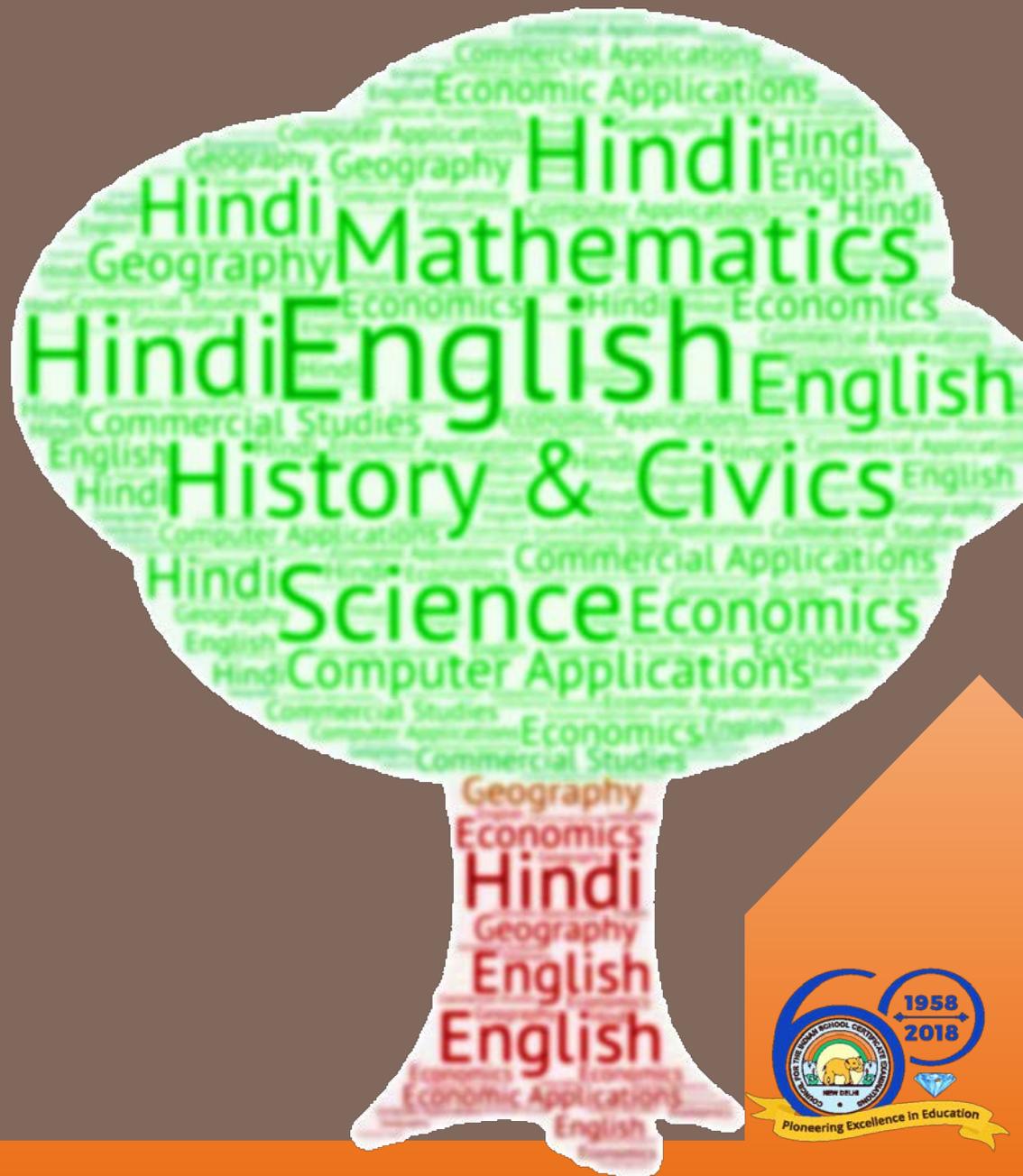


Analysis of Pupil Performance

**Year 2018
Examination**

ICSE

ENGLISH



Research Development and Consultancy Division

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

Year 2018

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FOREWORD

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

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

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

October 2018

**Gerry Arathoon
Chief Executive & Secretary**

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

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

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2018 have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2018 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

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

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

October 2018

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ICSE Year 2018 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

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

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

Understanding the tables

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

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ICSE Year 2018 Examination.

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

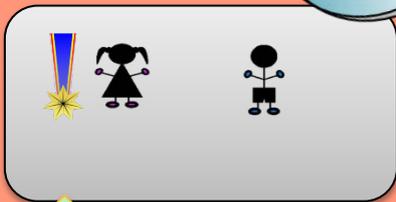
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

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

*Significant at 0.05 level

Girls performed significantly better than boys.



