

LITERATURE IN ENGLISH

ENGLISH Paper – 2

II ANALYSIS OF PERFORMANCE

SECTION A - DRAMA

As You Like It : Shakespeare

Question 1.

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

Rosalind: ...Look, here comes the duke.
Celia: With his eyes full of anger.
[Enter Duke Frederick, with Lords]
Duke Frederick: Mistress, dispatch you with your safest haste,
And get you from our court.

- (i) What order does Duke Frederick give Rosalind and what threat does he back it up with? [3]
- (ii) What reason does the Duke give for sentencing Rosalind? Mention any two arguments Rosalind puts forth to defend herself. [3]
- (iii) How does the Duke try to poison Celia's mind against Rosalind? [3]
- (iv) What names do Rosalind and Celia assume for their stay in the forest? Why do they decide to travel in disguise? [3]
- (v) Provide four instances from the play that highlight the bond of affection between Rosalind and Celia. [4]

Examiners' Comments

- (i) Most candidates wrote incorrect answers for the number of days (10 days) and distance (20 miles) and missed out on the threat (of being killed).
- (ii) In the first part of the question many candidates wrote that the Duke sentenced Rosalind because she was in love with Orlando who was the son of his enemy. Instead of writing that she was a traitor, others wrote 'cheater', 'tyrant', 'wicked' person'.
- (iii) Most candidates did not understand the phrase 'poison Celia's mind'. Some wrote that the Duke filled Celia's mind with negative

Suggestions for teachers

- Importance of textual detail should be stressed such as (in this case) emphasis on numbers and distance, with emphasis on the correct spelling of proper nouns.
- Guide students to avoid studying from a text that contains the paraphrase of the play.
- Encourage the class to act out important scenes. This will be a big help in remembering the dialogue.
- Revise each scene, work out answers. Attach due importance to every scene.

thoughts or that Celia wanted to take revenge for her father's banishment.

(iv) This question was answered correctly by most candidates.

(v) Most candidates answered the question correctly.

MARKING SCHEME	
Question 1.	
(i)	The Duke banishes Rosalind / tells Rosalind to leave the court/ if at the end of ten days / she is found within twenty miles of the court / she will die.
(ii)	<ul style="list-style-type: none"> • She is a traitor /<u>or</u>/ she is her father's daughter and that is enough to condemn her. • Never even in an unborn thought had she wronged the Duke / she was her father's daughter when the duke banished her father / the Duke's mistrust cannot make her a traitor/ treason is not a sin one inherits and neither was her father a traitor/ she requests the Duke not to misjudge her so much to think that she is treacherous just because she is poor.
(iii)	Rosalind is too subtle (clever, crafty) for Celia to understand her / her smoothness (gentleness), her silence and her patience speak to the people / they pity her / Celia is a fool to speak on her behalf/ she robs Celia of her name / Celia will appear brighter and more virtuous when Rosalind is gone / Celia will be appreciated more when Rosalind is not there.
(iv)	<ul style="list-style-type: none"> • Ganymede • Aliena • It is dangerous for girls to travel so far / beauty attracts thieves faster than gold.
(v)	<p>There are many instances in the play :</p> <ul style="list-style-type: none"> • Whenever Rosalind is sad Celia tries to cheer her up • Assures Rosalind that she will give back the fortune that she inherits from her father. • Defends Rosalind when the Duke banishes her. • Goes to the forest with her.

Question 2.

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

Jaques: All the world's a stage,
 And all the men and women merely players:
 They have their exits and their entrances;
 And one man in his time plays many parts

- (i) What does Jaques compare the world to? What are 'exits' and 'entrances'? [3]
- (ii) How many parts do men and women play in the drama of life?
 How does Jaques describe the second stage in a man's life? [3]
- (iii) What is the fifth stage? Describe this stage. [3]
- (iv) What is the last stage? Give a description of it. [3]

(v) How does this scene highlight Jaques' melancholic character?

Who does he join at the end of the play and why?

