

ENGLISH PAPER 2 (LITERATURE)

SECTION A

(Answer one question)

Macbeth ∅ *Shakespeare*

Question 1

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

(a) Duncan : Whence cam'st thou, worthy thane?

Ross : From Fife, great king,
Where the Norwegian banners flout the sky
And fan our people cold.
Norway himself, with terrible numbers,
Assisted by that most disloyal traitor,
The Thane of Cawdor, began a dismal conflict,
Till that Bellona's bridegroom, lapp'd in proof,
Confronted him with self – comparisons,
Point against point, rebellious arm 'gainst arm,
Curbing his lavish spirit. And to conclude,
The victory fell on us —

Duncan : Great happiness! —

Ross : That now Sweno,
The Norway's king, craves composition.

(i) Where are Duncan and Ross? Who else has accompanied Ross here? [1]

(ii) What other information does Ross go on to give about the King of Norway? [2]

(iii) Explain the lines:

“Till that Bellona's bridegroom, lapp'd in proof,
Confronted him with self-comparisons”. [1½]

(iv) What instructions does Duncan give Ross? [2]

(v) How had the traitor Macdonald been dealt with earlier? [2]

(vi) Give the meaning of the following words in the context of the passage: [1½]
Flout; lavish; composition

(b) *Knock within*

Macbeth : Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? Ha: they pluck out mine eyes.
Will all great Neptune's ocean wash this blood

Clean from my hand? No: this my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

Enter Lady Macbeth

Lady Macbeth : My hands are of your colour, but I shame
To wear a heart so white.

(i) Where are Macbeth and Lady Macbeth? Who is responsible for the knocking? [1]

(ii) From where has Lady Macbeth just returned? Why had she gone there? [2]

(iii) Explain the lines:

“My hands are of your colour, but I shame
To wear a heart so white”. [1½]

(iv) How does Lady Macbeth later dismiss Macbeth’s fears about his hands? [2]

(v) What instructions does she give Macbeth at the end of the scene? [2]

(vi) Give the meanings of the following words in the context of the passage: [1½]

appals; multitudinous; incarnadine

(c) Malcolm : He’s worth more sorrow,
And that I’ll spend for him.

Siward : He’s worth no more;
They say he parted well and paid his score,
And so God be with him. Here comes newer comfort.

Enter Macduff, with Macbeth’s head

Macduff : Hail, King, for so thou art. Behold where stands
Th’usurper’s cursed head. The time is free.
I see thee compass’d with thy kingdom’s pearl,
That speak my salutation in their minds;
Whose voices I desire aloud with mine.
Hail, King of Scotland.

All : Hail, King of Scotland.

[*Flourish*]

Malcolm : We shall not spend a large expense of time
Before we reckon with your several loves
And make us even with you.

(i) Where are Siward, Macduff and Malcolm? Whose death is being discussed by Siward? [1]

- (ii) What does Siward mean when he says “he parted well”? [2]
- (iii) Explain the lines:
 “I see thee compass’d with thy kingdom’s pearl,
 That speak my salutation in their minds” [1½]
- (iv) Which announcements does Malcolm proceed to make in his speech that follows? [2]
- (v) Give *any two* qualities of Malcolm that are revealed by his words in the extract. [2]
- (vi) Give the meanings of the following words in the context of the passage: [1½]
 Score; reckon; several

Comments of Examiners

- (a) (i) The location was not given correctly by some candidates.
 (ii) Information given by Ross was confused with the information given earlier by the Seargent. Sweno was confused with Macdonald.
 (iii) Several candidates tended to repeat the words of the lines given without any explanation of their meaning.
 (iv) This part was answered correctly by most candidates.
 (v) Candidates were able to attempt this part well.
 (vi) The exact meanings of the words were not given by some candidates. Candidates tended to waste time by writing long paragraphs which meant nothing.
- (b) (i) ‘Inverness’ was not mentioned by most candidates.
 (ii) The first part of the question was answered correctly by candidates. In the second part, some candidates did not mention Macbeth’s refusal to go back to Duncan’s chamber and see the result of his deed.
 (iii) Candidates answered this part correctly.
 (iv) Several candidates did mention the lines “a little water.....deed” but did not mention “how easy it is” or Lady Macbeth’s observation that his constancy had left him.
 (v) Candidates answered this part correctly.
 (vi) The meaning of ‘incarnadine’ was not given correctly by some candidates.

Suggestions for teachers

- Encourage a close reading of the text.
- Discourage use of guide books and paraphrases. If necessary, ask students to paraphrase important speeches on their own to aid comprehension.
- Encourage students to place conversations and speeches in context and identify the mood, intent and characteristics of characters.
- Discuss Shakespeare’s use of vocabulary and their meanings in context.
- Ask students to read the annotations in the standard texts.
- Encourage students to identify causal development i.e. cause and action development of the plot.
- Students should be able to link actions and speeches of the characters with what has already occurred and what will happen later i.e. cross referencing.

- (c) (i) Some candidates did not give the exact location.
(ii) The idea of a soldier's death and the factor of honour was not brought out in many answers.
(iii) Some candidates could not express the meaning of 'kingdom's pearl'.
(iv) This part was answered correctly by most candidates.
(v) Most candidates were able to write the qualities of Malcolm well.
(vi) The meaning of 'several' was not given correctly by some candidates.

MARKING SCHEME

Question 1.

- (a) (i) They are at the King's headquarters.
(ii) • He says that they denied his men burial till he had disbursed/ paid at Saint Colm's Inch,
• Ten thousand dollars for their general use as compensation/ indemnity/ fine.
(iii) Macbeth, looking like the husband of the Roman goddess of war due to his skill in battle, met the king of Norway and his army on equal terms.
(iv) Duncan tells Ross
• to pronounce the death sentence to the Thane of Cawdor
• and with his former title greet Macbeth
(v) • Earlier Macbeth had carved out a passage/ through Macdonald's army till he faced him and neither shook hands with him nor said goodbye
• until he had cut him open from the navel to his jaw/ (nave to the chaps) and fixed his head on their battlements.
(vi) • flout – mock/ make fun of
• lavish – unrestrained/ impetuous/ luxurious
• composition – terms of peace/ settlement/ agreement
- (b) (i) They are in Macbeth's castle, Inverness. Macduff and Lennox are responsible for the knocking.
(ii) • Lady Macbeth has returned from Duncan's chamber/ smearing the faces of Duncan's chamberlains/grooms with Duncan's blood and planting on them the daggers that Macbeth had brought from the murder.
• Macbeth was too scared/ refused to go back and look at what he had done and she needed it to appear as if the chamberlains were guilty.
(iii) Due to Macbeth's unease after the murder, Lady Macbeth is shaming him by saying that her hands are equally red as she has an equal hand in the murder but she would be ashamed to have a heart as cowardly as his.
(iv) • She tells him that just a little water clears them of the deed of Duncan's murder.
• She says it is easy / and it is only his "constancy" that has deserted him.

