance of girls and boys.



QUALITATIVE ANALYSIS

ENGLISH LANGUAGE (PAPER – 1)

Question 1

Write a composition (in approximately 450-500 words) on any **one** of the following subjects:

(You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (a) Imagine that you visited a remote village untouched by the influence of technology. Describe the village, the people, their routine and at least one person you met there. How did you feel at first? What were your feelings when you had to return?
- (b) You were waiting at the ATM booth of Focus Bank, when a white car drew up and four men with masks rushed into the bank. Narrate how an attempted bank robbery was foiled by an alert security guard.
- (c) ‘Today’s youth is more practical and less swayed by emotions’. Argue for or against the given statement.
- (d) Sacrifice.
- (e) ‘It is easier to preach than to practise’. Express your views on the given statement.
- (f) Write an original short story beginning with the following words: “Everything went horribly wrong that evening.....”.

Comments of Examiners

- (a) A large number of candidates attempted this topic and most were able to do justice to it.
- (b) Many candidates attempted this composition and most scored well. However, some candidates either did not give the name of the bank or the number of people or the fact that the robbery was foiled by the alert security guard. Some candidates even wrote that they themselves foiled the robbery bid and thus lost marks.
- (c) Only a few candidates attempted this composition and most were unable to do justice to it as they were not able to understand the distinction between 'more' and 'less'.
- (d) A number of candidates attempted this composition and wrote well. However, some restricted the examples of sacrifice only to the mother and not to anyone else.
- (e) Very few candidates attempted this topic. Many of those who did, lost marks because they did not properly understand the meaning of the given proverb.
- (f) This topic was a short story beginning with a given set of words. A large number of candidates attempted this topic and answered it well. Most candidates incorporated all parameters of a short story. However, a few centres showed that the candidates were not used to story-writing and had written narratives instead. Some candidates could not relate the given line to the rest of the story, while some failed to write original stories. Many candidates also did not begin with the given words.

Suggestions for teachers

- Students should be trained to read the topic carefully and touch upon all its aspects.
- The narrative composition is supposed to be a first-person account and should be handled in that manner.
- Teachers can introduce common proverbs and sayings to students and get them to write compositions based on them. This will give them enough practice on elaborating on any idea with appropriate anecdotes and references.
- Students must be told that single-word or expository topics may be treated in any way possible, even a short story. In such a case, it must follow all parameters of a short story.
- Students must be encouraged to take a stand in the argumentative essay right from the beginning. They should be discouraged from 'sitting on the fence'. Understanding the topic is very important. Anecdotes or examples are necessary to justify one's stand. Students who are in the habit of reading or have a good general knowledge are at an advantage when writing an argumentative composition.
- Students must be taught how to write a short story with the essential components of a short story – plot, characters, dialogue, a proper beginning and a logical end. Proper training and practice too is essential on how to begin or end a story if the introductory or ending line is provided in the question, as it was in this particular question. In such a case, the line in question MUST be related to the story, not just tagged on at random. Most importantly, the stories MUST be original.

MARKING SCHEME

Question 1

General Guidelines:

The quality of language employed, the range and appropriateness of vocabulary and sentence structure, syntax, the correctness of grammatical constructions, punctuation and spelling (mentioned in the scope of syllabus) decided the overall grade of the essay.

Marks were deducted for gross errors like – errors of agreement and number, serious tense errors, wrong verb form, elementary errors of sentence construction, misuse of vocabulary, errors in spellings, punctuation or lack of it. Marks were also deducted for use of incorrect or irrelevant idioms, misuse of pronouns, articles and preposition.

(a)	This was a descriptive topic. The candidate was required to describe the village, the people, their routine and at least one person he/she met. Lastly, the candidate was required to describe his/her feelings at arrival and departure.
(b)	This was a narrative topic. Candidates were required to narrate a series of events when a bank robbery was foiled by an alert guard.
(c)	This was an argumentative topic. The candidates were required to argue for or against the given statement. No ambiguity or sitting on the fence was permitted.
(d)	This was an expository topic. Any type of composition could be written, as long as it was based on the given word.
(e)	This was a reflective topic. Candidates had to provide their views on the given statement. They could even sit on the fence.
(f)	This was an original story. Candidates were required begin with the given words. The story had to contain all essential elements such as plot, setting, characters, dialogue and had to have a logical ending.

Question 2

As a reporter you have visited a number of hospitals in your city. Write a newspaper report [20] entitled 'City Hospitals', based on the following points:

Buildings and infrastructure – maintenance of the hospitals – quality of services – Doctors – nursing staff – waiting period for treatment – emergency facilities – other facilities available – medical equipment – overall opinion.

Comments of Examiners

This was an exercise in amplification. Almost all candidates did a good job on this question. However, in some cases, candidates did not amplify the points but just wrote them as they were given in the question paper.

Suggestions for teachers

- Students must be taught to include in their amplification all given points. Mere mention is not enough. Training should be given in this.
- This is not a composition and practice must be given to students accordingly.
- Precision and clarity in language are essential for this exercise.
- Correct formats for reports must be taught properly in class.
- Teachers need to examine the Scope of the Syllabus for the various changes incorporated in Report writing and ensure that the correct ones are taught to the students.

MARKING SCHEME

Question 2

Points:

1. Buildings and infrastructure
2. Maintenance of the hospitals and quality of services
3. Doctors and nursing staff
4. Waiting period for treatment
5. Emergency facilities
6. Other facilities available
7. Medical equipment
8. Overall opinion

Marks were also awarded for expression.

Question 3

Answer sections (a), (b) and (c).

- (a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case.

Example:

- (0) (A) He always obeys his teachers.
(B) Besides.....
- (1) (A) Not only did he buy a desktop but also a laptop.
(B) Besides.....
- (2) (A) The heavy showers of rain revived the plants.
(B) The plants.....
- (3) (A) The men were forced to work although the light was poor.
(B) In spite of
- (4) (A) No sooner did we see a flash of light in the sky than we heard a loud explosion near us.
(B) As soon as.....
- (5) (A) As she has not brought a pen, she is writing with a pencil.
(B) Not.....
- (6) (A) Mumbai is the most vibrant city in India.
(B) No
- (7) (A) Their dog is too friendly to be an effective guard dog.
(B) Their dog is so.....
- (8) (A) Sameer said, "Ramesh, can you help me with my homework?"
(B) Sameer.....
- (9) (A) All nooks and corners were checked.
(B) No nook or corner.....
- (10) (A) How long I shall stay is doubtful.
(B) The.....

- (b) Fill in each blank with a suitable word. (Do not write the sentence.)

- (1) If we set _____ early, we can return before sunset.
(2) He left the company for good and set _____ his own business.

- (3) The teacher jumped _____ a conclusion and punished the child.
- (4) Ramesh jumped _____ my offer of a job.
- (5) I am a simple man and have no use _____ much money.
- (6) My father lost the use _____ his right arm in an accident.
- (7) Rahul decided to carry _____ with tennis and give up volley ball.
- (8) Dinanath is a good worker and is always ready to carry _____ his master's orders.
- (9) Reena agreed _____ me when I proposed a meeting.
- (10) The four sisters could not agree _____ themselves.

- (c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order.

The other day we _____(1)(discuss) the setting up of a Debating Club in our school. We _____(2)(talk) about the club and how many students _____ (3)(be) interested in it. Then we _____(4)(begin) to talk about the rules and regulations _____(5)(govern) the club. None of us could _____(6) (agree) and we began _____(7)(argue). Finally, our English teacher _____(8)(have) to be informed and she _____(9)(come) and _____(10)(break) up the meeting.

Comments of Examiners

- (a) The most common error in the transformation exercise was the fact that candidates did not adhere to rules of grammar and punctuation. Hardly any candidate paid attention to the instruction that sentence B should be as similar as possible to sentence A. As a result, sentences were transformed without any care taken on points such as verbs and tenses, or on aspects such as commas and full stops.
- (b) Most phrasal verbs were correct although there was confusion in some cases. There was a tendency by some candidates to write more than one answer.
- (c) There was confusion in tense. Many candidates made errors in the sequence of tenses.

Suggestions for teachers

- Ample practice must be given to students in the different kinds of transformation sentences that may come in the paper. Grammatical rules and parameters need to be explained in detail.
- Only sufficient practice can help students improve their grades in this question. There is no other way to learn prepositions properly.
- Students must be instructed not to write two answers. They should be properly trained in the correct usage of tenses.

MARKING SCHEME

Question 3

(a)	The opening word of each answer (part B) had to be given as in the question paper. No other beginning was acceptable.	
(1)	(B)	Besides buying a desktop, he (also) bought a laptop.
(2)	(B)	The plants were revived by the heavy showers of rain.
(3)	(B)	In spite of the light being poor, the men were forced to work. OR In spite of the fact that the light was poor, the men were forced to work.
(4)	(B)	As soon as we saw a flash of light in the sky, we heard a loud explosion near us.
(5)	(B)	Not having brought a pen, she is writing with a pencil.
(6)	(B)	No other city in India is as vibrant as Mumbai.
(7)	(B)	Their dog is so friendly that he / it cannot be an effective guard dog.
(8)	(B)	Sameer asked Ramesh if /enquired of Ramesh / whether he could help him with his homework.
(9)	(B)	No nook or corner was left unchecked.
(10)	(B)	The length of my stay is doubtful.
(b)	The candidates were advised not to copy the sentences. This was done with a view to save their time. However, the strict order had to be maintained.	
(1)	off / out / forth	
(2)	up	
(3)	to	
(4)	at	
(5)	for	
(6)	of	
(7)	on	
(8)	out	
(9)	with	
(10)	among / amongst	
(c)	For every appropriate verb form marks were given. The candidates were advised not to copy the sentence.	
(1)	were discussing	
(2)	were talking	
(3)	would be	
(4)	began	

(5)	governing
(6)	agree
(7)	to argue / arguing
(8)	had
(9)	came
(10)	broke

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

- (1) My father and I left the hall and made our way out to walk across to headquarters. There were street lights round the square, but underfoot the cobblestoned ground was dark and lumpy. My father tripped on the uneven surface and went down on one knee, trying not to fall entirely.
- (2) At exactly the same moment there was a loud bang and a sharp zinging sound and a scrunch of glass breaking.
- (3) I bent over my father and saw that his eyes were stretched wide and his mouth grim with pain.
- (4) “Run,” he said. “Run for cover. For God’s sake, Ben! That was a gunshot!”
- (5) We were halfway across the square, easy immobile targets. He struggled to get to his **feet** and told me again to run: and for once I disobeyed him.
- (6) “Stay down,” I told him.
- (7) “You don’t understand...” His voice was anguished.
- (8) “Are you bleeding?”
- (9) “What? I don’t think so. I twisted my ankle.”
- (10) People ran out of the hotel, drawn by the bang that re-echoed around the **square**. There was confusion and people saying, “What happened, what happened?” and hands stretching down to my father to help him up. When he was well surrounded he finally took my arm. Putting his left foot down caused him much discomfort.
- (11) “That noise...” a woman said.
- (12) Heads nodded. “It sounded like... Was it... a gun?”
- (13) “But where? There’s no one here with a gun.”
- (14) Everyone looked round, but it was far too late to see the rifle, let alone the person shooting. My father put his arm round my shoulders for support, and indicated that we should set off.