[4]

Examiners' Comments

- (i) Most candidates failed to write 'death' and 'birth' for 'exits' and 'entrances'. They wrote 'coming in' and 'going out' or 'the first stage' and 'the last stage'.
- (ii) Most candidates answered this question correctly. Some however confused the 'infant' and 'childhood' stages.
- (iii) Some candidates got confused with the order of the stages in a man's life. They wrote about the soldier and the lover instead of the magistrate.
- (iv) There was confusion between the 6th and 7th stages as expressed by a few candidates.
- (v) The word 'melancholic' was not understood by many candidates. Jaques' character was to have been highlighted from this particular scene but many wrote examples from other scenes in the play. In the second part of the question, many wrote the incorrect answer by saying that Jaques joined Touchstone at the end.

Suggestions for teachers

- Concentrate on students gaining a detailed and more thorough knowledge of the text.
- Thorough revision by way of recapitulation.
- Encourage students to feel and appreciate the play by role play or even through delivery of dialogue.

MARKING SCHEME

Question 2.

(i)	a theatre / a stage / deaths / births /
(ii)	seven parts / childhood / whining school boy / shiny morning face / carrying a satchel / with his school bag / creeping like a snail / unwilling to school / he drags his feet / walks most reluctantly to school /
(iii)	middle age / judge / justice / portly judge / has prospered in life / full of wise sayings / fine round stomach filled with the best meat of the capon / round belly / has a severe look / beard trimmed / beard of a formal cut /
(iv)	second childhood / childishness / a mere oblivion / loses his rational power / becomes forgetful / teeth fallen out / eyesight become weak / taste buds give way / utterly helpless / dependent / sans teeth, sans eyes, sans taste, sans everything /
(v)	looks at unpleasant side of every stage of man's life / disagreeable feature of each of the seven ages / At end of play joins Duke Frederick who has 'put on a religious life. Why? - ' There is much to be learned from these converts.

Loyalties : John Galsworthy

Question 3.

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

Lady Adela: Oh! Why did I ever ask that wretch De Levis? I used to think him pathetic. Meg – did you know — Ronald Dancy's coat was wet? The General happened to feel it.

Margaret: So that's why he was so silent.

Lady Adela: Yes; and after the scene in the Club yesterday he went to see those bookmakers, and Goole – what a name! — is sure he told Dancy about the sale.

Margaret: [*Suddenly*] I don't care. He's my third cousin. Don't you feel you *couldn't*, Adela?

Lady Adela: Couldn't – what?

Margaret: Stand for De Levis against one of ourselves?

- (i) Which 'sale' is Lady Adela talking about? Why does De Levis claim Dancy knew about the sale? [3]
- (ii) How does Margaret assess Dancy's character a little later during this conversation? [3]
- (iii) Why does Dancy want to go to Nairobi? What is Mable's response? [3]
- (iv) Why does De Levis come to Dancy's flat soon after?
What appeal does Mabel make to him? [3]
- (v) What were De Levis' reasons for being so stubborn in pursuing the case?
What is his reaction after the charge against Dancy is established? [4]

Examiners' Comments

- (i) In the second part of the question, some candidates were unable to answer clearly as to why De Levis claimed Dancy knew about the sale.
- (ii) Most candidates were unable to recollect Margaret's assessment of Dancy's character.
- (iii) This question was answered correctly by most candidates.
- (iv) Some candidates were unable to write as to why De Levis went to Dancy's flat, however the 'appeal' part was answered correctly.
- (v) Most candidates were not fluent in their expression with the first part of the question but wrote the second part of the question with confidence.

Suggestions for teachers

- Students must be made to understand that each question posed carries a separate mark.
- The theme of anti-Semitism must be explained together with the difference between 'prejudices' and 'loyalties'.