- (v) • Lady Macbeth tells him to get into his nightgown in case they are seen to be awake.
 • She also warns him not to be lost so helplessly in his thoughts.
 • Retire to chamber (any two points)
- (vi) • appals: disturbs/ shocks/ horrifies/ frightens
 • multitudinous: numerous/ innumerable/ countless/ many
 • incarnadine: stain red/ redden
- (c) (i) They are at Malcolm's headquarters/ battlefield. He is discussing the death of Siward's son, Young Siward.
- (ii) Siward had asked how his son had died to which Ross had replied that he had paid his soldier's debt by fighting and dying like a man.
 When Siward asked where he had received his wounds, Ross said that they were on the front proving that he faced the enemy bravely. Thus his father says he died honourably/ noble death/honourable death.
- (iii) Macduff can see that Malcolm is surrounded by the pearls of his kingdom/ best nobles of his kingdom, the chosen thanes of Scotland, who speak the same congratulations in their minds that he has spoken out loud. – hailing Malcolm as the King.
- (iv) • Malcolm says that henceforth his thanes and kinsmen will be earls, the first that Scotland ever gave such an honour to.
 • He will also mark the changed time by calling back all the exiled friends who had fled from Macbeth's tyranny and attend to all his duties correctly at the proper time and place.
 • [Optional - He ends by thanking them all and inviting them to see him crowned.]
- (v) • Malcolm shows his compassionate side when he says that Young Siward is worthy of more tears than Malcolm is able to show at that time but he will grieve for him properly later.
 • He shows his generosity/ fair side when he says that he will not delay his reward to those who have served him, so that pays his debt to them/ calls back exiled friends/ honour, appreciation/ does not like to waste time/ positive/ possesses kingly qualities
 [Any other quality with justification]
- (vi) • score: debt, dues
 • reckon: settle/ repay/ reward/ settle accounts
 • several: individual/ separate/ various/ varied/ each one

Pygmalion ∅ *George Bernard Shaw*

Question 2

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

(a) Higgins : Would you like to go over any of it again?

Pickering (*rising and coming to the fireplace, where he plants himself with his back to the fire*) : No, thank you: not now. I'm quite done up for this morning.

Higgins: (*following him and standing beside him on his left*) Tired of listening to sounds?

Pickering : Yes. It's a fearful strain. I rather fancied myself because I can pronounce twenty-four distinct vowel sounds; but your hundred and thirty beat me. I can't hear a bit of difference between most of them.

Higgins : (*chuckling, and going over to the piano to eat sweets*) Oh, that comes with practice. You hear no difference at first; but you keep on listening, and presently you find they're all as different as A from B. [*Mrs. Pearce looks in: she is Higgins' housekeeper*] What's the matter?

Mrs. Pearce : [*hesitating, evidently perplexed*] A young woman asks to see you, sir.

Higgins : A young woman! What does she want?

(i) Where are Higgins and Pickering? Where had the two met the previous day? [1]

(ii) What reason has the young woman given Mrs. Pearce for her visit? [2]

(iii) What is Mrs. Pearce's first assessment of the young woman? Why does she entertain her? [2]

(iv) What plans does Higgins make for the visitor before he has even seen her? [1]

(v) How does his opinion change on seeing the young woman? [2]

(vi) What assessment can one make of the early relationship between Pickering and Higgins on the basis of the above interaction? [2]

(b) Mrs. Higgins : Oh! don't they? Small talk indeed! What about your large talk? Really, dear, you mustn't stay.

Higgins : I must. I've a job for you. A phonetic job.

Mrs. Higgins : No use, dear. I'm sorry; but I can't get round your vowels; and though I like to get pretty postcards in your patent shorthand, I always have to read the copies in ordinary writing you so thoughtfully send me.

Higgins : Well, this isn't a phonetic job.

Mrs. Higgins : You said it was.

Higgins : Not your part of it. I've picked up a girl.

(i) Where is Mrs. Higgins? Why has Higgins come to see her? [1]

(ii) What is Mrs. Higgins' first response on seeing her son? [2]

(iii) Why doesn't she want her son to stay? [2]

(iv) How does Mrs. Higgins interpret Higgins' comment, "I've picked up a girl"? [1]

(v) What reasons does Higgins go on to give his mother for not marrying a young girl? [2]

(vi) How does he convince his mother that Eliza is a good student? [2]

(c) Higgins : I wonder where the devil my slippers are!

Eliza looks at him darkly; then rises suddenly and leaves the room.

Higgins yawns again, and resumes his song.

Pickering returns, with the contents of the letter-box in his hand.

Pickering : Only circulars, and this coroneted billet-doux for you. [*He throws the circulars into the fender, and posts himself on the hearthrug, with his back to the grate*]

Higgins : [*glancing at the billet-doux*] Money-lender. [*He throws the letter after the circulars*]

Eliza returns with a pair of large down-at-heel slippers. She places them on the carpet before Higgins, and sits as before without a word.

Higgins : [*yawning again*] Oh Lord! What an evening! What a crew! What a silly tomfoolery! [*He raises his shoe to unlace it, and catches sight of the slippers. He stops unlacing and looks at them as if they had appeared there of their own accord*]. Oh! They're there, are they?

Pickering : [*stretching himself*] Well, I feel a bit tired. It's been a long day. The garden party, a dinner party, and the reception! Rather too much of a good thing. But you've won your bet, Higgins. Eliza did the trick and something to spare, eh?

Higgins : [*fervently*] Thank God it's over!

(i) Where are the speakers? From where have they just returned? [1]

(ii) Why did Eliza look at Higgins "darkly"? [1]

- (iii) Which “evening” is Higgins referring to? How had Higgins behaved at this event? [2]
- (iv) Who had issued the bet? What were the terms of the bet? [2]
- (v) What had led Higgins to accept the bet? [2]
- (vi) What effect does Higgins’ exclamation “Thank God it’s over” have on Eliza? Why do you feel she reacts in this manner? [2]

Comments of Examiners

- (a) (i) Many candidates were not able to give the exact location.
- (ii) Some candidates vaguely wrote that she had come to learn proper speech.
- (iii) Several candidates were not able to give the correct word, i.e. ‘common girl’. The second part of the question was answered correctly by most candidates.
- (iv) Candidates answered this part correctly.
- (v) Most candidates were able to attempt this part correctly.
- (vi) The early relationship between the two viz, professional respect and camaraderie between the two was not given by many candidates. Answers were largely vague and talked about Higgins’ superiority over Pickering.
- (b) (i) Many candidates were not able to give the exact location. The second part of the question was answered correctly by most candidates.
- (ii) Candidates answered this part correctly.
- (iii) The idea of the inadequacy of Higgins’ social skills was not brought out in many of the answers.
- (iv) Most candidates were able to attempt this part well.
- (v) Candidates were able to attempt this part well.
- (vi) The points were confused in several answers. The idea of Eliza having a good ear and getting along like a house on fire was not touched upon by some candidates. Most students confused the answer with Higgins’ reassurance to his mother.
- (c) (i) The exact location was not given by a few candidates but the second part of the question was largely answered correctly.
- (ii) Eliza’s feelings were not explored adequately in some of the answers.
- (iii) The first part of the question was answered correctly but answers to the second part revealed a lack of understanding as many students wrote that Higgins behaved politely and in a refined manner.
- (iv) This part was answered correctly by most candidates.
- (v) Many candidates gave wrong answers. Some candidates talked about the money he would receive and also the chance to prove his superiority. The idea of a professional challenge was not brought out.
- (vi) Most candidates could answer this part correctly.