- (15) We walked in a procession to the headquarters and my father called the police.
- (16) I went to the open door, looking across the square to the hotel.
- (17) I remembered the zing of the bullet. If the bullet had been aimed at my father, and if he'd stumbled at the exact **second** that the trigger was squeezed, and if the bullet had smashed some glass so that I heard the tinkle, then why was every pane of the window in the headquarters intact?□
- (18) I told myself that the whole thing had been a coincidence and turned to go back inside, and saw for an instant a flash of light on broken glass down on the ground.
- (19) It was a window of the shop next door that had been hit.
- (20) Zing. Ricochet. Smash. The straight line could have been deflected by the curve of a cobblestone.
- (21) The police arrived at headquarters, and it was nearly two o'clock when I finally closed and bolted the doors and switched off the lights.
- (22) My father moved himself into one of the single beds in the bedroom. I lay on the second, not at all sleepy.
- (23) My father said, "Ben, why didn't you run?"
- (24) I answered. "I didn't want you to get shot."
- (25) "So you stood in the way..."
- (26) After a while, I said, "I'd say it was a .22 rifle with a high-velocity bullet. Hitting you in the body, it quite likely won't kill you. You need to hit the **head** or the neck to be lethal. All I did was shield your head."
- (27) There was a silence. Then he said, "I'd forgotten you could shoot."
- (28) "I was in the school team. We were taught by one of the country's best marksmen." I smiled in the dark. "You paid for it, you know."

Adapted from *Penalty* by Dick Francis

- (a) (i) Given below are four words and phrases. Find the words which have a similar meaning in the passage:
- (1) unmoving
 - (2) full of severe pain and agony
 - (3) complete, not damaged
 - (4) protect
- (ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage:
- (1) feet (*line 11*)
 - (2) square (*line 17*)

(3) second (*line 31*)

(4) head (*line 49*)

- (b) Answer the following questions in your own words as briefly as possible:
- (i) What two things happened simultaneously when Ben and his father were walking to the headquarters?
 - (ii) What did Ben see when he looked at his father on the ground?
 - (iii) Why did Ben's father tell him to run and why did Ben disobey him?
 - (iv) What was Ben's logical answer to his father explaining why he did not obey him?
- (c) Describe the incident of the shooting in not more than 100 words (Paragraphs 1 to 10). Failure to keep within the word limit will be penalised. You will be required to:
- (i) List your ideas clearly in point form.
 - (ii) In about 100 words, write your points in the form of a connected passage.

Comments of Examiners

- (a)(i) Most of the candidates were able to answer all the word meanings correctly.
- (ii) Most candidates were able to score marks in this question. However, some candidates used proper nouns, while some others changed the form of the word.
- (b) Most of the candidates got all four answers correct. In a few cases, some required points of the answers were missing. Many candidates were found to have lifted the answers from the passage.
- (c)(i) Several candidates did not write the points in a list; instead they wrote in paragraphs or a grid. Some copied entire paragraphs as points. Several candidates only wrote six points out of which some were incorrect. A few candidates wrote in bullet points.
- (ii) Most candidates wrote the precis in a grid but many overshot the word limit.

Suggestions for teachers

- Teachers should teach students that the tense of the word should be the same as in the passage. They must be told to replace the word in the passage with the word given in the question to see whether it fits exactly in tense and meaning. Then only will they be able to identify the correct word from the passage.
- Emphasis must be laid on not changing the form of the word while making sentences. Basic syntactical rules must be taught to students. More practice in making sentences with homonyms should be given to make them perfect.
- Students must be trained to read the questions carefully, understand what is required, and then answer.

- Proper training must be given to candidates on how the points section of the question paper has to be handled. Students must be trained to write at least 12 short meaningful sentences, numbered pointwise. Bullet points must not be written.
- Students must be told to be careful with spelling and grammatical errors in the precis section. The precis must not exceed 100 words.

MARKING SCHEME

Question 4

(a)	(i)	Candidates were instructed to find words from the passage which had a similar meaning to those given in the question paper.	
		(1)	immobile
		(2)	anguished
		(3)	intact
		(4)	shield
	(ii)	The candidates were instructed to use the following words in sentences of their own but <u>with a different meaning from that used in the passage</u> . If the form of the word was changed, marks were deducted. If the meaning was the same as that of the passage, marks were deducted.	
		(1)	Feet – as used in the passage: parts of the legs below ankle. Can be used as: unit of length; groups of syllables making up a basic rhythm in poetry.
		(2)	Square – as used in the passage: an open area surrounded by buildings. Can be used as: a flat shape with four equal straight sides and four right angles; the product of a number multiplied by itself; equal to the area of a square (e.g. 2000 sq. ft.); settle a bill or a debt; square meal.
		(3)	Second - as used in the passage: exact moment Can be used as: No. 2 in a sequence; lower in position; a person who helps someone fighting in a duel or a boxing match; formally support a proposal or nomination
		(4)	Head: as used in the passage: the upper part of the body, including the brain, mouth and sense organs. Can be used as: a person in-charge; the front or upper part of something; head towards; head off; the source of river or a stream; come to a head; head of state; a person as a unit, 50 rupees per head.

(b)	Candidates were required to answer the questions as briefly as possible and in their own words. Marks were deducted for excessive length and rambling. Marks were also deducted for gross error/errors and lifting from the passage.
(i)	The two things that happened simultaneously when Ben and his father were walking to headquarters were that his father tripped on the uneven surface and went down on one knee and at exactly the same moment there was a loud bang and a sharp zinging sound and a scrunch of breaking glass.
(ii)	When Ben looked at his father on the ground he saw his eyes stretched wide and his mouth grim with pain.
(iii)	Ben's father told him to run because the sound was that of a gunshot and Ben disobeyed because he did not want his father to get shot.
(iv)	Ben's logical answer to his father was that the gun was a .22 rifle with a high velocity bullet. It would be lethal only if it hit someone in the head or neck. Ben shielded his father's head and that is why he had to disobey him.
(c)	<p>Summary:</p> <p>(i) A minimum of six points were required. Marks were given for content. The following points could also be combined into six.</p> <p>(ii) Marks are awarded for expression and the candidate's ability to express the points clearly. Marks were deducted for linguistic errors.</p> <p><u>Possible points:</u></p> <ul style="list-style-type: none"> • Ben and his father started walking towards the headquarters. } 1 • The square was lit by streetlights but the ground was uneven. } 1 • Ben's father tripped and fell on one knee. } 1 • At the same moment there was a bang, a zinging sound and the sound of breaking glass. } 2 • Ben looked down at his father who was in pain. } 2 • His father realised that it was a gunshot and told him to run. } 3 • They were in the middle of the square and could be shot easily, so Ben disobeyed him. } 3 • He told his father to stay down and asked whether he was bleeding. } 4 • His father told him that he had twisted his ankle. } 4 • People ran out of the hotel at the sound of the shot. } 5 • They helped Ben's father to get up. } 5 • When he was properly surrounded he took his son's help to walk. 6

GENERAL COMMENTS

Topics found difficult by candidates

- Essay topics such as:
 - Today's youth is more practical and less swayed by emotions.
 - It is easier to preach than to practice
 - Original short story
- Some sentences in Q. 3 (a)

Concepts in which candidates got confused

- Argumentative composition
- Reflective composition
- Short story.

Suggestions for candidates

- Reading of books, newspapers and periodicals is a must.
- Practice grammar and vocabulary regularly.
- Solve question papers.
- The reading time of 15 minutes should be used judiciously.
- Read the instructions given in the question paper carefully.
- Choose the composition topic only after thinking and understanding it.
- Start the paper with Question 1; then go on to Question 2; and then do Question 4. Attempt the grammar question last.
- Do not give two answers anywhere in the answer script because only the first option will be considered.
- Read through the paper on completion, to avoid mistakes.

QUALITATIVE ANALYSIS

LITERATURE IN ENGLISH (PAPER-2)

SECTION A (Answer one question)

Question 1

Choose **two** of the passages (a) to (c) and answer briefly the questions that follow:

(a) Don John : I wonder that thou, being-as thou say'st thou
art-born under Saturn, goest about to apply a
moral medicine to a mortifying mischief. I cannot hide what I
am: I must be sad when I have cause,
and smile at no man's jests; eat when I have
stomach, and wait for no man's leisure; sleep when I am drowsy,
and tend on no man's business; laugh
when I am merry, and claw no man in his humour.

Conrad : Yea, but you must not make the full show of this
till you may do it without controlment.

- (i) Who are Don John and Conrad? [1]
- (ii) Who was born under Saturn? How does Saturn influence the temperament of people? [2]
- (iii) Explain the lines:
"I cannot hide what I am: I must be sad when I have cause,
and smile at no man's jests" [1½]
- (iv) What advice does Conrad give to Don John regarding his brother Don Pedro? How does Don John react to it? [2]
- (v) Is John happy to take Conrad's advice? What act of villainy does he plan to do next? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]
claw; humour; controlment

(b) Ursula : [Aside to Hero] The pleasant'st angling is to see the fish
Cut with her golden oars the silver stream,
And greedily devour the treacherous bait.
So angle we for Beatrice, who even now
Is couched in the woodbine coverture.
Fear you not my part of the dialogue.

Hero : [Aside to Ursula] Then go we near her, that her ear lose nothing
Of the false-sweet bait that we lay for it.
[Approaching Beatrice's hiding place]
No, truly, Ursula, she is too disdainful,

I know her spirits are as coy and wild,
As haggards of the rock.

- (i) What instructions have been given by Hero to Ursula before these lines? [1]
- (ii) How is Margaret involved by Hero in the “treacherous bait” laid out for Beatrice? [2]
- (iii) Explain the line:
“I know her spirits are as coy and wild,
As haggards of the rock.” [1½]
- (iv) What are the changes which have come upon Benedick, a little while ago? [2]
- (v) How does this conversation bring out the essential themes of the play? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]
bait; couched; coverture
- (c) Leonato : No, not so, villain; thou beliest thyself.
Here stand a pair of honourable men.
A third is fled, that had a hand in it.
I thank you, princes, for my daughter’s death.
Record it with your high and worthy deeds.
'Twas bravely done, if you bethink you of it.
- Claudio : I know not how to pray your patience,
Yet I must speak. Choose you revenge yourself;
Impose me to what penance your invention
Can lay upon my sin. Yet sinn’d I not
But in mistaking
- (i) Where are Claudio and Leonato? Who are the others present? [1]
- (ii) Who are the “pair of honourable men” referred to by Leonato? Why has the “third” person fled? [2]
- (iii) Explain the lines:
“Record it with your high and worthy deeds.
'Twas bravely done, if you bethink you of it.” [1½]
- (iv) Describe Leonato’s mood in these lines. Why does Claudio pray for Leonato’s patience? [2]
- (v) What “penance” does Leonato impose on Claudio? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]
hand; bethink; invention

Comments of Examiners

- (a) (i) Many candidates could not give Don John's exact relationship with Don Pedro. They merely mentioned that he was Don Pedro's brother. Most candidates could identify Conrad correctly.
- (ii) The first part of the question was answered incorrectly by most candidates. The influence of Saturn on people was also confused. The fact that such people were usually morose and melancholy was not mentioned in many cases.
- (iii) The explanation of the given lines was confused by most candidates, giving the examiners the impression that they had not read the texts correctly and instead, relied on paraphrases.
- (iv) Most candidates could write Conrad's advice correctly but Don John's reaction was left out by many.
- (v) The first part of the question was incorrect in most cases. The second part of the question was answered in a roundabout manner with examiners having to find out or guess at what the candidates meant.
- (vi) In most cases, the meanings were given correctly.
- (b) (i) The exact instructions were not given correctly. Mostly answers were vague and undefined.
- (ii) This question was answered correctly by most candidates.
- (iii) Words like "coy", "wild" and "haggards of the rock" were not explained by many candidates.
- (iv) This question was answered correctly by most candidates.
- (v) Most candidates could answer this question correctly.
- (vi) Several candidates faced problems while giving the meanings of 'couched' and 'coverture'.
- (c) (i) Many candidates could not identify where the speakers were. The second part of the question was generally answered correctly.
- (ii) Both parts of the question were answered correctly.
- (iii) In many of the answers, the sarcasm of Leonato's remark was not brought out.
- (iv) Many candidates could not identify Leonato's mood. The second part of the question was answered correctly.
- (v) All the points of this question were written by most of the candidates.
- (vi) The meanings of the words were largely given correctly.