MARKING SCHEME**Question 3.**

(i)	<ul style="list-style-type: none">• The sale of Rosemary filly by De Levis / for a thousand pounds• Kentman had told De Levis at New market that Dancy knew of the sale / Goole also claimed that he had himself told Dancy about it
(ii)	Dancy is one of those people who simply cannot live without danger / such people are all right when they are getting the D.S.O. or shooting the man-eaters / or if there is no excitement, they will make it / Dancy craves excitement / Dancy does the maddest things for no mortal reason except the risk / he did splendidly in the war.
(iii)	<ul style="list-style-type: none">• Dancy had stolen the money from De Levis / he wanted to escape to Nairobi so that he would not have to face the consequences of his action• Mabel was horrified at the idea / people would think that Dancy had stolen the money / it would look like running away / they must stay and fight for their reputation.
(iv)	<ul style="list-style-type: none">• Dancy had gone to De Levis' room when he was out / De Levis had come to show that he was not afraid of Dancy.• Mabel appeals to De Levis to behave with them as they should behave with him / withdraw this wicked charge / write an apology that Dancy can show.
(v)	<ul style="list-style-type: none">• De Levis gets angry when Canynge snubs him for suggesting that Dancy was the thief / he says that he has already smelt the atmosphere there / if Dancy had been in his place Canynge's tone would have been different / De Levis feels that the others are biased against him as he is a Jew / he is tolerated only for his money.• De Levis says he is not responsible for the warrant against Dancy / he doesn't want his money now / nor even the costs.

Question 4.

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

[The young clerk is ushering in Dancy, whose face is perceptibly harder than it was three months ago, like that of a man who has lived under great restraint]

Dancy: He wanted to see me before the court sat.

Young clerk: Yes, sir. Mr. Twisden will see you in one minute. He had to go out of town last night.

Dancy: Were *you* in the war?

- (i) What reply does the clerk give? How is Dancy's attitude towards civilian life different from the clerk's? [3]
- (ii) What information does Twisden give Dancy and why does he advise Dancy to go to Morocco? [3]
- (iii) What is Colford's reaction when reality comes to light?

- How does Margaret offer to help Dancy? [3]
- (iv) When Dancy reaches home soon after, why is Mabel surprised to see him?
What plea does she make to the Inspector on the arrival of the police? [3]
- (v) How does Dancy commit suicide? Why does he call his death another jump?
What term does Colford use to describe Dancy's suicide? [4]

Examiners' Comments

- (i) In the sub part of the question the general answer was 'there was no excitement in the life of a civilian'.
- (ii) This question was answered correctly.
- (iii) A casual understanding of the text resulted in candidates being confused with Colford's reaction. Some wrote that Margaret sold her pearls instead of pawning them.
- (iv) Most candidates answered the question correctly.
- (v) Some candidates answered only two parts of this question, leaving out the question 'why does he call his death another jump'?

Suggestions for teachers

- Encourage students to read the text repeatedly.
- Instruct them on how to quote examples, find out causes, memorise special details of events.
- Regular use of proverbs and idioms will give students an understanding of the same.

MARKING SCHEME

Question 4.

(i)	<ul style="list-style-type: none"> • Yes, he was in the war. • Dancy feels that there is no excitement in the life of a civilian / it can drive him mad / the clerk prefers a civilian's life. For him a court case is like football / it is very exciting / you want your side to win.
(ii)	Twisden informs Dancy that they had withdrawn from the case / the police may issue a warrant / nothing is served by staying in the country / Dancy cannot save his honour, that's gone / he cannot save his wife's peace of mind / there is a war in Morocco and Dancy is a fine soldier.
(iii)	<ul style="list-style-type: none"> • Colford feels very upset / Dancy was like a brother / the lawyers should not have chucked the case. • Margaret offers to pawn her pearls to pay De Levis.
(iv)	<ul style="list-style-type: none"> • She had expected him to be in court. • Tells the inspector that she is not sure whether Dancy is home / tells him that he may have gone out / requests the inspector to have sympathy with her / come back in half an hour.
(v)	<ul style="list-style-type: none"> • Shoots himself. • The earlier jump was to De Levis' balcony when he had stolen the money. This jump is from this world to another world. • Harakiri.

SECTION B – POETRY

The Golden Lyre

Question 5.

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

Neither stones nor prayers nor sticks
Insults or complaints or bricks
Stilled the frog's determination
To display his heart's elation.

But one night a nightingale
In the moonlight cool and pale
Perched upon the sumac tree....