Suggestions for teachers

- Ask students to pay close attention to the text with emphasis on location, characters present, interaction between characters and so on.
- Discuss motives driving the actions and pronouncements of the characters.
- Help students to identify and mark sentences and action which mark turning points in the play.
- Explanation of terms and ideas in the text is necessary.
- Explain the purpose of individual scenes and their importance in the dynamics of the play.
- Use of certain words and their connotations in context is important.

MARKING SCHEME

Question 2.

- (a) (i) Higgins' laboratory at Wimpole street. They had met at Covent Garden under the portico of St Paul's church.
- (ii) She tells Mrs Pearce that Higgins will be glad to see her when he knows why she has come.
- (iii) • She describes her as quite a common girl.
- She thinks he may want her to talk into one of his machines as he often has queer people over who come and do just that.
- (iv) • He tells Pickering that they will get her talking and/ he'll take it down in Bell's visible speech and the in broad Romic.
- Then they can record her on the phonograph
- (v) • When he recognises her as the flower girl of the previous night, he says she's of no use.
- He already has records of the Lisson Grove lingo/ he doesn't wish to 'waste' another cylinder on it.
- (vi) • There is a mutual camaraderie/ easy companionship between the two, as they have common interests.
- Pickering seems to be admiring of Higgins' skill/ mutual respect. *(any two)*
- (b) (i) In her flat/ drawing room/ residence. He wants her help with Eliza.
- (ii) • She asks him why he has come on her at home day.
- (iii) • She doesn't want him to stay because he always offends her friends.
- and they stop going over whenever they meet him
- (iv) She thinks he has fallen in love with a girl.
- (v) • He says he can't be bothered with them as his idea of a loveable woman is someone like his mother.
- He feels he can't change his habits/ besides, he thinks they are idiots/ he will never get into the habit of liking young women.
- (vi) • He tells her that Eliza has a quick ear and/ has been easier to teach than his middle class pupils/ getting on like a house on fire.
- She has had to learn a completely new language and her English is as good as his mother's French.
- (c) (i) Higgins's laboratory at 27 A, Wimpole Street/ They have just returned from the Ambassador's Garden Party.
- (ii) She is upset at Higgins' complete indifference and insensitivity towards her, indignation/ disappointment/ angry/ disheartened/ let down

- (iii) Ambassador's Garden Party, Higgins had rapidly become bored and impatient and wanted to leave the place.
- (iv) Pickering. He has said that if Higgins could teach the flower girl Eliza with her atrocious pronunciation in English, to speak properly, he would acknowledge Higgins as the greatest teacher alive and even pay for the experiment.
- (v) Higgins found the challenge/ 'almost irresistible' as Eliza was 'so deliciously low' 'so horribly dirty'.
- (vi) She flinches violently/ draws back in pain, as if struck but recovers herself and sits stonily as before / she is hurt/ insulted/ humiliated. She realizes that she was only a bet for Higgins and nothing more.

SECTION B

(Answer **four** questions on at least **three** textbooks which may include **EITHER**

Macbeth **OR** *Pygmalion*.)

Macbeth \oslash *Shakespeare*

Question 3

[20]

Give a vivid account of the scene in which Macbeth murders Duncan (Act II, scene ii). How does Shakespeare create the atmosphere of fear and tension in the scene?

Comments of Examiners

Identification of the Scene seemed to be a problem for several candidates. Many candidates wrote either about Act II Scene i or Act II Scene iii. A vivid account of the scene was missing in many answers. Very often a vague loose summary of the entire play was given. In some cases, the scene itself was dismissed in a paragraph or two.

Lack of acquaintance with the text was evident. Very few candidates could actually quote or refer closely to the scene. Macbeth's mental and emotional condition after the murder, the contrast to Lady Macbeth, was not highlighted by a number of candidates. The agonies of the conscience stricken Macbeth was not given in many answers.

The second part of the question was hardly touched upon.

Suggestions for teachers

- Stress upon a very close and thorough reading of the text, with emphasis on each line.
- Train students to read question carefully and judge what is being asked of them.
- Discourage students from depending on notes and paraphrases.
- Discuss the mood and atmosphere of every scene.
- Teach students to place each scene in the total context of the play.
- Help them to identify dramatic devices used to create mood and atmosphere and to reveal character.

MARKING SCHEME

Question 3.

- Lady Macbeth plans the murder of Duncan. She plies the grooms with drinks so that when they are sunk in drunken slumber, Macbeth can murder Duncan.
- While the drinks subdue the spirit of the grooms, she is in a heightened state of excitement.
- When the owl shrieks, she calls it ‘the fatal bellman / which gives the sternest good night’.
- Macbeth enters with the two daggers. He is dazed, disoriented, overcome with the enormity of what he has done. He cannot stand the sight of the bloodied daggers and his blood covered hands and is upset that he could not say ‘amen’ when the grooms who had had a nightmare cried ‘god bless us’.
- He imagines he heard a voice say “sleep no more”.
- Lady Macbeth tries to reassure him, she advises him not to think so brain sickly of things. She tells him to “wash the filthy witness” from his hand.
- Noticing that he had brought the daggers with him, tells him to return and replace them besides the sleeping grooms so that it would appear as if they had done the deed. He also has to smear the groom with blood.
- Macbeth flatly refuses to do so saying that he is afraid to think what he had done. He could not see the sight again.
- Lady Macbeth, impatient of her husband’s lack of strength of mind, decides to do the deed herself.
- Macbeth, left alone, hears the sound of knocking in the stillness of the night. He comments that every noise appals him. His bloodied hands also trouble him. He feels even Neptune’s ocean cannot wash the blood from his hands; rather the blood will turn the green ocean red.
- Lady Macbeth returns having replaced the daggers. She declares “My hands white”. The knocking is heard again and she urges her husband to put on his night gown so that their visitors do not become suspicious.
- The atmosphere of fear and tension is aroused through the attitudes of both Macbeth and Lady Macbeth, the manner in which they start at every sound, the quick monosyllabic exchanges, Macbeth’s mental agony and the sound of knocking that increases the tension of the moment.

Candidate must emphasise how the fear and terror is developed; Viz: the quick monosyllabic exchanges between husband and wife; the visual effect of the blood smeared knives in Macbeth’s hands; Macbeth’s overactive imagination which makes him hear a voice telling him that he won’t sleep anymore; his refusal to return to Duncan’s room; the effect of the sudden sound of the knocking and so on.