Suggestions for teachers

- Encourage detailed study of the text.
- Discourage dependence on paraphrases and 'made easies.'
- Explanation of each line is important for proper understanding.
- Students should be helped to understand character and motive, reasons for characters acting or speaking in a certain manner, mood and tone in which characters are speaking.
- Emphasis should be placed on the vocabulary used and their meanings in context.
- Students should be helped to understand the importance of key speeches in the context of the total plot.

MARKING SCHEME

Question 1

(a)	(i)	Don John is the illegitimate brother of Don Pedro; sometimes called “the Bastard”. Don John is melancholy and sullen by nature. Conrad is one of Don John’s intimate associates, entirely devoted to Don John.
	(ii)	Don John mentions that Conrad had himself told that he was born under Saturn. It was a common Shakespearean belief that a man’s disposition was determined by the planet under which he was born. A man born under Saturn is saturnine-gloomy. Thus Conrad was supposed to be of gloomy temperament/ sad/ melancholy/ negative/ pessimistic/ morose.
	(iii)	Don John was advised by Conrad that he should look cheerful after being reconciled to his brother Don Pedro. Even if he was not actually in a happy mood, he should appear to be so. To this advice Don John reacted sharply telling declaring that he could not hide his reactions to situations. He would be sad if he had reason to and would not be able to smile or show a false front to people’s jokes.
	(iv)	Conrad’s advice to Don John is described as ‘moral medicine’. This medicine was being prescribed to cure a ‘mortifying mischief’. Don John had suffered a humiliating defeat in the battlefield. He had lost his position as the confidante of his brother Don Pedro. He had been forgiven but his condition was that of a prisoner. He was sick at heart and this was his mortifying mischief. Conrad was trying to cure this deadly disease by means of moralizing platitudes. Under these circumstances Don John should try to adopt patience and resignation.
	(v)	Don John is not happy to take any advice. He is in a sullen mood and full of resentment (He says that he would rather be a weed in a hedge than a rose in his brother’s garden. It suits him more to be hated by everyone than to put on a fancy show and trick people into loving him. Though he’s not a flattering, righteous man, at least people can say that he is honest about being a villain. So he tells Conrad not to try to change him). Don John hates Claudio who overthrew him in a battle. So when he learns from Borachio that Claudio wants to marry Hero, he wants to create hurdles in the solemnization of Claudio’s marriage with Hero.
	(vi)	claw – flatter / humour/ Pander/ appease/ words indicating flattery humour – whims / caprice. Mood. Fancy, disposition, state of mind controlment - restraint/check/restrictions
(b)	(i)	Hero has told Ursula that when both of them would be walking back and forth in the garden path and Beatrice would arrive, their talk should only be of Benedick. When Hero would name him Ursula should praise him beyond measure. Hero’s talk to Ursula would be of how Bendick was sick in love with Beatrice.
	(ii)	Hero tells Margaret to run to the parlour where she would find Beatrice conversing with Don Pedro and Claudio. Margaret should whisper to Beatrice that Hero and Ursula were walking in the orchard and talking about Beatrice. Margaret should tell Beatrice that she had overheard them both talking. She should tell her to come stealthily into the arbour where she could hide and listen to their conversation.
	(iii)	Hero compares Beatrice’s nature to that of a haggard or female hawk that has grown to maturity in the wild and so is much more difficult to train for hawking than if it had been reared by hand. Beatrice has a mind of her own and is ungovernable.

	(iv)	Benedick has been tricked by Leonato, Don Pedro and Claudio to believe that Beatrice is madly in love with him. He decides to requite her love and marry her, shedding his earlier distaste for marriage.
	(v)	It brings out the themes of deception/love/appearance and reality/battle of the sexes/ misunderstanding/ misrepresentation/ eavesdropping (any two)
	(vi)	bait- trap/lure/entice/ snare couched- hidden/lurking/ concealed/ lie close coverture- shelter/bower/cover
(c)	(i)	In front of Leonato's house. Dogberry, Verges Antonio and Sexton/ Don Pedro/ watchman/ Borachio/ Conrad (any two).
	(ii)	Don Pedro and Claudio are the honourable men. Don John, the third person has fled as he feared punishment for his role in the plot.
	(iii)	Leonato is being sarcastic as he accuses Don Pedro and Claudio for Hero's death. He means that their harsh words had led to her death. Sarcastically he compares this to their great military successes.
	(iv)	Leonato is participating in the plot suggested by the Friar. So he pretends to be angry at Claudio and Don Pedro in being instrumental in the death of his daughter/ bitter/ upset/ sarcastic/ aggressive/hostile Claudio is repentant at having jumped so hastily to conclusions about Hero's character. He realises that he has to ask for Leonato's mercy but at the same time points out that he had been misled /guilty
	(v)	When the truth is revealed, Claudio mourns the death of Hero and is ready to accept any punishment. Leonato says that he should marry his niece Antonio's daughter, to which Claudio immediately agrees. Inform people that he was wrong and Hero was innocent Write an epitaph for Hero Sing the epitaph to her bones Marry Antonio's daughter (any two)
	(vi)	Hand – role, part, involvement Bethink – think about something, recollect, recall, ponder Invention – imagination, thought

Question 2

Choose **two** of the passages (a) to (c) and answer briefly the questions that follow:

- (a) The : Ah, perhaps not. No, of course not! Well, it's a funny sight. It's
Man like slinging a handful of peas against a window pane: first one comes; then two or three close behind him; and then all the rest in a lump.
- Raina : [*her eyes dilating as she raises her clasped hands ecstatically*]
Yes, first one! The bravest of the brave!
- The : [*prosaically*] Hm! You should see the poor devil pulling at his
Man horse.

- (i) What made the man speak in this manner? [1]
- (ii) What is a funny sight? Why is it funny? [2]
- (iii) “Yes, first one! The bravest of the brave!” Explain these lines. [2]
- (iv) Why did the man say that, “You should see the poor devil pulling at his horse”? Why did he need to do this? [2]
- (v) What did the man say next about young and old soldiers? [2]
- (vi) What does the extract tell us about the character of the man? [1]
- (b) Petkoff : [*vexed*] Now who could have supposed you were going to do such a thing?
- Sergius : [*with fire*] Everyone that knew me. But enough of myself and my affairs. How is Raina; and where is Raina?
- Raina : [*suddenly coming around the corner of the house and standing at the top of the steps in the path*] Raina is here.
- (i) Which action of Sergius upsets Petkoff? [1]
- (ii) How does Catherine react to Raina’s sudden appearance? [2]
- (iii) What opinion on “soldiering” does Sergius convey to Catherine? [2]
- (iv) What does Petkoff comment on the subject of “soldiering”? [2]
- (v) State what Sergius reveals about his interaction with Bluntschli. [2]
- (vi) State Petkoff’s opinion of “That Swiss fellow”. [1]
- (c) Bluntschli : [*promptly*] Instinct, dear young lady. Instinct, and experience of the world.
- Raina : [*wonderingly*] Do you know, you are the first man I ever met who did not take me seriously?
- Bluntschli : You mean, dont you, that I am the first man that has ever taken you quite seriously?
- Raina : Yes: I suppose I do mean that. [*Cosily, quite at ease with him*] How strange it is to be talked to in such a way! You know, Ive always gone on like that.
- Bluntschli : You mean the-?
- (i) What reasons did Bluntschli give for disbelieving Raina? [1]
- (ii) How has his ‘instinct’ and ‘experience’ helped him? [2]
- (iii) What confession does Raina make soon after this? [2]
- (iv) How does Bluntschli reassure Raina that he does not despise her? [2]
- (v) How did Raina react to the observation made by Bluntschli? [2]
- (vi) Which action of Bluntschli makes Raina very happy? [1]

Comments of Examiners

- (a) (i) Candidates had difficulty in understanding that Raina's romanticism regarding the war and Sergius' role, prompted the pragmatic Bluntschli to speak in this manner.
- (ii) The first part of the question was answered correctly. However, many candidates could not adequately explain why it was funny. Parts (iii) to (vi) were generally attempted well by candidates.
- (b) (i) This part was largely answered correctly.
- (ii) Catherine's impatience with Raina's tendency to pose and create an effect was not brought out in many of the answers.
- (iii) Answered correctly.
- (iv) Many candidates seemed to have overlooked Petkoff's comment, comparing soldiering to a trade and so could not answer the question correctly.
- (v) Many of the answers were vague revealing lack of close acquaintance with the text.
- (vi) Most of the answers were not comprehensive enough. Candidates tended to beat about the bush in their answers.
- (c) (i) Most candidates answered this part well.
- (ii) Many candidates merely repeated words from the extract.
- (iii) This part was generally answered correctly.
- (iv) Vague answers were given by many candidates. His comment that it was part of her charm, which reveals his infatuation, was not brought out in many answers.
- (v) Many candidates did not seem to be aware of Raina's reaction. Answers were rambling and vague.
- (vi) While some candidates gave the correct answer, others merely wrote about Bluntschli's wish to marry her made her happy.

Suggestions for teachers

- Mere reading of the text is not enough. The interaction between the characters and the standpoints taken by them, their beliefs must be thoroughly discussed.
- The reasons for Sergius' disillusionment should be made clear.
- Students must be taught to read a question correctly and understand what is being asked.
- More practice in written work in class is desirable.
- Encourage classroom discussion.
- Students should be encouraged to express their opinions based on their observations.

MARKING SCHEME

Question 2

(a)	(i)	Raina had already got an enthusiastic report of the cavalry charge from her mother. So when she came to know that the fugitive was a runaway Serbian soldier, she was curious to know about the cavalry charge from him. The man very well knew how ignorant this lady was about the reality of war. So he described the charge in a realistic manner to show that there was nothing glorious or heroic about it./ destroying her romantic notions
	(ii)	The cavalry charge looked nothing better than hurling a few pieces of peas at the window pane. As a few pieces of peas cannot break a window pane, similarly regiment of cavalry was quite useless against a battery of machine guns. First one soldier charged the enemy, then came two or three more and at last all the soldiers followed the leader. It is shorn of any glamour or glory The futility of the whole exercise made it look funny.