(*The Frog and the Nightingale*: Vikram Seth)

- (i) Where did the frog live? Who threw stones at the frog? Why? [3]
- (ii) How did the creatures of the bog react to the nightingale's singing? [3]
- (iii) How did the frog introduce himself to the nightingale? What claims did he make to impress her? What offer did he make? [3]
- (iv) The training given by the frog involved a combination of rigorous practice, harsh scolding and advice. Give any three instances that illustrate the truth of this statement. [3]
- (v) How did the frog assess the nightingale's character after her death?
What lessons can be learnt from this poem? [4]

Examiners' Comments

- (i) In the sub-part of the question, most candidates wrote 'people' for 'creatures' and did not mention that they threw stones because they 'hated his voice'.
- (ii) This question was answered correctly by most candidates.
- (iii) For the question 'what claim did he make?' candidates wrote Mozart/renowned critic/king of the bog instead of 'owner of the sumac tree' and hence lost marks.
- (iv) Most candidates answered the question correctly, however a few made no distinction between 'rigorous practice, harsh scolding and advice'.
- (v) For the sub part in this question, a few candidates wrote on only one lesson that was learnt.

Suggestions for teachers

- Assessing the character, theme, message or the lesson learnt, needs constant revision.
- Students need to be encouraged on the importance of reading the question carefully, identifying the points asked and presenting them properly.
- Students are advised to read the question carefully before attempting to answer.

MARKING SCHEME	
Question 5.	
(i)	<ul style="list-style-type: none"> • Bingle Bog / at the foot of the sumac tree ▪ creatures of the bog • they hated his voice.
(ii)	they admired her voice / the frog was dumbstruck / they clapped when she ended her song / ducks and herons swam to her as she sang / the loon wept / toads, teals and tiddlers were captured by her voice / they cheered : “bravo, too divine, encore”.
(iii)	<ul style="list-style-type: none"> • the frog said that he owned the tree ▪ he has long been known in the bog for his splendid baritone (beautiful deep voice) / he writes for the ‘Bog Trumpet’ • he offered to train the nightingale.
(iv)	the frog made the nightingale practise for six hours in the rain / he scolded her everyday / he demoralised her by telling her that she got nervous in her song / he told her to practise even longer till her voice grew stronger / told her to lay more trills / give the audience something sharper and snappier / advised her to cater to taste of the audience / by following fashions / puff her lungs out with her passion.
(v)	<ul style="list-style-type: none"> • she was a stupid creature / far too nervous, far too tense / far too prone to influence • we need to realise our potential / have self confidence and judgement of character so that we do not become victims of the crafty and hypocritical world.

Question 6.

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

Let me dive into the depths of time,
 And bring from out the ages that have rolled
 A few small fragments of those wrecks sublime,
 Which human eyes may never more behold;

(*To India – My Native Land* : Henry Derozio)

- (i) How does the poet describe the glorious past of his country?
 What does he lament? [3]
- (ii) Which image conveys the miserable state of the nation? [3]
- (iii) Who is a minstrel? What is the minstrel unable to do? [3]
- (iv) Explain what the poet wishes to express in these lines:
 ‘Let me dive into the depths of time,
 And bring from out the ages that have rolled
 A few fragments of those wrecks sublime, [3]

- (v) What reward does the poet expect for his efforts? What feelings of the poet emerge in this poem? Can you relate with the sentiments of the poet now that India is independent? Give a reason.

[4]

Examiners' Comments

- (i) Most candidates were unable to understand what 'lament' meant. In describing India's glorious past they wrote that India was 'a golden bird' instead of writing that the country had a beautiful halo around her brow and was worshipped as a goddess.
- (ii) Though most candidates were able to convey the miserable condition of the country as an eagle in chains, they found it difficult to recollect words from the poem such as 'grovelling' and 'lowly dust'.
- (iii) Quite a few candidates did not know the meaning of the word 'minstrel'. Hence they were unable to answer the second part of this question.
- (iv) Many candidates merely repeated the same words in the quotation in a different order without writing the meaning/synonym of the key words.
- (v) For 'reward' candidates wrote 'he wanted freedom for his country' instead of 'one kind wish'. For the remaining sub-parts, words such as 'emerge', 'relate' and 'sentiments' were not clearly understood by many. Even a simple YES/NO was not written.