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

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

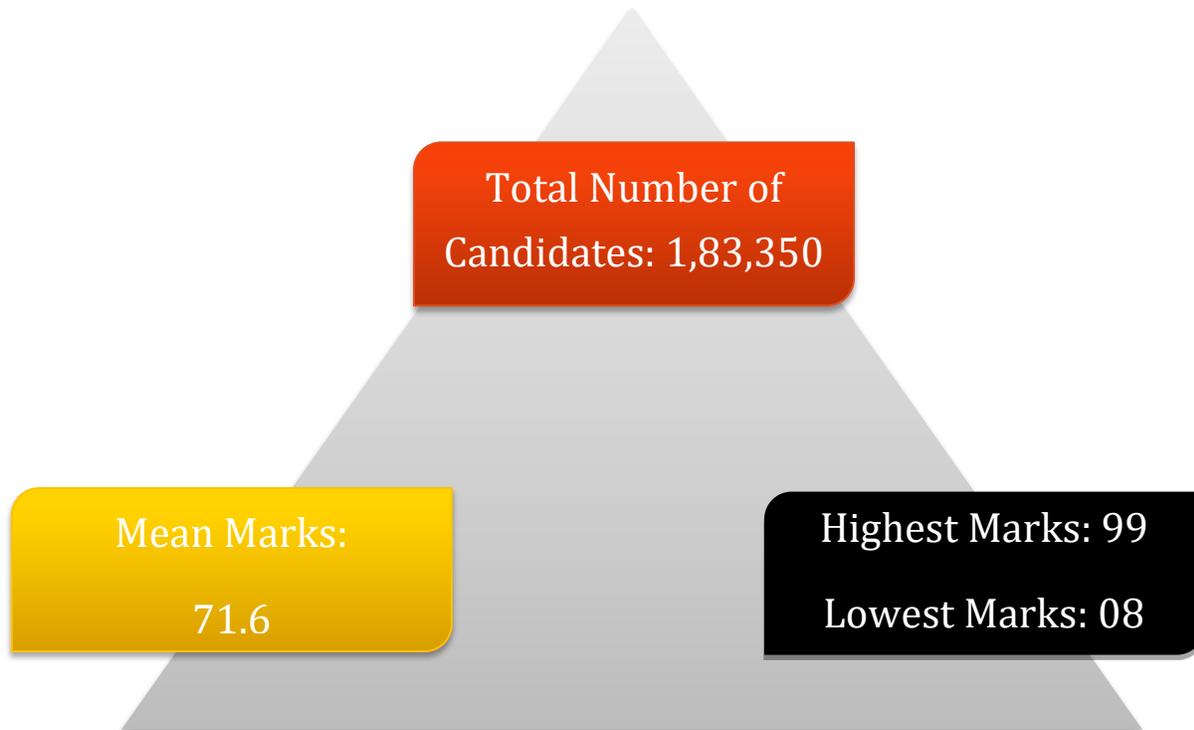
Qualitative Analysis

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

QUANTITATIVE ANALYSIS

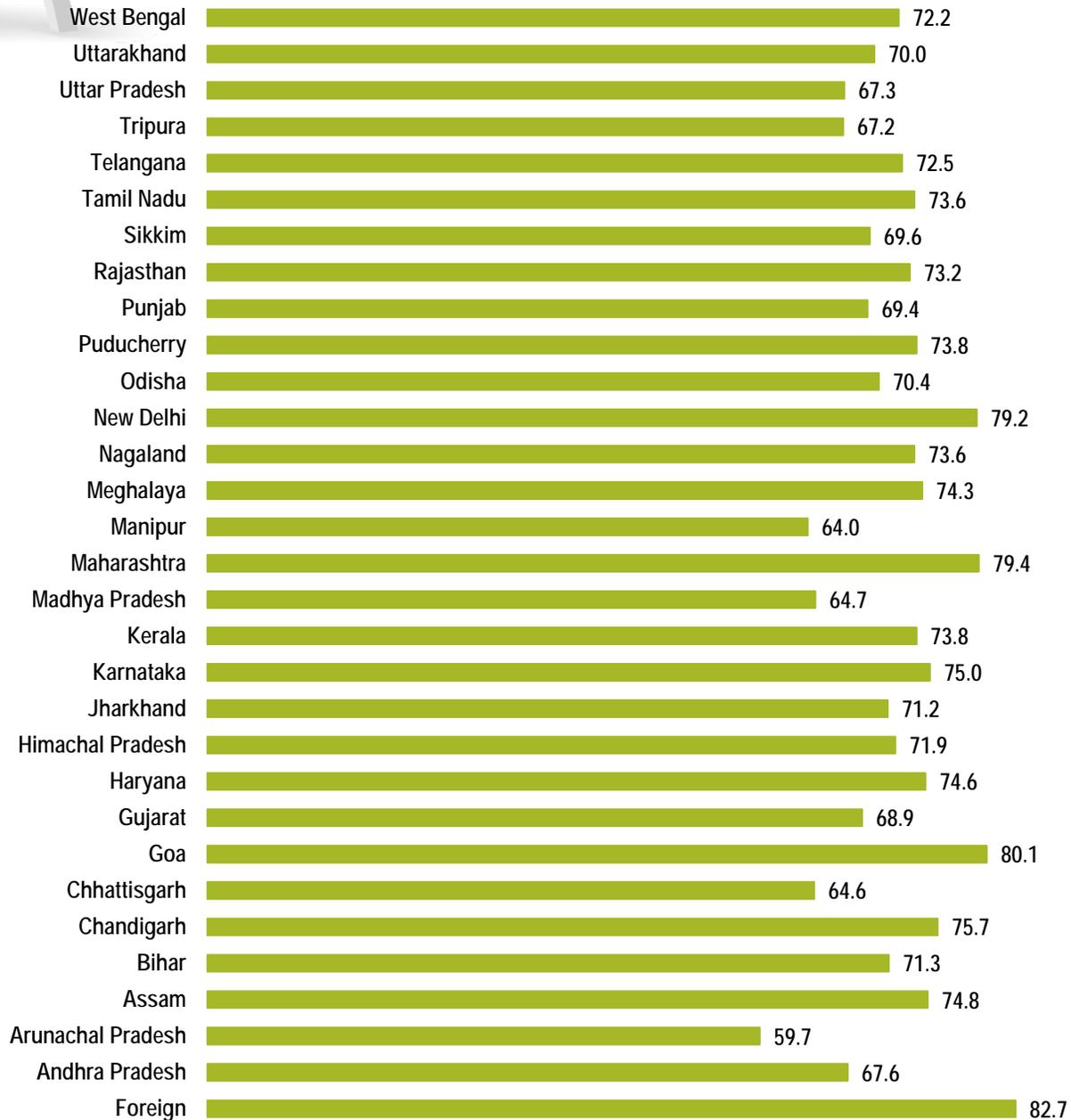


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States/UTs of Goa, Maharashtra and New Delhi secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 82.7.