	(iii)	Raina is still immersed in her romantic ideas of war wanted to know about Sergius's heroism in the battlefield. Her mother had earlier told her that Sergius has been responsible for the victory and he was the hero of the hour and the idol of the regiment. She had painted a wonderful picture of the dashing Sergius leading the cavalry charge. Raina naturally wants to know more about Sergius, the first man who had led the cavalry charge and was the bravest man there.
	(iv)	The man said that the poor devil was pulling at his horse as in reality the leader of the cavalry charge was pulling the rein of his reluctant horse which refused to go ahead like him. He did not want to get killed before others.
	(v)	The man then said that it was quite easy to distinguish between a young and an old soldier. The young ones behaved wildly and flourished their swords up in the air as if they were very brave. The old and experienced ones knew the reality of a battlefield. They knew that fighting was useless and they huddle together although they were pushed forward by the number one soldier. The wounds that they got were not caused by fighting. The horses of these riders came into collision with each other as they were too close and in this way they broke their knees. Moreover, the young soldiers carried bullets in their bags whereas the older soldiers, being more experienced, carried food.
	(vi)	The extract tells us that the man is practical and a thorough realist. He has no quixotic illusions about his profession or about the business of warfare. He thus destroys Raina's romantic image of war by showing how foolish the Bulgarian soldiers had been. The man thus has a pragmatic and down to earth attitude to war as compared to Raina's romantic vision.
(b)	(i)	Sergius has submitted his resignation from the army.
	(ii)	Catherine is not impressed by Raina's hateful/detestable habit of listening for an opportune moment to appear in company, and thus creating an effect.
	(iii)	Sergius feels that soldiering is the coward's act of attacking mercilessly when you are strong, and keeping out of harm's way when you are weak. The secret of successful fighting is not to fight your enemy on equal terms but to get him at a disadvantage.
	(iv)	Petkoff comments that soldiering is a trade like any other trade.
	(v)	Sergius reveals that he met Bluntschli whose father was a hotel and livery stable keeper. Hence he was adept at horse dealing and swindled them in their transaction regarding horses. He was a thorough soldier. Being a thorough soldier, he ran away like the rest of them with their cavalry pursuing them. His appearance was that of a commercial traveller in uniform.
	(vi)	Petkoff feels he was swindled/ cheated by the Swiss fellow and would never trust a Swiss again. He cheated them into giving him fifty able bodied men for two hundred worn out horses which was entirely a loser's deal.
(c)	(i)	Bluntschli categorically says that it is a short allowance to believe that Raina lied twice in her whole life. He also says that he is a straightforward man and he cannot accept it.

(ii)	His 'instinct' and 'experience' helped him to a considerable extent and he can easily identify the reality. He is experienced about life and had no romantic illusions. He can accept people with their shortcomings and flaws.
(iii)	She confesses that 'noble attitude' and 'the thrilling voice' is a pose of her made to impress others. She was successful in duping her nurse, parents and Sergius.
(iv)	Bluntschli reassures that he does not despise as he thinks that it is quite natural for a young girl like her to have romantic ideas. It is part of her charm. He is like the rest of them and is an infatuated admirer of hers.
(v)	Raina was happy and pleased because she drops her earlier mask and behaves completely in a different manner. She feels more comfortable with Bluntschli and she is attracted by the practical attitude of Bluntschli.
(vi)	Bluntschli slaps the breast smartly with his hand in a German fashion and says 'Hand aufs Herz! Really and truly.'

MUCH ADO ABOUT NOTHING — *Shakespeare*

Question 3

[20]

Give a vivid description of the events which occur in the masked ball held in honour of Don Pedro. How do these events help in the development of the play?

Comments of Examiners

The description of the events was too sketchy in many cases. Candidates were selective in what they were describing/discussing. The entire scene was not dwelt upon. Moreover, too little emphasis was placed on Don John's villainy- his efforts to foil the union between Claudio and Hero and create a misunderstanding between Don Pedro and Claudio. The roles of Beatrice and Benedick were ignored in many cases. As such, the answers were diffused and undefined.

Very few candidates answered the second half of the question and in the process lost considerable marks. The critical insight was missing and candidates could not place the scene in the context of the play and explain how the scene lends itself to the development of the play.

Suggestions for teachers

- The scenes must be read thoroughly.
- Discourage students from reading paraphrases. Instead, let them study the scene thoroughly and prepare a flowchart of events with emphasis on what they considered significant.
- Interaction between characters must be emphasized.
- Causal sequence should be pointed out.
- Students should pay close attention to the words spoken by each character as they often reveal motive.

MARKING SCHEME

Question 3

The masked ball is organised by Leonato in honour of his guest Don Pedro. As they wait for the guests Beatrice and Hero discuss Don John. Beatrice comments on 'How tartly' Don John looks and Hero agrees that he has a very melancholy disposition. Beatrice cannot help comparing him with Benedick who is so different from Don John. Beatrice feels that a man who combines the reticence of Don John and the garrulous nature of Benedick would be able to win any woman in the world especially if he had a good leg for dancing and money in his purse. Leonato who is also present, worries that his niece would never get a good husband, if "thou be so shrewd of the tongue." Beatrice wittily explains why she would rather stay single rather than marry.

As a concerned father, eager to see his daughter well married Leonato coaches Hero about her answer if the Prince should propose marriage to her. Beatrice however, cautions her cousin against being too hasty. Meanwhile, the revellers enter wearing masks. As the music strikes and the dance begins all the people pair off – Hero and Don Pedro, Balthazar and Margaret, Ursula and Antonio, Beatrice and Benedick. Beatrice continues her criticism of Benedick, apparently unaware of who she is dancing with. Meanwhile Don John talks to Claudio pretending to think that he is talking to Benedick. He confides that he thinks his brother Don Pedro is in love with Hero. Still pretending that he is talking to Benedick, he asks the latter (Benedick) to convince Don Pedro not to marry Hero as she is below him in status. The impressionable Claudio readily believes what he is told and declares "beauty is a witch..... Farewell, therefore, Hero."

Beatrice not knowing what has happened teases Claudio declaring that he looks very sad and that the "Prince has got your Hero." Claudio curtly replies "I wish him joy of her." When the surprised Benedick asks "did you think the Prince would have served you thus?" Claudio leaves as he wishes to be let alone. Benedick is surprised but he can identify with Claudio's feelings as Beatrice's remarks have also hurt him. When Don Pedro returns Benedick tells him about Claudio's misunderstanding of the situation. Don Pedro however reassures him that he "will but teach them to sing and restore them to the owner." Don Pedro also mentions that Beatrice is very annoyed with him. Benedick knows this and relates how "she misused me past the endurance of a block." He vows that he would never marry her even if she had all the good qualities of Adam before his transgression.

Seeing Beatrice approach with Claudio, Beatrice in an extremely amusing speech requests Don Pedro to send him on any difficult errand even to the Antipodes so that he does not have to hold "three words conference with his harpy". When Don Pedro comments to Beatrice that she had broken Benedick's heart, she declares "he lent it me a while..... false dice." Claudio who has re-entered with Beatrice is reassured by Don Pedro that he had wooed Hero 'in' thy rare obtained."

The scene thus introduces Don John's villainy. He has already started his plotting and even though, the present plot fails, we realise that he will very soon come up with another. Claudio and Hero are united through the efforts of Don Pedro but we have already noticed Claudio's gullible nature which will be cleverly exploited by Don John later on. Finally, the battle of wits between Beatrice and Benedick intensifies but we also have a hint that the "Hercules labours" planned by Don Pedro might bring the wary couple together.

Question 4

[20]

With examples from the play *Much Ado About Nothing*, compare the characters of Beatrice and Hero.

Comments of Examiners

Though a number of candidates could describe the characters of Beatrice and Hero, they could not compare and contrast the characters.

There was no effort to describe the reactions and actions of the characters in specific situation. It was apparent that the candidates had merely learnt up stock accounts of characters but lacked the ability to apply their observations to the question asked.

Suggestions for teachers

- Students must be taught to develop critical insight and the quality of analysis.
- They must be encouraged to make independent judgements.
- The fact that Shakespeare has created pairs of characters in this play should be emphasized.
- Students should be taught to notice how different characters act in certain situations and how their actions emanate from their respective natures.

MARKING SCHEME

Question 4

In the play of Much Ado About Nothing, Beatrice is portrayed as a witty and strong willed woman who talks a great deal, apparently determined not to marry. However, Don Pedro concocts a plot that brings her together with Benedick and they marry at the end.

She is an orphan and the niece of Leonato. Her most obvious objective is to stay a lonely spinster. She has known Benedick for years and because he wants to be a bachelor their hate for the opposite sex clashes – until they fall in love. She never realizes that she can love anyone other than herself until she finds someone who is the exact copy of her. Once she falls in love she displays a certain maturity and a level of commitment that is admirable.

The author portrays Beatrice as being a very dominant and strong woman. She protects her cousin and her family from the accusation that has been levelled at Hero as this has insulted not only Hero but also her family. When she is in the tabernacle with Benedict and confessing her love for him she shows her demanding nature by forcing Benedict to choose between the brotherly love of men and the loyalty of a man to his wife. Beatrice knows that she must destroy Benedick's former male bonding. Her order is therefore a command for Benedick to support her against Claudio, and represents the only way for them to have a mature relationship. Although being quite intelligent, Beatrice does manage to appear gullible when she overhears Hero and another woman discussing Benedick and Beatrice's relationship. So this can be seen that Beatrice does have a softer side as well.

Beatrice is the ever-witty Lady Disdain, the outspoken and opinionated niece of Leonato. She and Benedick are involved in a "merry sort of war". Always ragging each other in a sort of easy going way, but never the less hurting each other's feelings. Both are cynical about love. Beatrice is described by her uncle to mock all of her wooers out of suit. She and Benedick are tricked into falling in love by a few well-placed lies, causing them to realize how much they really care for each other.

Hero is Leonato's daughter, Beatrice's cousin, Antonio's niece and the beloved (and slandered) fiancée of Claudio. She's a gentle, loving girl who doesn't have much of a backbone, but doesn't have much of a mean-streak either. Though she is supposed to be the female lead of the play, Hero has the fewest lines of the four primary characters. Her defining characteristic is that she's always reacting to the actions and commands of others, and is rarely the agent of action herself.

Interestingly, Hero's little actions and words within the play show that she has some wilfulness, but she expresses this side of herself infrequently because she gives so many of her big decisions over to other people. It's also important to say that when Hero talks, she talks beautifully like poetry.

Most notable about her is what she doesn't say. When Claudio denounces her publicly at her wedding, she doesn't defend herself violently enough to inspire anyone to really question Claudio's claims. She is reasonably shocked by the accusation, but her sweet nature prevents her from pointing out that Claudio has been gullible before, and is likely deceived now as well. Also, when the whole Don John affair is cleared up, she happily accepts Claudio again as her husband, even though she's already witnessed his insane wrath. She could've pointed out otherwise but instead she speaks in abstracts about how she lives again now that her name is cleared. Hero is the idyllic version of a sweet and innocent girl who is wronged in love, but somehow finds the power to overcome that wrong and love again. She isn't vulnerable emotionally, just vulnerable to circumstances. Besides her sweetness she doesn't have many distinguishing characteristics. She is not fully fleshed out, and though we hear of her apprehension about getting marked we don't ever hear any of her intense personal struggles or challenges. As a result, Hero's character ends up being a bit of a one-dimensional good girl. She lives in the shadow of her more lively cousin Beatrice. However, her even temperament ensures that she bears this with equanimity. In a way we can place Hero with characters like Ophelia in Hamlet whereas Beatrice belongs to the strong women like Portia in Merchant of Venice. Though the cousins are so different one can't help acknowledging the love and friendship that exists between the two. Hero willingly agrees to the gulling of Beatrice if this will ensure her union with Benedick while Beatrice fights tooth and nail to clear her cousin's name.

ARMS AND THE MAN — *George Bernard Shaw*

Question 5

[20]

Major Petkoff's coat is cleverly used by Shaw to create much of the suspense and humour in the play. Discuss.

Comments of Examiners

The question was a purely textual one and required thorough knowledge of the text. However, most answers were not a unified whole. The sequence of events was not maintained. Major points were left out. Many candidates began their answers with Bluntschli coming to return the coat, leaving out what had happened before this. There was no focus on the elements of suspense and humour. Major Petkoff's bet regarding the coat, the nonchalant behaviour of Bluntschli and Nicola, Raina's anxiety, were some of the points left out.