Suggestions for teachers

- Train and guide students to answer reflective questions.
- Ensure that each part of the question is answered after a thorough comprehension.
- A complete understanding of subject matter should be the aim in every lesson taught.

MARKING SCHEME

Question 6.

(i)	<ul style="list-style-type: none"> • India is a country with a glorious past / in ancient times a beautiful halo circled around her head / India was worshipped like a Goddess. • That glory is lost / India does not command the respect she used to enjoy / her present condition is miserable.
(ii)	The poet compares India to an eagle / the eagle is a powerful bird symbolic of strength and power / now India is like an eagle whose wings are tied up in chains / it is crawling / on the dirty ground
(iii)	<ul style="list-style-type: none"> • A poet or a singer • They cannot weave a garland of songs for her / cannot sing songs in her praise / the poet can only write about her sad and miserable condition.
(iv)	The poet is like a diver who will dive into the ocean of time / India is compared to ship which is wrecked / the poet wants to go back to the ancient times when India was a great country / he wants to bring back fragments of India's golden past/ he wants to remind the people of India's past greatness.
(v)	<ul style="list-style-type: none"> • A kind thought from his countrymen / he does not expect or desire any monetary gain

	<ul style="list-style-type: none"> • Patriotic; love for his country • Yes / no • Reason
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Question 7.

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

For his first job, the postmaster came to the village of Ulapur. It was a very humble village. There was an indigo factory near-by, and the British manager had with much effort established a new post office. The postmaster was a Calcutta boy – he was a fish out of water in a village like this.

- (i) Why did the postmaster feel out of place in the village of Ulapur? [3]
- (ii) Who was Ratan? What memories did she have of her family? [3]
- (iii) How did Ratan nurse the postmaster back to health? [3]
- (iv) Why did the postmaster decide to resign from his post?
What did Ratan ask him when he told her that he was leaving? [3]
- (v) How did Ratan react when the postmaster offered her some money?
Describe her state of mind at the end of the story. [4]

Examiners' Comments

- (i) Most candidates answered this question correctly. A few, not well versed with the text, wrote vague answers such as 'he did not know anyone' or 'everything was new'.
- (ii) Many did not mention that 'she (Ratan) remembered playing with her brother' and 'her father loved her more than her mother did'.
- (iii) Most candidates answered this question correctly.
- (iv) The reason for the post master's resignation was not clearly expressed. The second part of the question however was answered correctly.
- (v) Describing Ratan's state of mind proved to be a challenge for some candidates.

Suggestions for teachers

- Short stories must be taught with the same level of detail as poetry and drama.
- Draw students' attention to important details in the story and development of characters.
- Teach them how to express their opinions/feelings on various aspects of the story.
- Written work covering the entire story must be taken up regularly in class.

MARKING SCHEME

Question 7.

(i)	the postmaster was used to living in a big city like Calcutta / his office was in a dark thatched hut / there was jungle all around / the indigo agents and employees did not have any spare time / they were not suitable company for an educated man / his Calcutta background made him a bad mixer / in an unfamiliar place he was either arrogant or ill-at-ease / there was not much contact between him and the residents in the area.
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(ii)	<ul style="list-style-type: none"> • an orphaned village girl • her father loved more than her mother did / he used to come home in the evening after working hard all day / she and her little brother had stood on the edge of a small pond / and played at catching fish with sticks broken from trees.
(iii)	she took on the role of a mother / calling the doctor / giving him pills at the right time / staying awake at his bedside all night long / cooking him convalescent meals / and saying a hundred times, "Are you feeling a bit better, dadababu?"
(iv)	<ul style="list-style-type: none"> • the postmaster wrote to head office applying for a transfer / his application was rejected / so he resigned from his post and was returning home. • "Dadababu, will you take me home with you?"
(v)	<ul style="list-style-type: none"> • She clung to his feet / saying, "I beg you, don't give me any money / no one need bother about me." / then she ran away from there. • Ratan was shattered at the postmaster's departure / she wandered near the post office / weeping copiously / a faint hope lingered in her mind that he would return.