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 74.0

Number of
Candidates: 83,011



BOYS

Mean Marks: 69.6

Number of
Candidates: 1,00,339

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	83,011	74.0	0.04	74.15*
Boys	1,00,339	69.6	0.04	

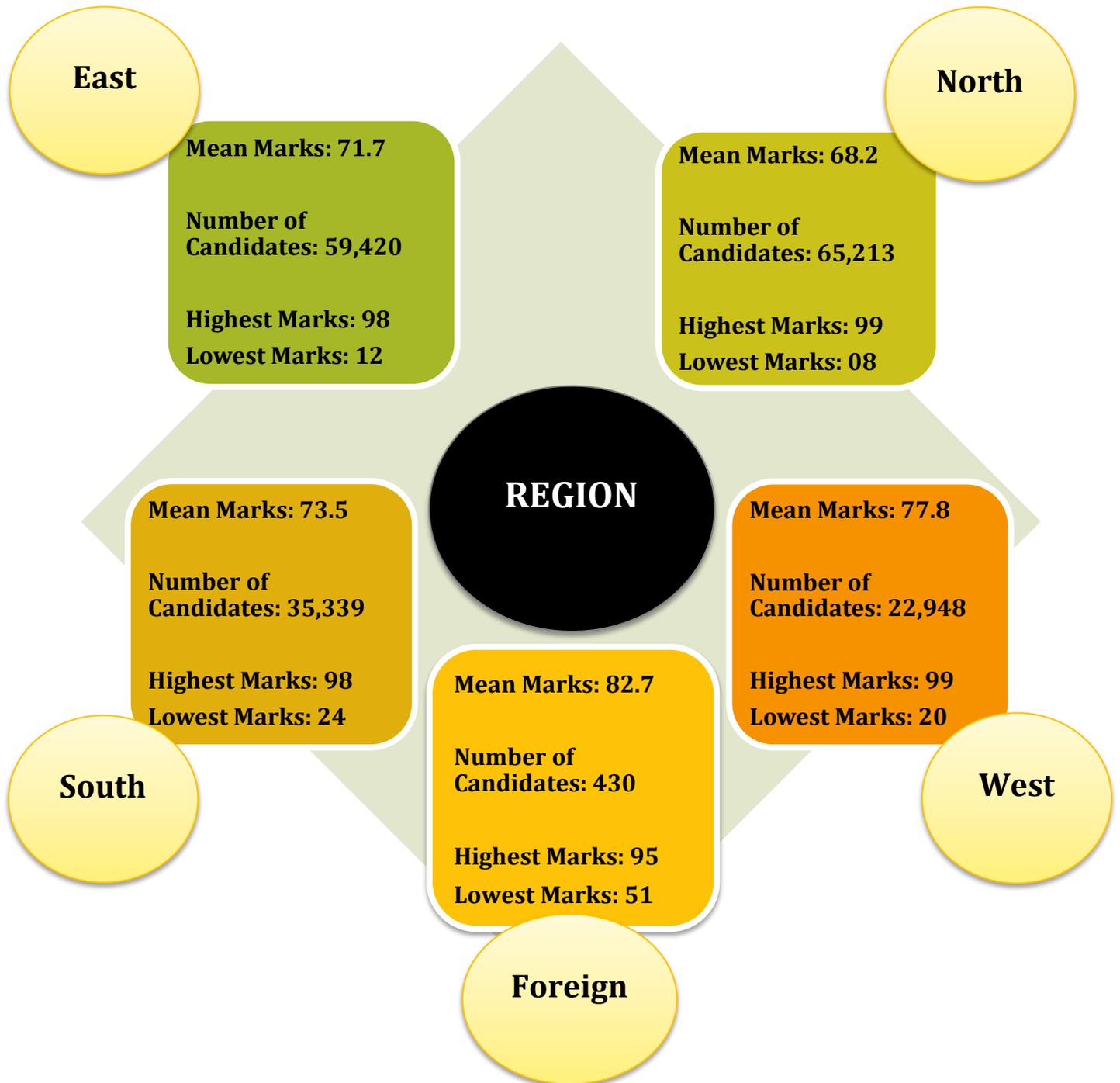
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