Suggestions for teachers

- Detailed reading of the text is necessary.
- Students should be discouraged from the tendency to summarise, thus leaving out important points.
- They should also be helped to identify the effect of the words and actions of the characters on each other and on the general tone of the play.
- Adequate discussion in class and sufficient written work is desirable.

MARKING SCHEME

Question 5

Shaw uses Major Petkoff's coat as a stock dramatic device to arouse humour in the play.

The coat is mentioned first in the conversation when Sergius comments that the Swiss fugitive was given shelter by two Bulgarian women.

“To escape the sabres he climbed the water pipe and made his way into the bedroom of a young Bulgarian lady. She very modestly entertained him for an hour or so and then called her mother lest her conduct should appear un-maidenly. The old lady was equally fascinated and the fugitive was sent on his way in the morning disguised in the old coat belonging to the master of the house who was at the war.”

The above words appear to be crude and coarse and Raina rightly shows her displeasure. Actually, she had given the coat to Bluntschli so that he could leave the Petkoff house unharmed. The audience is amused at the manner in which the ladies use displeasure as a defence in a potentially difficult situation. The war between the Serbs and the Bulgarians is soon over and Bluntschli comes back to return the coat but in reality to have another look at the young lady Raina. Catherine receives him in the garden. She tries to hurry Bluntschli out of the house as Sergius and Petkoff who have also returned from the war, might become suspicious upon seeing him there. Her husband and Major Sergius are at that time are working in the library. They have already met Captain Bluntschli in the field of battle, and are envious of his capabilities. Now, seeing him through the window, they rush out to welcome him. The reason for this welcome is soon evident—they need his help with arranging the logistics to conclude the battle. To make matters worse, Raina arrives on the scene and noticing Bluntschli, impulsively exclaims, “My chocolate cream soldier!” A disclosure of the whole episode now seems imminent, but the situation is saved by the tact and resourcefulness of Catherine. She rebukes Raina and tells her to be more careful and well-behaved before guests. Raina at once recovers her self-control and explains that she had made icing on the pudding with the chocolate cream soldier and Nicola had foolishly spoiled it. The matter does not end there. Nicola brings the bag of Bluntschli containing the coat and places it at the feet of Catherine. When asked by Major Petkoff why he had done so, he replies that he has done so at the order of the mistress. Catherine however denies telling him anything and Nicola takes the entire blame on himself. Raina's story, Catherine promptness in backing her daughter's lie, Petkoff's indignation and Nicola's astonishment lend considerable humour to the situation..

Next the coat crops up when Bluntschli is asked to stay at Petkoff's house. While he is busy in the library trying to solve the problems of how to send the three regiments to Philipopolis via Sofia and writing away orders, Petkoff complains about his old coat missing. Catherine tells him that it must be hanging in the blue closet. Petkoff swears that if he were to trust his eyes the coat was not there. He lays a bet with Catherine and she accepts the bet. Sergius without knowing anything bets his best charger against an Arab mare for Raina but Catherine warns her husband against accepting Sergius's bet. Bluntschli tactfully refuses to take sides as he knows about the coat, having brought it back himself. Nicola meanwhile returns with the coat which he found hanging in the blue closet. Major Petkoff confused, declares that “Age is beginning to tell on me I am getting hallucinations.” Petkoff then complains about his coat having been used by someone else with a differently shaped back for it has burst open at the sleeves. Catherine mends it.

The coat episode again comes to the forefront toward the end of the play. The moment Petkoff enters the library he senses something wrong. He asks everybody including Louka if things are alright. He then sends Louka for the coat. Meanwhile Raina comes to know that Bluntschli has not noticed her photograph in the pocket of the coat. So the moment Louka brings the coat she snatches it from her. She tells Louka to put some more wood to fire and she herself helps her father on with coat and very cleverly takes out her photograph and tosses it onto Bluntschli who covers it with a piece of paper. Sergius notices everything and when Petkoff after having put on his coat searches the pocket for Raina's photograph, he is much amazed at not finding it. His suspicions are aroused and is determined to find out whom has Raina written the inscription for “to my chocolate cream soldier, a souvenir”. Bluntschli now comes forward and explains the entire episode. He tells them to their great wonder, that he is the chocolate cream soldier, that he

had taken shelter in Raina's bedroom and had been sent away disguised in the oldcoat, and the photograph was meant for him. Other explanations soon follow after the sensation created by this disclosure – the fact that Sergius is engaged to Louka and Raina to her chocolate cream soldier.

Thus the coat episode with the photograph helps in the development in the plot. It brings complication and suspense in the plot and ultimately leads directly to the resolution of the complication and a happy ending of the play. It is a source of much fun and humour also. It provides the dramatist with an ample opportunity to display his wit and ingenuity.

Question 6

[20]

Louka is clever, ambitious, outspoken and yet vulnerable. Discuss with close reference to the play.

Comments of Examiners

Most candidates wrote very flat answers which amounted to a stock characterisation of Louka. There was very little reference to the text and virtually no effort to cite examples from the play to support the points made. In most cases, the key words in the question were ignored.

Suggestions for teachers

- Characters must be discussed in context.
- Their words and actions must be taken into consideration while character is being discussed.
- The playwright's purpose in creating the character must be understood.
- Students must be guided to understand what a question demands and answer accordingly.

MARKING SCHEME

Question 6

Louka the ambitious and discontented servant of the Petkoff household is described by Shaw as a handsome proud girl who is almost insolent. She is an independent soul who does not feel that she is in any way inferior to Raina. She is a contrast to the servile Nicola who constantly advises her to accept her place in life and warns her against being rude and insolent with the Petkoffs. If she rises their wrath, their revenge would be swift and total.

Louka however refuses to have the "soul of a servant" like Nicola. Her independence and her awareness of herself as a person in her own right, is seen in her little acts of rebellion. The insolent manner in which she walks, her knowing comments to Raina, the way she smokes a cigarette and so on, Louka sees herself as Raina's equal in competing for Sergius' hand. For her, Sergius becomes the means to ensure a better life for herself. She understands him well, perhaps better than he himself does and her strong personality and her sturdiness helps her to eventually win him over.

All her actions are motivated by her strong desire for a better position in society. She is not impressed by Nicola's ambition of opening a shop in Sofia. He will become everybody's servant instead of somebody's servant'. She declares that he will never "put the soul of a servant in me." She also has the wit and intelligence to put Sergius in his place. She tells him "I expect one of the six of you is very like me sir though I am only Miss Raina's maid." She has no compunctions about being a calculating manipulative social climber. Shaw does not seem to see anything wrong

in this and Bluntchili even congratulates her on attaining her end. The implication is that she has carried it through her declaration, her realistic outlook and her strength of conviction in her own worth. She displays a lot of pluck in challenging the social order.

Louka's intelligence enables her to see through Raina's pretensions Sergius hypocrisy and Nicola's limitations. She is perceptive enough to recognise that Raina is in love with the Swiss soldier and correctly predicts that Raina will marry Bluntschli. She is shrewd in the manner in which she entraps Sergius.

She flirts with him but at the same time is careful enough to ensure that they are not seen. She encourages him to doubt his idealistic notions even as she makes fun of him. Though she hints that Raina has been unfaithful to Sergius, She refuses to reveal the man's identity thus heightening Sergius 'insecurity for her. He proposes to marry her if he touches her again. Later when she finds the opportunity she blames him for the insults she received from others. She makes a carefully worded demand for an apology that appeals to his romantic nature. When he kisses her hand, she reminds him of his promise. As a final touch, she allows him to withdraw his promise. This plays on his romantic sense of honour and he pledges that he will keep his word.

Louka arouses our admiration. We are impressed at the manner in which she secures her place in society. Yet she has elements of vulnerability. She thinks that her knowledge of Raina's secret will give her security, she listens at the door because her happiness is at stake. She is never really sure of her exact position in the scheme of things and this arouses our sympathy for her.

IVANHOE — *Sir Walter Scott*

Question 7

[20]

Comment on the role of Locksley and the forest outlaws in the novel. How do they add a touch of adventure and excitement to the plot?

Comments of Examiners

This question was attempted by very few candidates.

MARKING SCHEME

Question 7

Locksley is a figure of romance and adventure in the novel Ivanhoe. Together with his band of outlaws he forms a parallel system of government to that of the Norman rule under the corrupt leadership of Prince John. Fed up of the excesses of an inept rule where the Normans are the proud rulers and the Saxons are the underdogs, the outlaws form their own little society which aims to help the poor and bring the rich down to their knees. These outlaws had been driven to despair by the oppression of the feudal nobility, and the severe exercise of the forest laws. They banded together in large gangs, keeping possession of the forests and wastes, in defiance to the justice and magistracy of the country.

Gurth during his nocturnal adventures meets the outlaws as he is carrying a bag of zecchins but he is allowed to go scot free as the philosophy of the outlaws is outlined in the words, "He is too like ourselves for us to make booty of him, since dogs should not worry dogs where wolves and foxes are to be found in abundance." As Ivanhoe had beaten the Norman Knights in the tournament, Gurth's cause is vindicated and he is not troubled by the outlaws.

Locksley himself participates in the tournament on the day of general entertainment when the yeomen were asked to show their skill at archery. Much to the consternation of Prince John,

Locksley proves to be a better marksman than Hubert who was his competitor representing Prince John.

The Norman knights masquerade in the guise of the outlaws and abduct Cedric and Rowenna. Locksley and the outlaws come to the aid of Cedric's servants and assail Torquilstone, the castle of Front de Boeuf. They take it upon their honour to punish them. The clerk of Copmanhurst is also one of the band of outlaws and joins the merry men. At least two hundred men assemble in the woods to secure the release of the captives. They establish their headquarters under an oak tree, about three arrow flights distant from the castle. The wood is lined with archers and they put up a bold fight and finally bring down the postern gates of the castle.

Thus, the outlaws under the leadership of Locksley play a major role in the novel as defenders of the rights of the weak and defenceless. After the castle of Torquilstone is demolished Locksley takes charge to make an equitable distribution of the spoils to adequately recompense the people who were partakers in this adventure. He asks King Richard what he wants from the mass of spoil and King Richard asks for Maurice de Bracy, to dispose of him at his will. Locksley agrees to his request saying that otherwise the tyrant would have graced the highest bough of the oak tree.

The rest of the spoils are distributed by Locksley with laudable impartiality. A tenth part was to the Church, a portion was for the public treasury a part for the widows and children of the fallen and the rest was for the outlaws. Thus, the merry men form their own code of conduct and are just and ethical in their own way.

Question 8

[20]

Describe the plot against King Richard in the novel *Ivanhoe*.

Comments of Examiners

This question was attempted by very few candidates.

MARKING SCHEME

Question 8

Prince John had arranged a banquet for his supporters in his castle of York in order to carry through his plan to ascend his brother's throne. His political adviser, Waldermar Fitzurse, had persuaded all of his supporters to attend it without fail. They heard a rumour after the fall of Torquilstone that De Bracy, Bois-Guilbert and Front-de-Boeuf had been imprisoned or killed. Prince John wanted to know from Fitzurse what could be done under the circumstances and he replied that he had already sent De Bracy's lieutenant, Louis Winkelbrand, to the castle of Front-de-Boeuf to do whatever he could to save his captain and the other men with him. Prince John was, however, very angry with Fitzurse for sending away Winkelbrand without taking his permission, but Fitzurse told him that he had done so to safeguard his interest without losing time. Prince John turned pale on hearing the news of his brother's arrival in the country, but Fitzurse doubted its truth.