Question 4

[20]

Describe with examples from the play, the character and importance of:

- (a) Macduff
- (b) Malcolm

Comments of Examiners

Vague answers were given by a number of candidates with no reference to the Play and the Acts and scenes in which the characters appear. The development of the characters in the course of the play was not touched upon.

Comparison and contrast with Macbeth was not attempted in many cases and the reaction of the characters to crisis situations was also not pointed out. The comments of other characters about the two characters were not given in many answers.

Certain scenes such as Act IV scene iii or Act II scene iii, which are integral to the understanding of these characters were not touched upon adequately.

Candidates did not substantiate the observations of the traits of characters with references to the text.

Suggestions for teachers

- An intensive character study of major and minor characters is necessary.
- Students should learn to mark out actions and statements of the characters which are indicative of their behaviour.
- Train students to chart the development of a character in the course of the play, especially through the character's reactions to others around him and to situations.
- Encourage discussion in class so that students can present their observations of and reactions to characters.
- Students could be asked to develop charts to develop the waxing and waning of interrelationships.

MARKING SCHEME

Question 4.

(a) Macduff: The Thane of Fife, a brave general, a man of few words, completely loyal to Duncan. Whereas Lady Macduff laments his lack of love, responsibility and concern for his family, Ross analyses Macduff as a man who well understands the “fits o’ the’ season”. He also calls him noble, wise and judicious.

- When Duncan is murdered, he has his doubts about Macbeth’s explanation and even questions why Macbeth had murdered the grooms.
- Does not attend Macbeth’s coronation.
- His importance in the play increases after Banquo’s death - the increasingly insecure Macbeth finds him a potential threat especially after the warning by the apparitions.
- Macbeth’s concern for his country and his patriotism takes him to England to meet Malcolm. He urges Malcolm to lead an army against Macbeth and free Scotland from Macbeth’s tyranny.
- After putting him through an elaborate test, Malcolm is convinced by Macduff’s “passion” which is born out of his integrity.
- Macduff’s resolve to take his revenge on Macbeth is strengthened as a result of the cruel murder of his wife and children.

- Ultimately he turns out to be the agent of fate as he is “not of human born” and he kills Macbeth.
- He is the first person to greet Malcolm as the new King of Scotland.

(b) Malcolm: elder son of Duncan who is formally acknowledged by his father as his heir.

- Malcolm’s character develops as the play progresses.
- Initially he is a young inexperienced soldier whom the sergeant had saved from being taken captive.
- However, with the murder of Duncan, Malcolm reveals his wisdom. He feels that there is something wrong in Macbeth’s excessive show of grief.
- Thinks it safer to leave Inverness.
- Takes refuge in the English court.
- Displays great sagacity in dealing with Macduff and only trusts him after testing him.
- Turns out to be a natural leader, as he leads an army against Macbeth.
- Reveals qualities of a good military strategist.
- Order and peace was restored in the kingdom through him.

Pygmalion Ø George Bernard Shaw

Question 5

[20]

In Act V of the play, Eliza proves to be a match for Higgins. Give an account of the conversation and show how she gets the better of him.

Comments of Examiners

The details of the Act were not provided by many candidates. Many candidates tended to confuse Acts IV and V. In many cases, the manner in which Eliza proves to be a match for Higgins was not pointed out. The complete evolution of Eliza as a woman of substance was not given by candidates. Many of the answers were very loosely constructed and the points were not well structured and organised.

Suggestions for teachers

- Students should be led to discover how one Act provides the groundwork for the next.
- The main points of each Act should be emphasised, especially in the context of plot development and dynamics of the characters.
- Students could be made to draw flowcharts of the action in each Act.
- Issues raised in each Act should be pointed out.

MARKING SCHEME

Question 5.

- Eliza comes to Mrs. Higgins for advice after her confrontation with Higgins.
- Higgins arrives at his mother's house in a state of great agitation informing that "Eliza's bolted".
- Mrs. Higgins declares that he must have frightened her and hurt her by not acknowledging her contribution to her success.
- Also points out that Eliza has "a perfect right to leave if she chooses".
- Higgins is more concerned that he cannot find anything and doesn't know what appointments he has got as Eliza took care of these things.
- The arrival of Mr. Doolittle and his changed circumstances causes a diversion.
- Mrs. Higgins informs everyone that Eliza is in her house as she didn't want to go back to Wimpole Street.
- Mrs. Higgins would call Eliza only if Higgins promises to behave himself. She asked Mr. Doolittle to step into the balcony as the shock of the change in his fortune would be too much for Eliza.
- Eliza comes down self-possessed and at ease. She greets Higgins and Pickering. Ignoring Higgins, she talks to Pickering, acknowledging her debt to him.
- She declares she had been brought up like Mr. Higgins "unable to control myself and using bad language at the slightest provocation". Pickering treated her like a lady so, she had tried to live up to his expectations.
- The sudden entrance of Doolittle in his wedding splendour shocks her. But she promises to be civil to her step-mother.
- Eliza and Higgins find themselves alone.
- Higgins declares that since Eliza had had a bit of her own back, she should now come back to Wimpole Street.
- Eliza says that he only wanted her to fetch and carry for him.
- He points out that he was not being rude to her and he treated every one similarly.
- She says that she didn't mind him swearing at her but she wouldn't be passed over.
- Higgins says he didn't need any one as he had his own divine fire. He however, admits that he had grown accustomed to her voice and appearance. She said when he felt lonely, he could hear his recordings of her.
- In a rare flash of weakness he declares that he could not turn her soul on. Eliza points out that he knew how to get around a person for his own purpose. That was how he had prevented Mrs. Pearce from leaving. Actually Higgins did not care a bit for her.
- Higgins declares that he cares for humanity and does not like commercializing emotions and feelings. He asks her to come back for the sake of good fellowship.
- He is angry when Eliza declares her intention of marrying Freddy and earning her livelihood by teaching phonetics and working for Nepommuck.
- Though, Higgins is upset he admires her "five minutes ago Battleship, he proposes that "you and I and Pickering....silly girl". Eliza however, scores over Higgins as in her parting shot she declares that she knows him better than he does.

Question 6**[20]**

Eliza decides to marry Freddy at the end of the play. Do you feel her decision is correct? Give reasons for your answer.

Comments of Examiners

In this question, candidates were supposed to provide their own reactions to and interpretation of the ending of the play. Though they gave their views, they could not take a stand with any certainty. Many just wrote a summary of the play. The characteristics of Higgins, Freddy and Eliza were not taken into account. There was virtually no reference to the epilogue which is Shaw's explanation for the ending of his play.

Suggestions for teachers

- Encourage discussion in class.
- Ask students to evaluate motives and actions of characters.
- Make the students search for matter from the play to substantiate their stand.
- Discourage selective study.
- Encourage students to develop individual opinions.