Question 8.

Describe how the locals in 'A Fishy Story' by Jerome K Jerome make up stories to impress the visitors. What is the surprise ending to the story?

[16]

Examiners' Comments

Some candidates did not focus on the chronological order of events. They appeared confused with the number of locals. In addition, inaccuracies were rampant regarding the weight, the number of years, place and bait used. They also failed to mention that George climbed up on a chair before slipping and clutching at the case to save himself.

Suggestions for teachers

- Encourage students to read with an eye for detail.
- For stories where characters repeat stories involving the same incident, a list should be prepared under various heads so that details are firmly impressed in the minds of students. This will be helpful in preventing them from confusing the facts.

MARKING SCHEME

Question 8.

The narrator and his friend begin chatting with an old man in the parlour of the inn. During the conversation they told the old man that they were strangers in the neighbourhood. The old man noticed the visitors looking at the old glass case containing a large trout. He told them that it was he who had caught the huge fish sixteen years ago. He had caught it just below the bridge with a minnow. He claimed that the fish weighed eighteen pounds, six ounces.

After a while the local carrier came in and related his own version about the catching of the fish. He said that he had caught the trout five years back, just below the lock with a fly. He added that the fish weighed twenty-six pounds.

Five minutes later a third man came in and described how he had caught it early one morning with bleak.

Soon after a solemn looking, middle aged gentleman came in. George told him that they instinctively felt that he had caught the trout. The man agreed that he had caught the fish. It had taken him half an hour to land it and he had broken his rod. He had weighed it carefully and it had come to thirty-four pounds.

When he left the landlord came in. They told him the stories they had heard about the trout and he was immensely amused. He laughed and said they would never have given him the fish if they had caught it. He had caught it years ago when he was just a boy.

George's curiosity about the fish grew so much that he climbed up on the back of a chair to get a better view of it. Then the chair slipped and George clutched the trout case to save himself. The trout case fell down and the trout shattered into a thousand pieces. The fish was made of plaster of Paris. It was not a stuffed trout but only a dummy.

Animal Farm: George Orwell

Question 9.

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

In the end they finished the harvest in two days less time than it had usually taken Jones and his men. Moreover it was the biggest harvest that the farm had ever seen. There was no wastage whatever; the hens and ducks with their sharp eyes had gathered up the very last stalk. And not an animal on the farm had stolen so much as a mouthful.

All through that summer the work of the farm went like clockwork. The animals were happy as they had never conceived it possible to be.

- (i) What problems did the animals face in the beginning? What work did the pigs do? [3]
- (ii) Give any three examples of how the animals worked together in harmony to take care of the farm. [3]
- (iii) What was the colour of the flag that was hoisted every Sunday?
What design did it have? What was the significance of the design? [3]
- (iv) Name three Animal Committees that Snowball organized. [3]
- (v) Point out the differences in the characters of Snowball and Napoleon.
Cite instances to support your answer. [4]

Examiners' Comments

- (i) The point about there being no threshing machine on the farm was missed.
- (ii) Most candidates answered the question correctly.
- (iii) The question was answered correctly by most candidates.
- (iv) Most candidates answered the question correctly.
- (v) A few candidates were unable to bring out appropriate instances from the story to express the characters of the two animals.

Suggestions for teachers

- Teach the novel in great detail.
- Regular and focussed revision is required.
- Answers must be written after a thorough revision.
- Assessment of characters, student's personal response and appreciation must be stressed.

MARKING SCHEME

Question 9.