De Bracy told Fitzurse that he had decided to lead his mercenaries out of England into France where they could easily get employment. Prince John was shocked to learn from this conversation between his followers that they were going to desert him at a critical moment. He asked them why they were leaving him in the lurch when a bold step on their part would bring them power, prosperity and pleasure under his patronage. De Bracy replied that it would not be possible for them to hold out if King Richard organized an army to bring them to book. He went on to advise Prince John that he should either fly to France or take the protection of the Queen Mother under the circumstances. Prince John, however, made it clear to both De Bracy and Fitzurse that he was not at all worried about his own safety. Thereupon Prince John reminded Waldemar Fitzurse that

he was not able to command the loyalty of his servants after the manner of his father, Henry II, who could make his servants murder Thomas a Becket, the Archbishop of Canterbury, in his own cathedral for opposing him. Prince John, however, confided it to De Bracy that he was not going to make Fitzurse the Chancellor of England even if he succeeded in arresting his brother, but that he would make him (De Bracy) High Marshal of England for refusing to harm his brother.

This chapter shows that Prince John's plan to assume the crown by gathering his supporters at York misfires on account of the absence of such important members of his faction as the strong Front-de-Boeuf, the experienced Bois-Guilbert and the bold De Bracy.

This chapter also shows that Prince John is so blinded by ambition that he does not see the writing on the wall even when his strongest supporters have been defeated or killed in the course of the siege of Torquilstone by the force of outlaws and Saxons led by King Richard and Locksley.

Question 9

[20]

Evaluate the character of Ivanhoe in the novel *Ivanhoe*.

Comments of Examiners

Few candidates attempted this question.

MARKING SCHEME

Question 9

Wilfred of Ivanhoe known as Ivanhoe, a handsome, fair-complexioned and smart young man of twenty-five years is the son of Cedric the Saxon Franklin of Rotherwood Castle. He has been disowned by his father for having aligned himself with the Norman king Richard in the Crusade to the Holy Land and also for his love for Rowena, Cedric's ward who is a direct descendant of Alfred the Great. It is through Rowena's alliance with Athelstane, who has royal blood in the veins, that Cedric hopes to oust the Normans from England and revive the Saxon glory.

We hear of Ivanhoe for the first time when Rowena inquires about Ivanhoe from the Palmer who has travelled back from the Holy Land. She sighs with relief on learning that the Palmer left Ivanhoe in "impaired health". He has experienced the persecution of the "French faction", but he is likely to return soon to England. She hopes that he returns home early enough to participate in the tournament at Ashby, "in which this Chivalry of this land are expected to display their address and valour." Ivanhoe disguised as the Palmer shows his nobility when he saves Isaac, the Jew from a planned attack on him by the Normans. When Isaac enters the dining hall of Cedric's castle as an unwelcome guest he takes pity on the outcast Jew and allows him to sit at his own table and to share his meal.

An epitome of the knightly code of chivalry, heroism and honour, Ivanhoe appears as a mysterious masked knight, identifying himself as the "Disinherited One." Mounting on a gallant black horse, he defeats some of the best Norman lances, including Bois Guilbert, Maurice de Bracy and the baron Font-de-Boeuf. The masked knight declines to reveal himself despite Prince John's request, but is nevertheless declares the Love and Beauty, who is to crown the winner of the tournament as Rowena.

Cedric is overjoyed at the discomfiture of the Norman Knights. The Jew, Isaac of York who is present in the gallery along with his beautiful daughter Rebecca is full of admiration for "how fiercely the Gentile rides." So does Rebecca.

On the second day at the tournament, which is a melee, the Disinherited knight is chosen to be the leader of one party. Most of the leading knights of the realm flock to the opposite side. Initially the masterly horsemanship of the Disinherited Knight keep them at bay. He keeps his enemies separate

with the agility of a hawk, dealing sweeping blows with his sword at each of them and without receiving those aimed at him in return. His dexterity is universally applauded. Prince John declares the combat over as he does not want one knight to be surrounded and overpowered by his numerous adversaries. The Disinherited Knight who is hard pressed and is surrounded by foes is mysteriously rescued by a Black Knight who has until then taken no part in the battle. The Black Knight is announced the winner of the day. The black Knight disappears. Rowena frowns at the Disinherited Knight, who is now forced to raise his visor and show his face. He is revealed to all as Ivanhoe. Severely wounded he faints at Rowena's feet. The revelation that Ivanhoe is the disguised winner of the tournament causes a great commotion and fear in the minds of the Norman nobles. A castle once belonging to Ivanhoe that John had given to Font-de-Bouef is now the object of much speculation.

Before Cedric can reclaim his son, Rebecca prevails upon her father Isaac to get him transported to their dwelling, where she can treat him and bring him back to health. Rebecca takes the wounded knight to York. They are waylaid on their journey, taken to Font-de-Boeuf's castle at Torquilstone where Rebecca keeps nursing Ivanhoe back to health developing a soft corner for him. It is to rescue her from being burnt at the stake on charges of sorcery that Ivanhoe appears at the preceptor of Templestowe that a still convalescing Ivanhoe appears on the scene where the Black Knight comes to his assistance and rescues Rebecca. It is the King (King Richard disguised as the Black Knight) who placates Cedric and obtains the latter's consent for marriage to Rowena and Ivanhoe serves Richard as a favourite Knight till the monarch's untimely death.

But Ivanhoe is not all good. His worst character trait is his anti-semitism. Even though Rebecca is very good to Ivanhoe, he cannot overcome his negative prejudices about Jewish people when he talks to her. The cruellest example of this comes after the tournament of Ashby, when the wounded Ivanhoe is nursed by Rebecca. Before he can get too far with his moves Rebecca speaks to him in English. She tells him that she is the daughter of the Jew of York. As soon as Ivanhoe realizes that Rebecca is a Jew, his whole attitude toward her changes although he shows repeated acts of kindness to both Rebecca and her father and completely wins the affections of the beautiful Jews.

Though Ivanhoe lives happily with Rowena after marriage, the beauty and magnanimity of Rebecca leaves lasting impression on his mind. He distinguishes himself in the service of King Richard and is rewarded with many marks of royal favour.

ISC COLLECTION OF ESSAYS

Question 10

[20]

Rabindranath Tagore in his essay *The Spirit of Freedom* says, "...real freedom is of the mind and spirit, it can never come to us from outside." How do his views on contemporary society prove the truth of this statement?

Comments of Examiners

Very vague, flat and generalized answers were given by many candidates. Candidates did not display any acquaintance with the essay in their answers. Many candidates did not justify how real freedom related to the freedom of the mind as well as the spirit and cannot be dependent on an external agency. Nor did they discuss how curbing individual liberty led to slavery of the mind. The last part of the question was not dealt with by many candidates.

Suggestions for teachers

- Students should be helped to identify the main arguments in the essay and if necessary, underline them for better comprehension.
- They should be helped to understand the flow of the essay and to identify the train and sequence of thought.
- Students should be encouraged to write answers on the essays to get adequate practice.

MARKING SCHEME

Question 10

Rabindranath Tagore was of the firm opinion that real freedom is not something that could be attained as an external adornment but it was something that existed intrinsically within the psyche of an individual. In his widespread experiences during his travels, he had noticed that the concept of freedom had become weak in the Western world. A spirit of repression and force contaminated politics and social relationships. Intrigue, deceit and exploitative tendencies had become the anathema of the modern world and hence freedom of the mind had taken a backseat.

People are drunk with the thought that they are free to do whatever they please but this belief in personal freedom is an illusion and the real situation was far removed from this. Western civilization is robbed by a host of self-seekers. The mob mind is allowed to wear the crown of freedom while true freedom of the individual is curtailed. Its thoughts are fashioned according to the plans of organized interests. The aim is to curry favour with the powerful and go along with political gambling at the cost of true freedom and justice.

Tagore believes that he who distrusts the freedom of others loses his own moral right to it. By trying to dominate and subjugate fellow human beings one is lured into the trap of physical and moral servility oneself. He says, "any unnaturalness in the relationship of the governors and the governed which humiliates us, becomes an outrage when it is artificially fixed under the threat of military persecution."

Tagore cites the example of the Mahabharata as a valuable tome full of a vision of the freedom of inquiry and experiment. The freedom of mind that it produced gave vent to a wealth of creation, spreading all over. But soon its influence was mitigated. Rigid systems and inflexibility of thought have crushed true freedom and this is true of most societies. Living souls have been forced to be shackled to passivity and inertia for want of an ability to roam freely and fearlessly. We have allowed ourselves to let our free spiritedness get embroiled in pettiness and degradation

Tagore is caustic in his comments on the modern age and says that modern man must realise that we have created our self-obstructions ourselves and it is up to us to awaken to our present unfortunate state. Unless we take recourse to true freedom, taking all its risks in our stride, we are sure to lose our moral fibre. Men who constantly try to rule over their fellow human beings showing them the way in the simplest of things are merely clipping their wings and installing them in prisons of the mind. They will make them useless in the cause of freedom. Tagore concludes by saying that both Western society and Indian society are guilty of the same repressive and retrogressive trends that curb individual liberty and give rise to slavery of the mind. Rigid regulations make it only too easy for men to be forced into submission of all kinds and degrees. Mechanical power and mechanical control is found in both societies.

Question 11

[20]

Based on the essay *The Rule of the Road* by A.G. Gardner, discuss the difference between 'individual liberty' and 'social liberty'.

Comments of Examiners

A number of candidates could not distinguish between individual liberty and social liberty. Since they did not cite the examples given by the essayist, the answers became generalised and lacked points. The answers were not a unified whole. It was evident that the candidates had not thought about what they had read.

Suggestions for teachers

- More practice in writing answers should be given.
- Students should be encouraged to identify the main points in the essay, together with the essayist's purpose in making these points.
- Clarity in thoughts should be developed.

MARKING SCHEME

Question 11

In the essay 'The Rule of the Road', the writer A.G. Gardiner points out that democracy implies liberty for all and that for the maintenance of liberty for all, the freedom of the individual will have to be curtailed to some extent.

Liberty is not a personal affair but a social contract. It is an accommodation of interests. We all submit to the curtailment of private liberty in order to enjoy social order which makes our liberty a reality. Thus, in a way, 'individual liberty' and 'social liberty' should be two different things but the fact is that both of them are correlated. We need to exercise our personal liberty in such a way that the social order is not disturbed and everyone can enjoy a social order which is very essential for living a peaceful and coherent life. Though the example of the lady with the basket, we have been explained the rule of the road which is just an instance to remind us that in every social area there some accepted rules and some social behaviour and conduct which needs to be followed by all of us for the benefit of all.

Although a single person's misbehaviour or good behaviour does not change the whole society, very single person when added together makes a society. When the policeman steps into the middle of the road and puts out his hand, he is the symbol not of tyranny but of liberty.

It is in the small matter of conduct, in the observance of the rule of the road that we pass judgement upon ourselves and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habit of common place situation that make up the great sum of life and make the journey full of incidents.

In this context, it has been very well stated that the rights of small people and quiet people are as important to preserve as the rights of small nationalities. We can easily exercise our liberties which do not affect others like our dressing sensibilities, habits of food etc. and many other such daily chores and essential chores which do not affect the liberty of others.

Question 12

[20]

Referring closely to the essay *Go to the Ant*, state what you know about the honey-ants. Why are they so called? Describe some traits of the honey-ants.

Comments of Examiners

Candidates tended to write a flat summary. Some wrote on all the ants, not merely the honey ants. The unique traits of the ants were not written in the answers.