MARKING SCHEME**Question 6.**

Students were free to give their own responses. They could support Eliza's decision to marry Freddy and refer to Shaw's explanation in the epilogue in their answers or they could state that Shaw had imposed his own conclusions and point of view on the play and gone against the spirit of his characters.

The Mayor of Casterbridge ∅ Thomas Hardy**Question 7****[20]**

With specific reference to the text, show how Farfrae was more 'A Man of Character' than Henchard.

Comments of Examiners

Most of the candidates tended to write character analyses of Henchard and Farfrae. The term "A Man of Character" was not discussed. Many candidates did not point out whether one deserved to be called by this term more than the other nor did they provide any reasons for this. An independent stand was not taken by most candidates.

Suggestions for teachers

- Encourage discussion in class.
- Comparison and contrast between characters should be undertaken.
- Evaluation of characters should be supported by close reference to relevant incidents from the text.

MARKING SCHEME

Question 7.

Henchard the Mayor of Casterbridge, has little else besides his name. He arrives in Casterbridge with nothing more than the implements of the hay-trusser's trade. Throughout the course of the novel, Henchard attempts to earn or to believe that he has earned his position. He is plagued by a conviction of his own worthlessness and he places himself in situations that can only result in failure. He indulges in petty jealousy of Farfrae, and this leads to a long-drawn competition in which Henchard loses his position as mayor, his business and the woman he loves. As Henchard's fame and fortune decline, there is a corresponding ascent in the fame and fortune of Farfrae's.

Farfrae, the next Mayor of Casterbridge, is a tidy Scotsman who passes through Casterbridge on his way to America. He has experience as a grain and corn merchant with knowledge of agricultural science. Farfrae helps Henchard out of a financial situation. He stays on as Henchard's corn factor. Henchard feels threatened by Farfrae when the latter becomes more popular than him. His animosity towards Farfrae is heightened when his daughter Elizabeth Jane falls in love with Farfrae.

Eventually Farfrae sets himself up as an independent hay and corn merchant and conducts himself with scrupulous honesty. Later when Henchard learns of Elizabeth's paternity, he feels he would be rid of her if she married Farfrae. Meanwhile, Henchard's former mistress Lucetta falls in love with Farfrae and they elope and get married. By then Henchard's fortunes decline and Farfrae's rise. Farfrae buys Henchard's business and employs Henchard as a day labourer. Thus Farfrae was more 'A Man of Character' than Henchard.

This was essentially because of Farfrae's inherent qualities that were noble and guileless. In addition to being more friendly and amiable, Farfrae is better informed, better educated and in short everything Henchard himself wants to be. Farfrae still regards Henchard as a friend and a former mentor and does not realize Henchard is his enemy even though the town council and Elizabeth-Jane, whom he eventually marries, warn him. So the subtitle 'The story of a man of character' for the novel is more apt for Farfrae.

Question 8

[20]

Describe briefly how Henchard makes a fool of himself in front of Royalty. Do you think he deserved to be treated more kindly? Why?

Comments of Examiners

Some candidates displayed little or no knowledge of specific incidents in the text. The description of the incident was sketchy with minimal textual detail. In many cases, individual opinion was not given for the second part of the question.

Suggestions for teachers

- The text should be read thoroughly and in detail.
- Importance of individual incidents from the point of view of the plot should be discussed.
- Students should be encouraged to provide their individual inputs and comment on characters and incidents.

MARKING SCHEME

Question 8.

- The incident with visiting Royalty is another example of the depths of degradation that Henchard sinks in his desperation.
- The towns people learn that a Royal party is to pass through Casterbridge on their way westwards.
- There is much excitement as this is a rare event.
- Members of the town Council headed by Farfrae are to welcome the Royal party.
- However, when the Council is in session, discussing about the reception, Henchard barges in and requests permission to be with them to receive the royal guest.
- Farfrae curtly tells him that he may not participate in the official welcome.
- On the day the Royal party passes through Casterbridge, Henchard stands with the onlookers armed with a brilliant Rosette and a home-made Union Jack. He is shabbily attired.
- When the Royal coach approaches, Henchard doffs his hat and waves the Union Jack, staggering towards the carriage to greet the Royal occupant. Farfrae seizes him by the shoulder and drags him away from the coach. The Royal passenger ignores Henchard's behaviour but the town people notice it and have another reason to laugh at.

Note: The candidate's opinion on his behaviour and treatment was accepted.

Question 9

[20]

In what way was Joshua Jopp instrumental in ruining Lucetta's life? Refer to relevant incidents in the novel.

Comments of Examiners

Sketchy answers were given by candidates. Specific incidents were not written. Candidates should have discussed Jopp's character and motivations in this context which they did not.

Suggestions for teachers

- Every incident in the novel should be read and discussed thoroughly.
- Students should be taught to read the question properly and provide relevant answers.
- Chronological sequence of events should be maintained in the answers.

MARKING SCHEME

Question 9.

Joshua Jopp lived in Jersey until Henchard invited him to Casterbridge to work as his new manager and corn factor but that never happened because Henchard impulsively hired Farfrae for the post, leaving Jopp jobless.

It was only later after Henchard dismissed Farfrae that Henchard used Jopp to run errands for him and manage his business, which was going downhill.

Jopp was acquainted with Lucetta from his Jersey days. When Lucetta became rich after inheriting a fortune and after marrying Farfrae, Jopp approached Lucetta and requested her to recommend him to Farfrae to help him find a position. Lucetta refused, perhaps she saw in Jopp a potential blackmailer or because of sheer snobbery. This did not go down well with Jopp.

When Henchard heard of Lucetta's marriage to Farfrae, he was furious and he entrusted Jopp with the task of returning Lucetta's love letters to her. Jopp who had reason to hate both Henchard and Lucetta decided to publicly read the love letters thus causing irreparable damage to their reputations.

Jopp was also instrumental in putting together the skimmington ride, which was a public demonstration of moral disapproval of the people of Casterbridge. Unable to bear the humiliation, a pregnant Lucetta suffers her first seizure and the scandal eventually contributes to her death.

Footprints (A Collection of Essays) Ø Edited by Stephen DaCosta

Question 10

[20]

What are Mahatma Gandhi's views on the importance and necessity of prayer in our lives?
What is his advice to the readers?

Comments of Examiners

Very vague and general answers were given by candidates. Many candidates wrote about the importance of prayer rather than Gandhiji's views. The second part of the question was overlooked by several candidates.

Suggestions for teachers

- Thorough reading of the text is required.
- While studying the essay, important points could be underlined for better assimilation.
- Some comments on style of writing and message in the essay could be made in class for better understanding.

MARKING SCHEME

Question 10.