(i)	<ul style="list-style-type: none">• The implements had been designed for human beings and not for animals/ no animal could use any tool that involved standing on his hind legs/ when they harvested the corn, they had to tread it out in the ancient style since the farm possessed no threshing machine.• The pigs did not actually work, but directed and supervised the others/ they were so clever that they could think of a way round every difficulty.
(ii)	Boxer and Clover would harness themselves to the cutter or the horse rake and tramp round the field/ every animal worked at turning the hay and gathering it./ ducks carried tiny wisps of hay in their beaks/ not an animal on the farm had stolen so much as a mouthful.
(iii)	<ul style="list-style-type: none">• green• a hoof and a horn in white• The green signified the green fields of England white the hoof and brown signified the future Republic of the Animals which would rise when the human race had been finally overthrown.
(iv)	Egg Production Committee for the hens / The Clean Tails League for the cows / The Wild Comrades' Re- education Committee/ to tame the rats and the rabbits/ the Whiter Wool Movement for the sheep.
(v)	Snowball: idealistic; intelligent; enthusiastic Napoleon: corrupt; opportunist; violent; cruel. Instances –

Question 10

How did Frederick trick the animals? Give a detailed account of the Battle of the Windmill which was fought between the animals and Frederick and his men.

[16]

Examiner's Comments

The first part of the question was correctly answered. So too was the Battle of the Windmill. Since this is an important episode in the story, candidates performed and scored well.

Suggestions for teachers

Teaching must relate to examples that go beyond the novel. Make it interesting for students by telling them the allegorical symbolism of the windmill i.e. how it represents modernisation projects under taken in Soviet Russia after the Revolution.

MARKING SCHEME

Question 10.

Napoleon, the pig, is really the central character on the farm.

Comrade Napoleon represents the human frailties of any revolution. Although Napoleon seems at first to be a good leader, he is eventually overcome by greed and soon become power hungry. The true side of Napoleon becomes evident after he slaughters so many animals for plotting against him. He even hires a pig to sample his food for him to make certain that no one is trying to poison him. He being the representative of pigs keeps the milk and apple for himself leaving the food for other animals rationed. He takes away the eggs from the hen to sell them commercially for raising money. He and the other pigs seemed to be the only ones to be gaining weight while the other animals are busy making two ends meet.

Orwell explains, "Somehow it seemed as though the farm had grown richer without making the animals themselves any richer- except, of course for the pigs and the dogs."

Napoleon doesn't even pretend to lead a socialist state. After renaming it a Republic and instituting his own version of the commandments and the Beasts of England, Comrade Napoleon, he quickly becomes more or less a dictator who of course has never been elected by the animals. He is given names like "Father of all animals", "Terror for mankind."

By the end of the book, he changes all the Seven Commandments to the extent that the animals land up in the same position from which they wanted to escape; only this time it was one of their own who was torturing them and not the human beings.

To Sir, With Love : E.R. Braithwaite

Question 11.

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

The Half-Yearly report of the Students' Council was on November 15, and was one of the important days in the calendar of Greenslade School. I had heard quite a deal about these occasions and became as excited as the children as the day approached. It was entirely their day, arranged, presented and controlled by them. I observed the activities of my class as they prepared for it, noting with pride the business-like way in which tasks were allocated and fitted into a neat programme.

- (i) What explanation of the Council's purpose and activities did Miss Joseph present? [3]
- (ii) Why did Fernman display a skeleton during his presentation? [3]
- (iii) What aspects of the school's curriculum did Denham criticize in his report? [3]
- (iv) How many teachers were called on stage to answer the questions of the students? What does Braithwaite say in praise of the manner in which Miss Phillips answered the questions? [3]
- (v) Why did Weston cut a very ridiculous figure? Why did Denham consider P.T. to be a waste of time? [4]

Examiners' Comments

- (i) This question was correctly answered by most candidates.
- (ii) Fernman's reasons for displaying the skeleton was correctly answered.
- (iii) Denham's criticism of the P.T. classes was also correctly answered by most candidates.
- (iv) The number of teachers called on stage and their names varied.
- (v) This question was correctly answered by most candidates.

Suggestions for teachers

- Emphasize and attach equal importance to the book as you would to drama and poetry
- Treat every episode as a separate unit in itself.
- Reinforce the art of reading in Class that will improve the understanding of concepts.

MARKING SCHEME

Question 11.