Suggestions for teachers

- In this case, errors occurred as many candidates did not read the question correctly. As a result, they gave a lot of unnecessary information.
- The main points of the lesson must be pointed out so that the students can assimilate them.
- Practice must be given in answering questions and students must be taught to identify their own errors.
- Sometimes if students are allowed to correct their own work according to instructions given, they might understand where they are going wrong.

MARKING SCHEME

Question 12

Honey-ants are the small creatures which are full of honey. The Mexican young people relish these ants. They suck out the honey of these small insects. Not only the youngsters but also the matured people buy these ants for manufacturing a very sweet intoxicating drink. Honey-ant is a greedy insect but devotes itself for the good of the community. It converts itself into a honey-jar out of which all the other ants feed freely.

These ants live underground, in a dome-roofed vault. Only one particular caste among the workers, known as rotunds are assigned this special duty of storing honey within their own bodies. These honey-jars cling to the top of their nest, with their round, transparent abdomens, hanging down loosely. This insect race looks like cluster of little grapes. Unlike the rotunds, most of the members of their race are active. They do not have distended abdomens. They go out at night and collect nectar or honey-dew from the ball-insects on oak-trees. This nectar they carry home, and give it to the rotunds or honey-bearers, who swallow it and store it in their round abdomen. When the workers require a meal, they go up to the nearest honey-bearers and stroke her gently. The honey-bearers lets fall a drop of sweet liquid. The workers feed upon the drops in this manner.

Among others, there are the Colorado honey-Ants. They instinctively carry off the cocoons and young grubs. But if any of rotunds falls to the ground and bursts, these ants forget their duty. They gather round their unfortunate companion, to lap up the honey from their dying brother. However, they take care of their dead. When a honey-bearer dies, workers carefully remove his body from the roof where it clings. Then they clip off the head and shoulder from the distended abdomen, and carry it to the cemetery for burial.

Sometimes, these ants bury the front half of their late relation. They retain the remaining body as an available honey-bag. Now it is easy to guess why the ants have taken thus to storing honey in the living bodies of their own fellows. They are very prudent insects. They know the value of laying up for the future. They have no containers. So they use the bodies of living individuals for storing honey. So they reserve some of their numbers as to act as jars on behalf of the others. The

role of these honey-jars is no less important than that to those who go out and bring honey from sources.

Converting ants into animated honey-jars is a universal practice. Thus, different kinds of ants in different parts of the world, belonging to the most widely distinct families, have independently hit upon the same device. Besides the Mexican species, there is the Australian honey-ant, and another in Borneo and Singapore. The Singapore ant does not store the honey in the hind part of the body, but in the middle division

As we learn about the manners and habits of honey-ants, we know they are curious insects. They follow their practices. They obey a kind of discipline. There is a touch of selfishness about them, but there are those whose life is dedicated to social service.

ISC COLLECTION OF SHORT STORIES

Question 13

[20]

Referring closely to the story *Old Love*, discuss it as a beautifully written tale of the bitter rivalry between two undergraduate students that develops into mutual respect and love.

Comments of Examiners

Most candidates focussed only on the first part of the story, without focussing on the fact that the competitiveness continued even after William and Phillipa were married. They did not point out enough instances of mutual respect and love. The ending of the story was not analysed. The sequence of events was confused. Very few candidates referred to the warring couple of 'Much Ado About Nothing.'

Suggestions for teachers

- This text particularly needs thorough discussion so that students can clarify their ideas.
- The students must be taught to deal with the incidents in the story sequentially.
- They should be helped to understand the love that existed between the couple. Cross referencing with other stories in the Selection would be an added advantage.
- Students should be discouraged from writing flat summaries.

MARKING SCHEME

Question 13

Two strangers, William and Phillipa both with a burning desire to excel at academics meet each other at college and instantly become rivals vying for the first place and top honours in the field of English Literature. Thus follows a period of rivalry and tough competition as each tries to outsmart the other but this bond turns into such a lasting friendship and understanding that neither can afford to live without the other. They have more hatred and envy than love for each other. Their contemporaries watch their intellectual rise with wonder and amazement as both of them are almost equals. This rivalry, which seem to be ceaseless, turns into fondness for each other. Ultimately they get married and live together pursuing intellectual accomplishment and rise to the highest positions imaginable. Though they relish mocking each other and proving the other wrong, they have genuine concern for each other. The seeds of love sown earlier in youth grows into maturity though to all intents and purposes, for the world, they remain the warring Hatchards. So

much is the love of the one for the other that when William learns of Philippa's death, he kills himself so that he can be with her.

Jeffrey Archer has chosen Oxford in the early thirties with its 'quiet fireside in unchanging quadrangles' as the locale for a heart-warming love story, marked by intellectual riposte and witty repartee almost bordering on verbal pugilism.

'Some people, it is said, fall in love at first sight...' but Archer makes it very clear that his protagonists had a 'mutual loathing' for one another.

William Hatchard and Philippa Jameson had first met at New College for their scholarship studies under Simon Jakes. Since each was determined to undo the other, their rivalry verged almost on the point of hatred.

People who met them earlier and had dealings with them would conclude that the couple was a contentious one and their views were completely divergent to the other but it was just an apparent show as this intellectual rivalry only helped each to grow further. The first sign of a thaw in their relationship comes when Phillipa's father suddenly dies, leaving her bereft. Both William and Phillipa were at the time contending for the prestigious Charles Oldham Prize. For the first time, William notices Phillipa as a person, not a rival. Her helps her through her father's funeral but soon they go back to their intellectual sparring quoting extensively from Shakespeare in their repartee. Both are declared joint winners of the Charles Oldham and marry each other. The competition between the two continues through their honeymoon and later, as they receive their D. Phils and take up college teaching fellowships. Though they lose no opportunity to point out the other's intellectual inferiority, their pride in each other's achievements is palpable. The fact that they could not have children, only brought the two closer. Sparring and yet indirectly helping each other intellectually, the inseparable Hatchards serve through the war years and ultimately made Dame and Knight of the British Empire respectively.

While pursuing their goals, they shared mutual experiences, giving support and inspiration to others. Their mutual understanding strengthened the bond of togetherness which was an envy to others. The story explores the idea of passion for learning and in this they leave their contemporaries far behind as they simply love to learn and they are ready to do anything for that. Their relationship is viewed with fascination by the rest of the academic world. Such is the love for each other, that when Phillipa dies of a massive heart attack, William cannot envisage a life without her and commits suicide, though he explains in the note that he leaves behind that he has done so only to prove her wrong about a crossword clue.

Question 14

[20]

In the short story *The Drover's Wife*, the bush woman battles hostile circumstances refusing to submit to any adversity. What are the challenges faced by her and how does she overcome them?

Comments of Examiners

Most candidates could give comprehensive answers to this question. They could enumerate the challenges faced by the wife. Many displayed empathy for the protagonist in their answers. However, critical insight was missing in many cases. Enough examples from the text were not given. Some did not explain the symbolism of the snake in the story. A few candidates wrote only about the snake episode.

Suggestions for teachers

- Thorough reading and discussion of the text is important. Discourage students from resorting to summaries.
- Advise students to read the question carefully and identify what the question demands.
- Students should maintain sequence of events in their answers.
- Class discussion is vital for answers with interesting insights.

MARKING SCHEME

Question 14

The Drovers wife is a Bushwoman who faces all the adverse circumstances in her life singlehandedly as her husband is not there by her side to assist her or to provide comfort, succour or protection. She has a two-roomed house in the middle of the Australian Bush and is nineteen miles away from the nearest sign of civilization. She has four children of differing ages to look after, the youngest being baby girls. Inclement weather, bush fires, floods, disease, unsavoury men, dangerous animals and reptiles,.....she has faced them all with practicality and resilience being the hallmarks of her character. Her indomitable spirit does not allow her to wallow in self-pity and even when she is left to her own devices for months at a stretch she manages as best as she can and is fiercely protective of her four children.

She does harbour normal feelings like any other woman of her age and her one indulgence is to go through a copy of the Young Ladies' Journal which reminds us that she yet possesses sensitive feelings. But there is no mention in the story that she is bitter or cynical about her lot in life. Although she has few pleasures to think of, and all the days are the same for her yet on Sundays she dresses up her brood of children and tidies herself to go for a long lonely walk along the bush track. She has no company and no novelty in her mundane existence yet she is stoically cheerful taking the rough with the smooth in her stride.

Her husband makes an appearance sometimes in her life before he returns to droving. She is not overly effusive on his return neither is she critical of his long absences. She does not nag him and acknowledges the fact that if he had the means he would treat her like a princess. She takes everything in her stride and is exemplary in her show of fortitude and courage. Once she even went through child birth without any medical assistance. When one of her children died she rode nineteen miles with the dead child seeking help. She is brave and hardy in every action of hers and exemplifies a woman who has no means at her disposal but her tenacity of spirit and practical acumen sees her through the rough phases in her life. She is used to being left alone and once even lived alone for a stretch of eighteen months. "No use fretting" is what she tells herself and carries on with her regular routine.

The story begins with her fighting a snake, with the help of her young son Tommy and her dog Alligator. Her maternal instincts come to the fore and even though there is the unseen presence of the snake in the house, night time and an approaching thunderstorm make her to get her children to huddle on top of a roughly hewn table in the midst of a bare kitchen. At the end of the story she manages to end the menace of the snake by killing it.

She deals with pleuro-pneumonia when it affected her cattle. She has fought a mad bullock as well as the crows and eagles who have designs on her chicken. Suspicious looking strangers with malevolent designs approached her but she manages to keep them at bay with her sharp mind and survival instincts. She is used to loneliness and loves her children dearly which gives her strength to carry on with the daily business of living. Her son poignantly tells her at the end of the story that he won't go droving or leave her alone ever. Thus, she is the epitome of courage and forbearance.

Question 15

[20]

The Lost Jewels is a short story of a man-woman relationship that has tragic consequences. Referring closely to the story, show how the characters of Mani and Bhusan contribute to their doomed relationship.

Comments of Examiners

A number of candidates could not evaluate the relationship between Bhushan Saha and his wife. The cultural gap between them as a result of Bhushan's education was not mentioned. Most candidates wrote flat summaries. The second part of the question was ignored in most cases. The word 'doomed' was not dwelt upon in several cases.

Suggestions for teachers

- In this story especially, some amount of background should be given with reference to the society and social attitudes of the time.
- The contrast between the two characters and their expectations from each other should be dwelt upon.
- The psychological interpretation of the two characters i.e. why do they act as they do should be emphasised.
- Merely writing summaries should be discouraged.

MARKING SCHEME

Question 15

The Lost Jewels is a story of a husband wife relationship in a society that is steeped in tradition and social norms. The narrator in the story talks eloquently about the men of the period and the demands they placed on the women, but Bhusan Saha was unique in that he represented a veering away from the mould of a traditional Bengali husband. This owed to the fact that he was educated and modern in his thinking and did not regard his wife as merely subject to his whims and desires. He had no barbaric intent in him and was termed as an absolutely faultless man, exceedingly indulgent towards his wife. This according to the narrator contributes to his downfall. "He was therefore neither successful in his business nor in his own home."

Mani is a woman who is put on a pedestal by her husband. She is not educated or modern in her thinking. Her sole obsession in her life is her excessive love for jewellery which even supersedes her love of her husband. Her husband doted on her and showered her with every material luxury but she did not reciprocate his love for her. She is, as it were entombed foolishly in a cocoon of herself being in the company of her jewels, with nothing more to crave for.