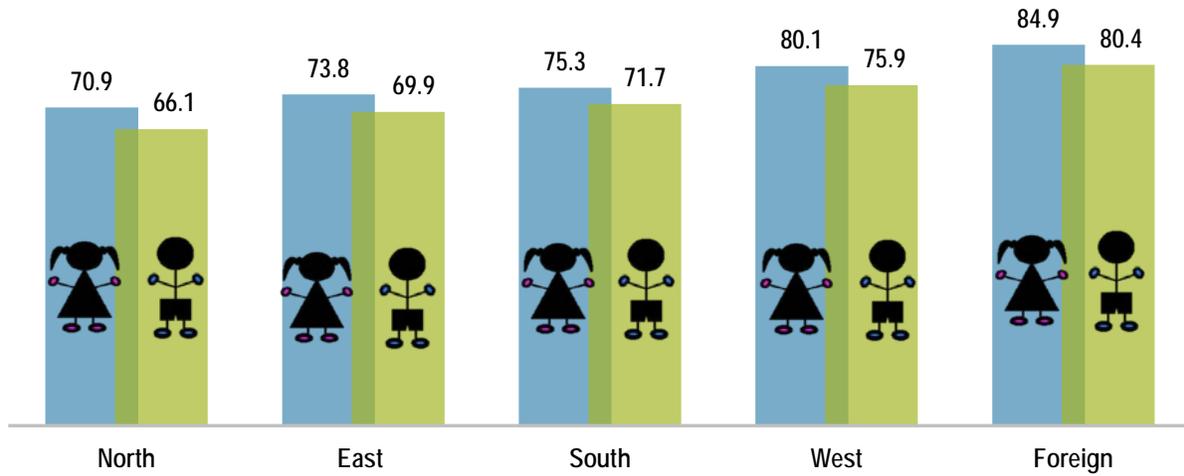




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise



Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	28,132	70.9	0.08	46.01*
	Boys	37,081	66.1	0.07	
East (E)	Girls	26,574	73.8	0.07	37.35*
	Boys	32,846	69.9	0.07	
South (S)	Girls	17,659	75.3	0.08	32.56*
	Boys	17,680	71.7	0.08	
West (W)	Girls	10,425	80.1	0.10	29.76*
	Boys	12,523	75.9	0.10	
Foreign (F)	Girls	221	84.9	0.44	6.19*
	Boys	209	80.4	0.58	

*Significant at 0.05 level

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

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





MARK RANGES : COMPARISON GENDER-WISE

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

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	28,029	86.0	0.02	19.19*
	Boys	21,900	85.3	0.02	
Bottom Range (0-20)	Girls	5	17.2	2.33	0.37
	Boys	23	18.1	0.62	

*Significant at 0.05 level

Marks Range (81-100)