(i)	Each class would report on the studies pursued during the half year / a panel of teachers would be invited to occupy the stage / and answer questions / the panel of teachers will be selected by the children.
(ii)	Fernman said that it was a female skeleton/ but he could not say whether she had been Chinese or French or German or Greek / he could not say if she had been brown or white or a mixture of both / all people were the same / the trimmings might be different but the foundations were laid according to the same blueprint.
(iii)	Denham seriously criticized the general pattern of P.T. and games / the serious limitation of space / the effect of that limitation on their games activities / P.T. was ill-conceived and pointless / the routine monotonous.
(iv)	<ul style="list-style-type: none">• Three• Miss Phillips was the coolest and best informed of the three / handled the questions with candour and authority / would intervene to assist the other teachers without causing embarrassment.
(v)	<ul style="list-style-type: none">• Weston found himself completely nonplussed / tried to buster his way out with a show of offended dignity / he could not effectively support the P.T. exercises as having any definite physical advantage.• Denham said that P.T. twice daily for twenty minutes was a waste of time / such exercises were good if practised daily.

Question 12

Describe Braithwaite's experiences on his first day as a teacher at Greenslade School.

[16]

Examiners' Comments

Some candidates included in their answer the teachers' experiences while travelling to school and even his observations as he moved through the campus whereas the answer required only Braithwaite's experiences in the classroom.

Suggestions for teachers

- Every episode in the novel must be given due importance.
- Every character, however minor, must be studied at some depth.
- Frame analytical questions and ensure comprehensive answers are written by students.

MARKING SCHEME

Question 12.

Braithwaite arrived early for class. As he entered the school he heard strident voices of the children. He was shocked by the offensive language they were using.

When he entered the class the children were standing around in groups. They paid no attention to Braithwaite. He waited till they were quietly settled, then called the attendance. Their replies to their names were mostly mumbles or grunts.

Next Braithwaite collected dinner money. Twenty six students in the class were girls. The boys were scruffier, coarser and dirtier. Then the bell rang and they went into the auditorium for assembly. The assembly began with a simple prayer and a hymn. After the prayer the Head read a poem, La Belle Dame Sans Merci. Classical music was played after that. After the records the Headmaster introduced Braithwaite to the school.

When they went back to class he asked them to read anything they liked from any one of their schoolbooks. Most of the boys read very badly. When Jane Purcell was reading, Braithwaite noticed some laughter at the back of the class. Braithwaite silenced them and then he asked Potter to read. He commented that their reading was terrible. Pamela dare volunteered to read next. She read a passage from Treasure Island. She read very well. Braithwaite then spoke to them about reading. The bell rang for recess and the children trooped out to their mid morning milk.

Miss Clintridge came in with two cups of tea. She gave Braithwaite some advice on dealing with the students. When the class returned Braithwaite taught an arithmetic lesson. He asked them if they knew the table of weights. A thickset boy answered that he knew about heavy weight, fly weight etc. which are terms used in boxing. Braithwaite silenced him by speaking firmly with him. He proceeded to tell them about the table of weights used in England. He felt they were being insolent and trying to challenge his authority. He spoke to them in a deliberately sarcastic manner. They stopped smiling and jeering and were attentive during the rest of the lesson.

Topics found confused / difficult

- Question 2 (ii), (iii), (iv) – Candidates were unable to recall the second, fifth and last stage of man.
- Question 2 (v) – They were unable to highlight Jaques' melancholic character, who he joined at the end of the play and why.
- Question 6 (ii) – Candidates were not aware of the 'image' that conveys the miserable state of the nation. They mentioned the 'eagle' but not its miserable condition. Most candidates did not mention the 'wrecked ship'.
- Question 6 (iii) – The meaning of 'minstrel' was not clear to many candidates and thus they could not write the correct answer.
- Question 6 (iv) – They could not explain the lines and merely copied the words given in the question.
- Question 8 – Answers were very vague. Candidates were not able to relate the stories that the locals made up to impress the visitors. There were many inaccuracies with the weight, time, place and the way the trout was caught.

Suggestions for students:-

- Focus on the text, read, understand and be clear about the matter covered.
- Develop a strong vocabulary base.
- Do not forget to attempt every sub-part of the question.
- Stress on learning how to tackle reflective questions and critical appreciation.
- Read each question carefully and answer to the point.