Thus both of them are not in an equal love relationship. Mani looks upon her husband as a source of muslin Dacca saris and bangles. She did not feel the need to return Bhusan's love or affection in any manner. "In this way her woman's nature became atrophied, and with it her love for her husband". She lived in isolation and did not desire much company of neighbours or friends either. She was frugal and efficient but her heart was like an icebox.

A tangle in Busan's business affairs led to a tangle in his seemingly blissful domestic bliss. Due to reverses in business Busan faced dire financial straits. As any other husband who has been caring and loving to his wife, he turned to her for moral and monetary succour but was spurned by her when he asked her to loan some jewellery to him as credit to re-establish his financial status in the market. Mani is unwilling to part with her jewels and Busan is unable to make her see any reason. Both the characters are isolated and alienated from each other on this account. Mani had no child to love and her jewels almost took the place of her children so much so that a deep sense of insecurity overwhelms her and she decides to return to her parental home with her jewels. She enlists the help of an unscrupulous cousin and decks herself with all her jewellery and sets out on a boat with him. That is the last we hear of her as she meets a mysterious and unknown fate and never returns to her husband.

Busan's character is such that he feels deeply crushed by this action of Mani but does not castigate her or remonstrate at his fate. He waits for her endlessly to return, night after night till he starts hallucinating about her approaching him decked in her finery. He becomes a slave to her illusionary presence and follows her ghost like vision to the ghat where he too succumbs to a watery death.

Thus their relationship meets with tragic consequences and is doomed from the very start albeit the fact that Bushan is an educated man of intellect and culture. Yet there are chinks in his armour which coupled with his wife's inordinate love for jewels makes them lose their lives sadly. Mani on the other hand can never understand her husband and does not even try to do so. She is dutiful but not warm. The fact that Bhushan had brought her away from the family home meant that there was no one to guide or advise her. She is singularly uncaring of her husband's concerns though one cannot fault her on her attention to her husband's material needs. This mismatch between the two ensures that when a crisis occurs in her life, she cannot give her husband the necessary support. Bhusan also is too refined to ask her for help or explain his problem to her. The lack of understanding and rapport between the two leads to the disaster.

ISC COLLECTION OF POEMS

Question 16

[20]

Describe how the poem *Five Ways to Kill a Man* explores the increasing loss of humanity in every succeeding age. How is the ending of the poem a bitter comment on our times?

Comments of Examiners

A number of candidates did not understand the intent of the poet. The list of human cruelty and infamy throughout history, from Biblical times was not brought out. Very few candidates referred to the complete callousness of man to his fellow man. Allusions which are of prime importance in this poem were left out. Very flat answers were given by most candidates. The concluding observation of the poet was not understood clearly by many candidates.

Suggestions for teachers

- In poems like this one, class discussion is vital.
- Students should be taught to develop a critical insight and a point of view.
- They should be taught to appreciate stylistic features.
- Allusions should be clearly explained to the students.

MARKING SCHEME

Question 16

The growing callousness of man to his fellow man becomes the subject of the poem ***Five Ways to Kill a Man***. This dehumanising process of man started with the crucifixion of Christ when Christ was made to carry a plank of wood to his own crucifixion. He was followed by a crowd of people. As the description evokes symbols recreating the event, we are told of the cock that crowed, the soldiers dicing for Christ cloak, his disciple denying him and the soldiers giving him vinegar instead of water.

The tone of this description is cold, detached, cynical. The searing sarcasm is evident as the poet 'lists' the requirement of such a killing and the dismissing of this method as cumbersome.

The poem moves to the middle ages and the War of Roses when the Houses of York and Lancaster fought for the Crown of England. Here again the glamour of white horses and the Princes fighting against one another is questioned as we are told about the helper archers dying for a cause which was not theirs and the victorious Princes holding banquets after killing thousands.

As mankind progressed, the wars and methods of killing became even more callous and degrading as chemical warfare killed friend and foe alike in World War I. The terrible conditions on the battlefield were glossed over by the rousing songs sung by the soldiers as they tried to exist in rat infested trenches. Even more horrific was the Second World War in which the arm to arm combat of earlier wars was replaced by the more sophisticated and detached way of demolishing an entire region by pressing a button. Hiroshima and Nagasaki saw the destruction of a large tract of land and generations of men.

The poem ends on a realistic note as the poet says that all the above mentioned methods were "cumbersome" and a far more efficient method of killing ones fellow men would be to leave him in the middle of the twentieth century. The disease, the pollution, the corruption and the general degradation would surely kill man, not giving him a chance to live.

Question 17

[20]

Examine the poem ***Phenomenal Woman*** as a celebration of the unique identity of a woman.

Comments of Examiners

The question was on a very popular and topical poem and was dealt with extremely well by many candidates. Answers raised questions on concepts of beauty and the importance of personality and attitude. However, there were still some candidates who merely provided summaries.

Suggestions for teachers

- Plenty of class discussions on topical issues must be conducted.
- Students should be encouraged to analyse a poem and understand what the poet is trying to convey.
- Students should be helped to quote or refer to the text to corroborate their answers.

MARKING SCHEME

Question 17

The poem ‘Phenomenal Woman’ is a document which rebels against the conventional definition of beauty. It is a poem which reflects the pride and self –assertion of an Afro-American lady. The poem shows the pride of a woman who is not at all bothered about her dark complexion. She is phenomenal because of her free-flowing energy, vitality, vigour and her passion for life. She asserts her identity and she is conscious and very much proud about her race. She dismisses the idea of women being “cute” and gives a new meaning to the word beautiful. Her beauty is the beauty of the spirit, the mind and the personality, in the awareness of her uniqueness which brings men to their knees.

All through the poem, the poet celebrates and glorifies the black woman’s inexplicable and unique qualities. She is aware and she asserts that her uniqueness lies in the physical passion of her body. The world around her especially the men folk are strongly attracted and her strong capabilities lure them towards her. The unique personality of the phenomenal woman reflects in the sparkle of her eyes and in the brightness of her smile and her dignified walk and the cheerfulness that she brings with her. She has the unique capability to nurture and care for others.

The poem also conveys that an unparalleled woman does not need to do anything special in order to attract attention. It is interesting that each stanza of the poem ends with-“I am a woman phenomenally, phenomenal woman, that’s me”. This woman can be one’s mother, grandmother, her grandmother or any other woman. It is the attitude of the woman, the love she generates and her generosity makes her special in her own way. She is beyond class, nationality and creed. This gives the poem a universal appeal and the poem rightly proves and justifies the fact that a personality overrides complexion.

Question 18

[20]

Lord Byron gives a description of youth enjoying a night of joy and pleasure, being sent to the battlefield of Waterloo to their death and glory. Discuss with reference to Byron’s description of *The Eve of Waterloo*.

Comments of Examiners

Candidates gave very flat answers with details missing. The shift in the mood in the poem was not dealt with by most candidates. There was no commentary on the poet's reflections on the futility of war and the senseless waste of young lives. The candidates did not take care to read the question carefully and did not dwell on the words 'joy and pleasure' and 'death and glory'.

Suggestions for teachers

- Students should be asked to read the questions carefully.
- They should avoid writing flat summaries.
- Answers should be comprehensive with adequate references to the text.
- Students should include a critical insight into the poem

MARKING SCHEME

Question 18

The *Eve of Waterloo* is an account of Napoleon's final defeat against a combined allied force of British, Dutch and the Prussian troops where Napoleon received crushing military defeat near the Belgium village of Waterloo about 10 miles south of Brussels.

The poem narrates the brilliant and festive merriment in Brussels where beautiful women and brave soldiers had gathered together. The Duchess of Richmond gave a ball in honour of the Duke of Wellington, the commander in chief of the British Army and his officers. There was sound revelry and fun. The gallant officers and beautiful women were all happy and were brimming with joy. In the accompaniment of the sweetest music, young couples dancing and looking lovingly in each other's eyes. "No sleep till morn, when Youth and Pleasure meet / To chase the glowing Hours with flying feet". Then suddenly the booming sounds of gun broke in upon the ears of them. The Duke of Wellington did not wish to alarm the people but sent the officers secretly one by one to their regiments. In that hall, there was sitting Brunswick, a brave soldier, who was destined to die in the impending battle. He heard the sound of gun fire in the mist of festivity which aroused in him the thoughts of taking revenge and thus rushed to the battlefield and was killed. "Within the widow niche that high hall/State Brunswick's fated chieftain; he did hear / That sound the first amidst the festival, / And caught its tone with Death's. Soon after, the dancing stopped and began the hurried partings of lovers those who only a few moments before were full of joy and liveliness now shed bitter tears of sorrow. Women who were blushing when they were praised for their beauty now became pale with fear. The grief seemed to suffocate them. They wondered whether their chocking sighs would ever be repeated. The soldiers thus marched to the battlefield. It was an end to their revelry and their journey began towards the burial ground. The previous night they were full of life, a midnight they heard the booming sound and in the morning they parted from their near ones and marched to the battlefield. It was impossible to think that such a pleasant night would be followed by such a horrible morning.

The brave soldiers did not waste a single moment. They gathered in battalions. They went "pouring forward with impetuous speed". The deep thundering sound of the cannons coming from a distance and the sound of the alarm drums woke up the sleeping soldiers before the morning star.

The Scottish battalion, 'The Cameron's Gathering' rose to the occasion. The Cameron Highlanders played their bagpipes, their high-pitched and barbaric war-music puffed up the Highland soldiers with inborn courage in a similar way as their bagpipes were filled with their breath.

In the battlefield, they fought bravely while nature seemed to shed tears in the form dewdrops for those unfortunate soldiers who were to die in the battlefield. The cannon shots killed them and the battlefield was covered with corpses. The brave soldiers treading the grasses were killed and lay cold and low in the same grass before evening. "Ere evening t be trodden like the grass / Which

now beneath them, but above shall grow In its next verdure, / when this fiery mass of living valour, rolling on the foe / And burning with high hope, shall moulder cold and low.”

In the evening what was left was a ghastly sight “Rider and horse, friend, foe” all lay in a heap. The final result of clay upon clay is shared by friend and foe alike. The poet is suggesting that in a war there is no individual identity. Man and best, friend and foe, all lie together as one unrecognizable mass of blood and soil. The cryptic seeming metaphor compares the Earth’s natural clay to human clay, the meaning which comes from the biblical allusion, “Life comes to which life goes”.

Thus, through this poem Byron wants to give the message that no war of aggression could be justified. Though the war begins with man’s ambition, it ends with destruction on both sides. The poem arouses the reader’s sympathy for the young soldiers who had to leave the charms of life to face the impending horrors of war. The laughter of love and chivalry thus turned into tears and seized by pitiless cannons of war and bravery in battle, is reduced to a handful of dust. All are buried in one heap covered with blood and dust.

GENERAL COMMENTS

Topics found difficult by candidates

- Question 15 - Analysis of the relationship between Bhushan and Mani.
- Question 16 - The intent of the poet and his commentary on the callousness of Man.

Concepts in which candidates got confused

- The comparison between Beatrice and Hero.
- The competitiveness and the mutual respect between William and Philippa.

Suggestions for candidates

- Detailed study of texts, is vital. Avoid readymade notes.
- Discuss the central idea and the writer’s/poet’s purpose in the literary texts.
- Learn to compare, contrast, analyse and make cross references.
- Practise writing answers.
- Learn time management so that adequate attention is given to all the questions.
- Identify important lines in the texts which can be quoted to enhance your answers.
- Learn to maintain proper sequence when you are describing an incident or commenting on the development of the relationship between two characters.
- Read the text in such a way that not only do you understand what the writer is trying to say, but you can also develop a point of view.
- Try to present your answers properly with attention to spelling, punctuation and grammar.