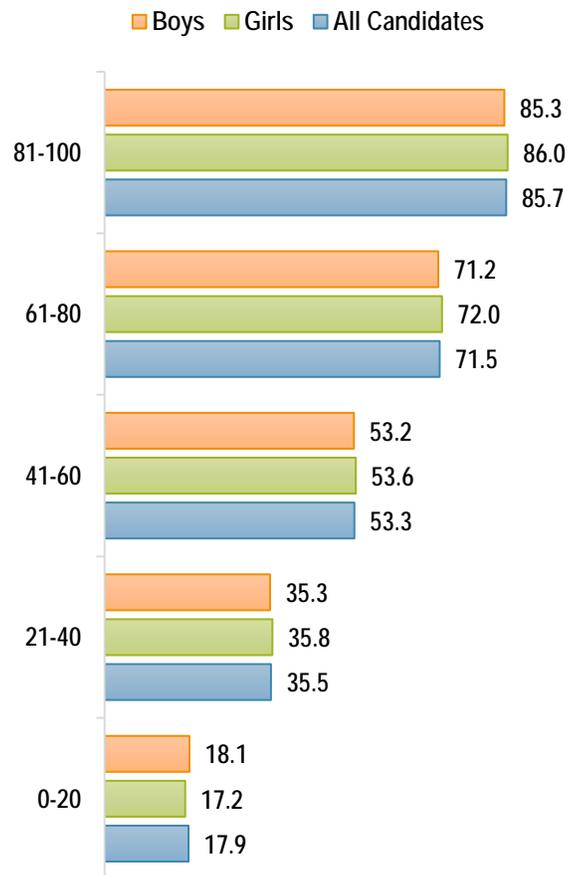
Performance of girls was significantly better than the performance of boys.

Marks Range (81-100)



Marks Range (0-20)

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





GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	5,247	91.9	0.03	5.39*
	Boys	2,982	91.7	0.03	
Grade 9	Girls	5	17.2	2.33	0.37
	Boys	23	18.1	0.62	

*Significant at 0.05 level

Grade 1

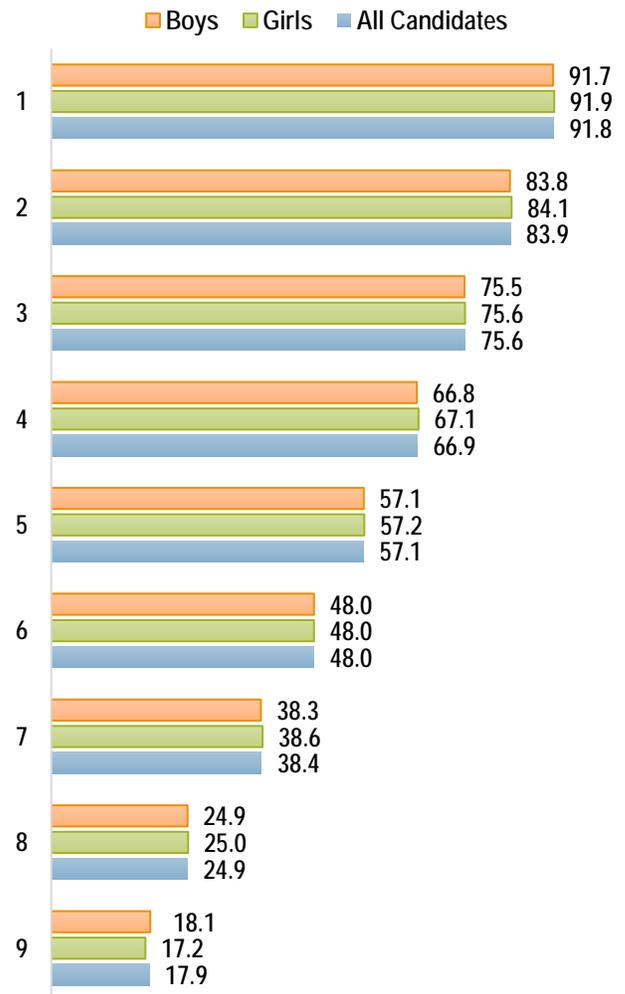
Performance of girls was significantly better than the performance of boys.

Grade 1



Grade 9

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



QUALITATIVE ANALYSIS

ENGLISH LANGUAGE (PAPER-I)

Attempt all four questions.

Question 1

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

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

[25]

- Write an original short story entitled 'The Gift'.
- "Money is important for happiness." Express your views either **for** or **against** this statement.
- Narrate an incident from your own experience when you helped to prepare a meal. Explain what you did and what you gained from the experience.
- You had been waiting outside the examination hall. Describe what you saw and the sounds you heard when you arrived at the place. What were your feelings? Describe how the scene changed once you entered the hall and the examination started.
- Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



Comments of Examiners

- (a) Though it was intended to be an original story, many candidates wrote it in the form of a narrative. Ideas were borrowed from movies and books. Some of them wrote about 'nature' and 'life' as gifts. In many cases, direct impact of the gift on the receiver was found lacking. Focus was shifted from the receiver to the description of the gift.
- (b) This topic was most popular among candidates. Many wrote arguments both in favour as well as against the proposition, failing to take a clear stand and not following the rubric. Some essays took the form of a narrative, where points were repeated and logical arguments were lacking. A striking error noticed was the inclusion of short stories to illustrate the point.
- (c) Many candidates failed to give an account of the help given and how and to whom it was given. Some wrote about a group effort instead of focusing on their personal involvement in preparing the meal. Some essays were based on assistance given to them by parents and siblings.
- (d) A number of candidates just skimmed over the scene outside the examination hall. They failed to base their essays on personal experience. Description of noise, chatter, last minute rush and silence in the examination hall was not focused on. Some essays emphasized more on the fear and tension of the examination since the previous night.
- (e) A number of candidates who attempted this question focussed on Women's cricket in India or on girl child and women empowerment without any reference to the picture. In several cases, the essay did not conclude logically. Clear link between the picture and the essay was missing as many strayed from the central theme suggested by the picture.