- Gandhi believed that prayer was the soul and essence of religion, it must be the cord of the life of man, for no man can live without religion.
- Whether through reason instinct, or superstition, man acknowledges some sort of relationship with the divine.
- Prayer is either petitional or inward communion in the widest sense.
- The ultimate result is the same.
- The petition should purify the soul freeing it from layers of ignorance and darkness.
- A person who hungers for the awakening of the divine in him has to fall back on prayer.
- It is no mere exercise or repetition of empty formula.
- We should be offering our prayers every minute of our life but since this is difficult, we fix some hours to throw off the attachments of the world for a while.
- The man of prayer will be at peace with himself and the whole world.
- Lack of prayer brings misery.
- Prayer is the only means of bringing about orderliness, peace, and repose
- Therefore, we should begin and end our day with prayer.
- The spirit not the form was important.

Question 11

[20]

In his essay 'Awakening of Women', what does K. M. Panikkar write about the status of Indian women in the past? How did Gandhiji's movement for the emancipation of women help them?

Comments of Examiners

In many cases, the answers were loosely constructed with very few points. The slow fall in the status of women from the early times to the 18th century was not brought out by many candidates. The role of the Brahma Samaj was not emphasized. Gandhiji's role and the emergence of women in the forefront of political and social life through the non-cooperation movement were also not discussed by several candidates.

Suggestions for teachers

- Close reading of the texts is required.
- Students should be helped to identify and understand the main ideas of the essays.
- Points could be written in class for better assimilation.

MARKING SCHEME

Question 11.

- Panickkar points out that women in ancient India enjoyed a much higher status than their descendants in the 18th and 19th centuries.
- Though, the 18th Century produced women like Aheliabai Holker, speaking generally, the condition of women had sunk low, purdah, child marriage, and denial of education was rampant.
- There were some institutions like the Brahmo Samaj which worked for emancipation of women but the movement was slow because most people showed disinclination towards the emancipation of their woman folk. Moreover the movement was ahead of its times.
- Gandhiji felt that Indian womanhood was a source of immense untapped power and they could be used for the rehabilitation of the villages.
- When this movement started, women came to the forefront picketing liquor shops, enforcing boycott on foreign clothes and in civil disobedience. They defied social taboos, sacrificed physical comforts and overcame all restrictions.
- Equal participation of women became the motto of satyagraha.
- It was this prominence given to women that resulted in their present place in Indian place, without any suffragette movement or militant feminism.
- Their contribution in the battle of freedom ensured their equality without having to fight for it separately.
- The Gandhian movement released women from the social bondages imposed on them by custom.
- The equality of women, their right to independent property, freedom of marriage, education, and employment has been recognised by law. All this was a reflection of a general awakening of women themselves.

Question 12

[20]

Referring closely to the essay, **Environmental Crisis** describe how conservation is:

- (a) Linked to economic development.
- (b) Focused on biological diversity.

Comments of Examiners

A number of candidates seemed to be confused between 'economic development' and 'biological diversity'. Candidates gave their own points which had very little relevance to the essay. In some cases no reference was made to the conservation.

Suggestions for teachers

- Encourage close reading of texts.
- Relevant points should be pointed out and explained.
- Students should be encouraged to write the points in class so as to aid memory and understanding.

MARKING SCHEME

Question 12.

- The environmental crisis is real.
- If the heart of the conservation agenda is the preservation of the best in the world in the midst of change, it cannot be limited to institutions, the rule of law, and personal morality, but must also embrace environment.
- Growth in scientific knowledge has altered the character of the environmental movement and its relation to political and economic life.
- A global view now prevails. We no longer see changes as isolated episodes. All these events are coalesced into world-wide secular trends.
- The essence of the new environmentalism is that further economic development need not harm the environment.
- Instead, intelligent economic development can save the natural environment and the natural environment can be used to accelerate economic development.
- The key lies in the preservation and use of wild species and genetic strains, in other words, biological diversity.
- Biological diversity is the most fragile and the most valuable part of the environment.
- The extinction of species is the index of all other secular changes. Where these processes – global warming, ozone depletion and toxic pollution can be reversed, extinction cannot.
- Each species is unique, precious and irreplaceable (example of the house mouse) without interference from man species live an average one to ten million years.
- The size of the biodiversity is not yet known.
- A majority of these species live in tropical forests and are being reduced by cutting and burning @ 1% a year.
- It is for this reason that many biologists have grown anxious and vocal about the fate of tropical rain forests.
- Destroying the habitats where life is richest pollutes the global environment as a whole.
- Intelligent, economic development can save the natural environment and the natural environment can be used to accelerate economic development. The key lies in the preservation of biological diversity.

**Hues - An Anthology of Short Stories - Barry Antunis, Anupam Banerjee,
S. Thomas & Sumana Saha**

Question 13

[20]

The Rattrap presents the belief that essential goodness in a human being can be awakened through love and understanding. Discuss the truth of the statement with close reference to the story.

Comments of Examiners

Most candidates could empathise with the emotions and the mood of the story and could answer well. A few wrote mere summaries of the story with no relevance to the question. The role and significance of Edla or the importance of Christmas was not brought out in some answers. The letter written by the rattrap seller was not emphasised in a few cases. In some cases it was referred to without emphasis on the significance of the words written.

Suggestions for teachers

- Discourage notes and summarising.
- Help students to note the correct sequence of events and the significance of each event/incident.
- Attempt analysis of character and motive
- Encourage discussion on the various aspects of a story in class

MARKING SCHEME

Question 13.

The short story ‘The Rattrap’ by Selma Lagerlof’, the vagabond who went around selling small ratttraps of wire, perceived the whole world as nothing but a ‘big rattrap’ since the world had never been very kind to him.”

One evening he was the guest at an old man’s home who had been a crofter at Ramsjo Ironworks. When the vagabond learnt that the crofter had thirty kronor in a pouch, he came back and stole the money. When he got lost in the wood, he thought he had let himself be fooled by a bait and had been caught.

When he took shelter at the Ramsjo iron mill, the ironmaster mistook him for an old acquaintance of his – Nils Olaf, an old regimental comrade and although the vagabond protested, he sent his daughter Edla Willmansson to bring Captain Von Stahle home for Christmas. The daughter thought that the vagabond “had stolen something or else he had escaped from jail.” but insisted that he stayed with them since it was Christmas Eve.

When the vagabond’s real identity was revealed the daughter didn’t want to hand him over to the sheriff on Christmas Eve, when her father threatened to do so.

“I should like to have him enjoy a day of peace with us here – just one in the whole year.” The vagabond enjoyed the hospitality. After dinner on Christmas eve, he thanked and said good night to each one present there. He was told by Edla that he could keep the suit as a Christmas gift and he was welcome to spend next Christmas too with them

When the father and daughter learnt in the Church, where they had gone for early Christmas service, about how the old crofter had been robbed of thirty kronor by a vagabond, they rushed home thinking their silver would be missing. Instead, Edla found a small rattrap with three wrinkled ten –kronor notes and a letter signed by “Captain Von Stahle”. She he had treated him like a Captain, he wanted to be a real captain. He requested her to return the money to the old crofter.

A little act of being “nice” by Edla made him change his opinion of the world.

Question 14

[20]

Referring closely to the account provided in *Talking of Space: Report on Planet Three*, show how the writer presents the earth as it must be seen from the perspective of Martians. What message does the account hold out for mankind?