Suggestions for teachers

- Encourage reading habit among children from lower classes to help them improve their vocabulary.
- Explain the difference between a story and a narrative. Encourage mind mapping to avoid repetition of points.
- Teach how to establish an argument with a cohesive link between points. Explore interesting introductions with suitable quotes. Hold class debate to train the students to analyse the objectives of a debate. Do not accept stories in argumentative essays.
- Encourage narrations of events like family functions in order of sequence of events. Teach students how to make a narrative lively and interesting.
- Teach descriptive essay format – use of senses, evocative imagery, figures of speech to make the essay more interesting. Teach the difference between a narrative and a descriptive essay.
- Train students to link the essay with the given picture. Use pictures and encourage students to interpret the pictures from different perspective.

MARKING SCHEME

Question 1

(a)	The story must be original and must bring out the theme of a special or meaningful gift. The giver and receiver should be the main characters.
(b)	Argumentative essay: views for or against the motion are to be accepted. Credit is to be given for a cohesive, well-constructed, logical argument and ideas and reasoning based on personal experience . Candidate must take a clear stand and give valid reasons for the stand taken.
(c)	Candidate should give clear sequencing of events, the effort involved, assistance given, result of effort and the lesson learnt. It <i>must</i> be a first-person account. 'I' is the central theme.
(d)	A description of noise, chatter of children, parents, last minute rush to look at notes, etc. Teachers trying to solve doubts, give answers, telling them to relax. Parents asked to leave – the bell. The hush of the hall, prayer, silence, the examination begins.
(e)	Picture Composition: Accept a wide interpretation. Any relevant ideas taken from the picture should be accepted. However, a mere itemization / listing / description of the picture is to be penalized.

Question 2

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

[10]

Select **any one** of the following:

- (a) Your uncle has offered to get you a pet for your birthday. Write a letter to him telling him what you would like, give reasons for your choice and tell him how you would take care of your pet.
- (b) The traffic outside your school is very heavy and chaotic.
Write a letter to the Deputy Commissioner of Police (Traffic) pointing out the danger of such heavy and chaotic traffic in a school zone. Suggest possible solutions for the problem.

Comments of Examiners

(a) Format: Many candidates used incorrect and mixed formats. Address in block letters, ‘Respected uncle’, ‘Mamaji’ in salutation and ‘XYZ’ in signature were the common errors committed by candidates.

Content: A number of candidates did not mention the reasons for wanting a pet. Some merged the reason for preference and the care taken in one single sentence. Some letters included description of the pet. A few candidates wrote the letter, thanking their Uncle for the pet already received.

(b) Format: In many cases, the format of the letter was incorrect and incomplete.

Content: Letters written by a number of candidates lacked adequate analysis of the topic. Many candidates failed to specify the danger posed by heavy traffic. Interpretation of the danger lacked focus, and many candidates mentioned distraction to candidates and teachers due to constant honking, as danger caused.

Suggestions for teachers

- Teach the correct format for letter writing, pointing out the difference between the format of a formal and an informal letter.
- Discourage ‘Examination Hall’ as the address and ‘XYZ’ as signature.
- Insist on writing in paragraphs.
- Guide students to address the issue directly instead of rambling. Instruct them to read the question and analyse the specific points pertaining to the content.

MARKING SCHEME

Question 2

	INFORMAL LETTER	FORMAL LETTER
	Address	From address
	Date	Date
	Salutation	To address
	X	Salutation
	Subscription	Subscription
	First name	Name + surname/initial
(a)	Informal Letter (Format, Content, Expression) Name the animal – cat dog, turtle, gold fish, etc. It must be an animal. Not a toy or gadget. Reasons – (Any 2) unique, loving, easy to care for, no one has, or everyone else has, I am an animal lover, we have the space, etc. Care – (Any 2) cleaning, diet, health, walk, visit to vet, brushing, exercise, training.	
(b)	Formal Letter (Format, Content, Expression) Body	

Danger – (Any 2) Accident, death, no space to walk, jostling, misbehaviour, road rage, late to school (Danger should be explained).

Solutions: (Any 2) No parking, one way, patrol by police, school safety brigade, carpooling, school buses, encourage cycling or walking to school, etc.

Question 3

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

Granny knew I'd been in the train for two nights, and she had a huge breakfast ready for me.

Later she told me there'd been a letter from Uncle Ken.

'He says he's the manager in Firpo's hotel in Simla,' she said. 'The salary is very good. It's a steady job and I hope he keeps it.'

Three days later Uncle Ken was on the veranda steps with his bedding roll and **battered** suitcase.

'Have you given up the hotel job?' asked Granny.

'No,' said Uncle Ken. 'They have closed down.'

'I hope it wasn't because of you.'

10

'No, Aunt Ellen. The bigger hotels in the hill stations are closing down.'

'Well, never mind. Come along and have your lunch.'

Over lunch, Uncle Ken talked very seriously about ways and means of earning a living.

'There is only one taxi in the whole of Dehra,' he **mused**. 'Surely there is business for another?'

'I'm sure there is,' said Granny. 'But where does it get you? In the first place, you don't have a taxi. And in the second place, you can't drive.'

'I can soon learn. There's a driving school in town. And I can use Uncle's old car.'

'I don't think it will run now,' said Granny.

20

'Of course, it will. It just needs some oiling and greasing and a spot of paint.'

'All right, learn to drive.'

So, Uncle Ken joined the driving school.

After a month Uncle Ken announced that he could drive and that he was taking the car out for a trial run.

‘You haven’t got your license yet,’ said Granny.

‘Oh, I won’t take it far,’ said Uncle Ken. ‘Just down the road and back again.’

He spent all morning cleaning up the car. Granny gave him money for a can of petrol. 30

After tea, Uncle Ken said, ‘Come along, Ruskin, hop in and I will give you a ride. Bring Mohan along too.’ Mohan and I needed no urging. We got into the car beside Uncle Ken.

‘Now don’t go too fast, Ken,’ said Granny anxiously. ‘You are not used to the car as yet.’

Uncle Ken nodded and smiled and gave two sharp toots on the horn. He was feeling pleased with himself.

Driving through the gate, he nearly ran over a cat.

Miss Kellner, coming out for her evening rickshaw ride, saw Uncle Ken at the wheel of the car and ran indoors again. 40

Uncle Ken drove straight and fast, tootling the horn without a break.

At the end of the road there was a roundabout.

‘We’ll turn here,’ said Uncle Ken, ‘and then drive back again.’

He turned the steering wheel, we began going round the roundabout, but the steering wheel wouldn’t turn all the way, not as much as Uncle Ken would have liked it to... So, instead he went on – and straight through the Maharaja of Jetpur’s garden wall.

It was a single-brick wall, and the car knocked it down and *emerged* on the other side without any damage to the car or any of its occupants. Uncle Ken brought it to a halt in the middle of the Maharaja’s lawn. 50

Running across the grass came the Maharaja himself. When he saw that it was Uncle Ken at the wheel, the Maharaja beamed with pleasure.

‘Delighted to see you, old chap!’ he exclaimed. ‘Jolly decent of you to drop in again. How about a game of tennis?’

(a) Give the meaning of the following words as used in the passage: [3]

One word answers or short phrases will be accepted.

(i) battered (line 7)

(ii) mused (line 15)

(iii) emerged (line 48)

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

(i) Why did Granny hope Uncle Ken would keep his job at Firpo's hotel? [2]

(ii) When Uncle Ken arrived with his luggage, Granny remarked that she hoped the hotel had not closed down because of him. What does this remark tell you about Uncle Ken? [2]

(iii) Why did Uncle Ken think that driving a taxi in Dehra would be profitable? [2]

(iv) Which sentence tells you that the narrator and his friend were waiting to be invited for a drive in a car? [2]

(v) Why did Miss Kellner run indoors when she saw Uncle Ken at the wheel of the car? [2]

(vi) What was Uncle Ken's intention at the roundabout? [2]

(c) (i) In not more than 60 words, describe what happened after the car went through the wall. [8]

(ii) Give a title to your summary in 3(c)(i). Give a reason to justify your choice of the title. [2]

Comments of Examiners

- (a) Vocabulary: Many candidates did not perform well in this part due to the following reasons – Tense of the given words was not maintained; incorrect form of the words was used, e.g. for ‘emerged’, the meaning was given as, ‘to come out’ or ‘coming out’. Some candidates who wrote multiple meanings were penalised if one meaning was incorrect.
- (b) (i) In this part, the answers were largely directly lifted from the passage.
(ii) The answers for this part required critical thinking and many candidates faltered here as their answers were wide and varied.
(iv) Candidates were required to quote one sentence in this part, but many quoted two sentences or wrote the answer in their own words.
(v) A number of candidates failed to infer the reason why Miss Kellner ran indoors when she saw uncle Ken behind the wheel. They failed to pick up points explaining Miss Kellner’s fear.
- (c) (i) Several candidates exceeded the word limit in writing the precis. Some resorted to direct lifting of paragraphs from the passage. A few wrote only key words. The precis was in incomplete sentences.
(ii) A title was to be given to the summary written in part (i), but most candidates gave a title to the passage.
In some cases, the title was given in long sentences, irrelevant to the question, indicating lack of focus. The justification given by many candidates for their choice of the title was long-winded or a mere repetition of the title.