Comments of Examiners

Relevant points were found to be missing in many of the answers. In some cases, observations were given but their interpretation was missing.

The second part of the question was not answered by most candidates.

Suggestions for teachers

- Students should be taught to answer all the parts of a question to get optimum marks.
- Analysis and commentary should accompany the reading of a text.
- Encourage class discussion to ensure individual response.

MARKING SCHEME

Question 14.

- The interesting short story is in the form of a scientific research document written by Martian scientist who had studied the earth.
- It belongs to the genre of fiction and shows how the earth must see from the perspective of extra-terrestrial creatures.
- Written in the form of a scientific document, the piece talks about earth, mars, neighbour in space.
- In the telescope it appears as a brilliant crescent with its single giant moon hanging beside it.
- The first finding about earth is that more than two thirds of the planets is covered with liquid which has been identified as water.
- Mars too had been submerged beneath vast quantities of this “peculiar compound in the past. The conclusion reached was earth is in a state corresponding to mars several billion years ago.
- Earth also had a more abundant atmosphere than mars.
- It was ten times as dense as Earth, was enveloped by a thick gaseous envelope containing the reactive element oxygen, in addition there were considerable quantities of nitrogen and water vapour which form huge clouds often obscuring large areas of the planet.
- Because it was 25% nearer the sun, earth was at a considerable higher temperature than mars. It is a much larger planet than mars and its gravity was a great deal more powerful.
- This would rule out any large forms of light since they would be crushed under their own weight.
- It had mountains far higher than any on Mars pointing to the fact that it was much younger.
- The scientists did not feel that there was terrestrial life on earth because of the poisonous atmosphere. However, some writers suggest that the terrestrial life may actually release oxygen during the course of their metabolism.

- The presence of ozone blocked the ultra violet rays of the sun whereas on Mars the ultra violet radiation reached mars unhindered and were essential to their well-being.
- The presence of high oxygen resulted in a phenomenon called fire. From Mars, they have noticed bright glowing areas on earth (probably a reference to forest fires and volcanoes).
- Earth is a world of violent climatic extremes, storms occur accompanied by spectacular electrical disturbances which are detected by sensitive radio receivers on Mars.
- The scientists on mars found it difficult to believe that any form of life could withstand these natural convulsions.
- Whereas on mars, all mobile forms easily escape winter by migration specially since there are blue mountains, odd seas, on earth this could not be possible.
- A possibility was raised that life forms if any, were present in the oceans on earth but the tidal forces would prevent this.
- The scientists summed up that earth was “a forbidding world, of raw violent energies, certain quite unfitted for any type of life which now exists on mars”.
- The presence of animals was pure speculation, if any existed, they must be very powerful and massively built to resist the gravity. Their clumsy body must be covered with thick layers of protective armour to shield them from the many dangers. There was no question of intelligent life on earth. The beings on mars were the only rational beings in the solar system.
- The scientific study ended with a suggestion that a space craft be sent to earth to study it further.
- The message of peace is that of conserving life. There is also the suggestion that the development of nuclear weapon must have led to the destruction of life on Mars.

Question 15

[20]

Analyse the character of the boss in Mansfield’s *The Fly* as revealed by his treatment of others. How far do you sympathise with his character?

Comments of Examiners

The character of the boss was not brought out through references of his interaction with Woodfield, his attitude to the fly or even his reaction to his dead son. It was evident that lack of understanding of the text led to candidates giving mere summaries. A number of candidates could not give their reasons for sympathising or not sympathising with the boss. Some left out the second part of the question all together.

Suggestions for teachers

- Encourage thorough reading of the text.
- Students should be encouraged to develop a personal insight into characters through their actions and words.
- Instruct students to read question carefully before answering.

MARKING SCHEME

Question 15.

- The boss is a typical product of Imperial England.
- He has done well for himself and is very proud of his wealth and likes to have his office admired especially by Woodifield, an old friend, who has not done as well.
- The author says that it gave him a 'feeling of deep satisfaction to be planted there in the midst of it in view of that frail old figure in the muffler'.
- He also shows off about the fact that he has a new carpet, furniture, electric heating.
- Thus while he seems to want to display wealth he does not want to dwell on anything unpleasant. He does not draw Woodifield's attention to his dead son's photograph.
- When Woodifield forgets what he wants to say, he offers to share an expensive bottle of whisky, telling him that it was acquired from the cellars at Windsor castle.
- Woodifield tells him that his daughters were in Belgium the previous week and when visiting their brother's grave they saw the boss' son's grave too.
- The boss says that he has never seen the grave which is itself a little odd. He seems only to want to dwell on the glossy aspect of his son being a soldier, not his death.
- Even when Woodifield starts talking about the price of jam he is only half listening showing his self-absorption.
- When Woodifield leaves, the boss reminisces about his son after asking not to be disturbed. He cannot remember his son in his uniform.
- He had grieved a lot at first, weeping every time he spoke about his son, and felt that would never change. Now no tears came.
- It is clear that the boss had big hopes for his son, carrying off where he left off.
- The boy would go to work with his father and was very popular with everyone.
- When he looked at the photo he already realised that the boy in uniform was too serious and not at all like the son had he known.
- The fly in the inkpot brings out the boss' nature very vividly.
- Imagining that it was crying out for help he picks up the fly and puts it on blotting paper and sees it struggle to recover and shake off the ink.
- Just as it is about to fly the boss puts a thick blot of ink just to see how it would react.
- This shows a very cruel side of the boss as he seems to take a devilish delight in torturing the fly just to test its strength and resilience.
- At the same time he is filled with admiration for the perseverance of the fly.
- He is clearly impatient with weakness of any sort.
- He appears to be a bully and indifferent to suffering.

- He is symbolic of people who saw only the glory of war and not the pain.
- He dropped one last ink blot which the fly could not survive obliterating it almost fully, thereby killing the fly.
- “Come on, “he says. “Look sharp”, when he stirs it with a pen to rouse it- just as he tells his staff Macey later.
- He then ruthlessly flings the dead fly into the bin.
- The episode with the fly is symbolic of the boss’ uncaring and callous behaviour with others.
- So cold hearted is he that he even claims to have forgotten what he had been thinking of before the episode with the fly, when he had, in fact, been thinking of his son!
- Student opinion: While the boss does win our sympathy for the loss of his son we are also struck by his intolerance for weakness. We also question whether his cruelty with the fly is reflective of how he treated his son; winning his admiration when he is strong but having no sympathy for weakness and sentimentalism.

Starlight Ø Edited by Guy Kenneth Dantes

Question 16

[20]

What observation does Keats make about the permanence of art and the relevance of beauty in human life, in his poem *Ode on a Grecian Urn*?

Comments of Examiners

Some answers were of a high quality showing a good understanding of the poem. However some other candidates did not provide the details given by the poet about the engravings on the urn and a few did not talk about the poet’s concern with mortality. Several candidates did not write about the difference between art and life. In some cases the last line of the poem was not discussed.

Suggestions for teachers

- Poems should be read numerous times to arrive at a proper appreciation.
- Detailed study of poems is vital with stress on theme, meaning poetic devices and so on
- Discourage mere summarising.

MARKING SCHEME

Question 16.

Ode on a Grecian Urn written by John Keats is his attempt to engage with the static immovability of the urn. The poem opens with three consecutive metaphors – the implied rather than directly stated comparison – as the poet is preoccupied by the pictures depicted on the urn – “unravished bride of quietness”, “foster child of silence” and “as a historian”. A group of young men chasing a group of women – mortals or Gods? “What mad pursuit?” Is it Tempe or dales of Arcady?

The second picture is the figure of a youth about to kiss a maiden and the moment is frozen in time. The poet prefers to imagine the music because music actually heard is never so perfect or ideal.

Similarly the anticipated kiss is better than the reality. Art has the advantage over reality of being perfect and unchangeable. “Bold Lover, never, never canst thou kiss.” The trees will never shed their leaves, the piper’s song will be forever “new” and the love of the boy and girl forever “warm”.

There is a procession, a priest is leading a cow to some ritual sacrifice. The poet imagines the little town from where the people came is empty because the folk have joined the procession. “And little town, thy streets for ever more will silent be;”

Calling the urn, “O Attic Shape! With its decoration of marble men and maiden, with forest branches and trodden weed, it is a “silent form” that has teased him “out of thought”.

As one tries to imagine eternity one reaches a point beyond which the mind seems unable to go. “Cold Pastoral!” The urn seems frozen in time and when his generation is dead and gone, the poet says the urn will continue to tell its enigmatic message to the succeeding generations. “Beauty is truth, truth beauty”. Beauty is the truest thing because it is perfect and unchanging, a work of art like the urn.

The urn reminds us of our mortality when compared to a work of art which is eternal.

Question 17

[20]

Referring closely to the poem *Tintern Abbey*, describe the poet’s thoughts on nature when he revisits the place after five years.

Comments of Examiners

Very sketchy answers were given by candidates, showing lack of acquaintance with the poem. The close association between the poet and Nature and the lines in the poem pointing to this were not expressed by several candidates. The poet’s changing response to Nature and his acknowledgement of the gifts given by Nature to him were not mentioned.

Suggestions for teachers

- Encourage a detailed study of poems.
- Have a discussion in class on the poet’s observations about the role of Nature in our lives. Analogies could be drawn with our life.
- Other poems written by Wordsworth and studied in earlier classes could be discussed to get a broader picture.
- Discourage the tendency to summarise.

MARKING SCHEME

Question 17.

Tintern Abbey by William Wordsworth is about a scene that is revisited after five years and reveals how the remembered landscape, i.e. ‘the picture of the mind’ is superimposed on the picture of the eye. It has been five years since the poet has enjoyed the tranquil, rustic scenery and heard the murmuring waters of the river Wye. ‘The steep and lofty cliffs’ impress upon him ‘thoughts of more deep seclusion’ as he leans against the sycamore tree and observes the cottage grounds, the orchard trees , ‘wreath of smoke’ from ‘vagrant dwellers.’

The memory of these 'beauteous forms' helped him when he was alone or in crowded towns and cities. They provided him with 'sensations sweet'. They offered him 'tranquil restoration' to his mind and influenced his deeds of kindness and love. He acquired that mental and spiritual state in which the burden of the world is lightened. He has turned to the memory in times of 'fretful stir'.

Coming to the present, the poet feels bitter sweet joy in reliving the memories. His present experience will provide happy memories for the future. As a boy he 'bounded o'er the mountains' and through the streams. Nature made up his whole world—waterfalls, mountains and woods shaped in him 'an appetite, a feeling and a love.'

Though he cannot resume his old relationship with Nature, he has now been endowed with a new set of mature gifts, 'hearing often times/ the still, sad music of humanity'. He still loves Nature---mountains, pastures, woods, for they anchor his purest thoughts and guard the heart and soul of his 'moral being'. He is in the company of his 'dear, dear, sister' Dorothy, who is also his 'dear, dear, friend' and from whose voice and manner he sees, 'what I was once'. "Nature never did betray/ the heart that loved her". The mind is impervious to 'evil tongues' 'rash judgments' and 'the sneers of selfish men'. He wants the moon to shine on Dorothy and the wind to blow against her, so in future the memories of this experience can heal her,' if solitude or fear or pain or grief'. When the poet is gone, she can remember the love with which he worshipped Nature.

Question 18

[20]

Referring closely to the poem, *The Old Woman*, describe how the poet's encounter with the old woman makes him aware of the decay in modern civilization.

Comments of Examiners

Several candidates fared poorly in this question. Their answers revealed very little acquaintance with the text. Most answers degenerated on the pathos of old age with no relevance to the poem. The social comment in the poem was ignored. The speaker's admiration for the indomitable spirit of the old woman was not touched upon in a number of answers.

Suggestions for teachers

- Teach students to focus on the poem.
- Help them to understand the poet's voice, attitude and message.
- Ask for personal responses to the poem so that students can develop a critical insight.

MARKING SCHEME

Question 18.

- The poet relates his experiences when visits the temple town of Jejuri.
- The old woman is one of the many beggars who throng such religious places.
- She grabs his sleeve and tags along wanting a fifty paisa coin.
- There is an air of pride and independence as she offers to show him the horse shoe shrine in exchange.
- He tries to shake her off, declaring he had seen it already but she hobbles after him tightening her grip on his shirt.

- Her persistence reminds him of a burr.
- He turns around abandoning politeness wanting to “end the farce”
- He is brought up short when she declares “what elsethese”.
- He becomes aware of her sunken eyes which resemble bullet holes.
- The cracks around her eyes and on her skin symbolise the cracks in society which pretends to be cultured and altruistic. Nature, religion, and the heavens cease to have any meaning in the face of the indignity meted out to the elderly.
- Everything seems to shatter around the poet, it is only the old woman who stands erect and the poet feels his pretensions dissolving, reduced to the small change she holds in her hand.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Element of fear and tension in Question 3 (murder of Duncan)
- The Boss’ character (Question 15)
- Poet’s changing relationship with Nature in Tintern Abbey (Question 17)

(b) Concepts between which candidates got confused:

- Murder Scene in Macbeth(Act I scene ii)
- Shaw’s anti-romanticism revealed through the end of Pygmalion.
- Tintern Abbey
- An Old Woman

(c) Suggestions for students:

- > Read the prescribed texts thoroughly and carefully with special attention to theme, mood characterization and plot development.
- > Practice time management while writing your answers.
- > Focus on important lines and conversations so that quotations can enhance your answers.
- > Incidents must be learnt and remembered in the correct sequence.
- > Refrain from writing summaries for each answer.
- > Substantiate the points written by you in your answers with close references to the text.
- > Developing an individual point of view.
- > Read questions carefully so as to understand what is being asked. Answer all parts of the given question.