Suggestions for teachers

- Stress upon the need for development of vocabulary. Design exercises to give ample practice in finding contextual meaning.
- Advise students to write only what is asked. Teach them to answer critical and analytical questions and guide them on how to take note of key words.
- Give training in reading the question carefully and analysing what is asked.
- Help students to identify the important points i.e. the nouns and related verbs and writing in brief complete sentences.
- Emphasise that the title is to be given to the summary and not the passage. Explain that the justification should be a short explanation to demonstrate the effectiveness of the title.

MARKING SCHEME

Question 3

(a)	Give the meaning of the following words as used in the passage. One-word answers or short phrases will be accepted (meaning should be in the same tense).
(i)	battered - damaged, broken, worn out
(ii)	mused - spoke thoughtfully, spoke dreamily, thought aloud

	(iii) emerged - appeared, came out,
(b)	(i) Salary good / steady job
	(ii) This is a critical thinking question - plausible answers to be accepted. Uncle Ken was constantly changing jobs / was not a steady person / irresponsible / eccentric (implied meaning to be accepted).
	(iii) There was only one taxi in Dehra + (room for another one/ the need was there for another) (any one given in bracket to be accepted).
	(iv) "Mohan and I needed no urging." (Whole sentence to be quoted exactly.)
	(v) She was frightened / rash driving / speed / knew Uncle Ken to be an irresponsible driver. (Any two)
	(vi) He wanted to turn around + (return home/ drive back/ go back) (Any one in bracket to be accepted).
(c)	(i) <u>Points to look for:</u> 1. <u>Knocked</u> it down 2. <u>Emerged</u> on the other side. 3. <u>Brought</u> it to a halt. 4. Maharaja <u>runs</u> to greet them. 5. <u>Beams</u> with pleasure. 6. <u>Invites</u> Ken for a tennis game.
	(ii) Any apt title to be accepted (for Precis) Justification for choice of the title.

Question 4

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

Example:

(0) *beginning*

Alice was (0) _____ (begin) to get very tired of (1) _____ (sit) by her sister on the bank and of having nothing to do: once or twice she had

(2) _____ (peep) into the book her sister was reading, but it
(3) _____ (have) no pictures or conversations in it, "and what is the use of a
book," (4) _____ (think) Alice, "without pictures or conversations?"

Alice wondered whether the pleasure of (5) _____ (make) a daisy-chain would
be worth the trouble of getting up and picking the daisies, when suddenly a White
Rabbit with pink eyes (6) _____ (run) close by her. Alice did not think this
was very remarkable, until the Rabbit actually (7) _____ (take) a watch out
of its waistcoat-pocket, and (8) _____ (look) at it, and then hurried on.

(b) Fill in each blank with an appropriate word: [4]

- (i) The poet's mother was stung _____ a scorpion.
- (ii) "Please write _____ what I tell you otherwise you will forget," the
teacher said.
- (iii) The dog was hiding _____ the bed, barking at the stranger.
- (iv) Sheila's grandmother found it difficult to climb _____ the steep
staircase.
- (v) The soldier fought bravely _____ his country.
- (vi) There is no use crying _____ spilt milk.
- (vii) I don't know what they were arguing _____ but I could hear angry
voices.
- (viii) The school playground is out _____ bounds for the pupils of the
primary school.

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

- (i) They have to go to bed early every night. They are allowed to stay up late on
Saturdays.

(ii) The children were delighted. The exams had been cancelled.

(iii) We are not allowed to play in the sun. We are not allowed to play in the rain.

(iv) This is the place. The dog was rescued from its cruel owner.

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

(i) She laid the table after she had finished the cooking.

(Begin: When.....)

(ii) He is old but still he works hard.

(Begin: Despite.....)

(iii) The delivery boy was requested to bring the parcel the next day.

(Rewrite using direct speech)

(iv) I prefer playing a game to watching television.

(Begin: I would rather.....)

(v) Every family has a black sheep.

(Begin: There is no.....)

(vi) I have never worn a more ill-fitting suit.

(End: ever worn.)

(vii) Anil is too fast a runner not to come first in the race.

(Begin: Anil is so.....)

(viii) As soon as the sports meet ended, the children ran on the field.

(Begin: Hardly.....)

Comments of Examiners

- (a) Though the performance in general was good, candidates who lacked basic knowledge of English grammar were unable to perform well in this part.
- (b) Some candidates were not confident of the prepositions to be used. e.g. (iii) used 'underneath' instead of 'under'. (vii) used 'for' instead of 'about'.
- (c) (i) Many candidates wrote 'except on Saturdays', thus changing the meaning of the sentence.
(ii) Several candidates changed the meaning of the sentence – they wrote: 'As the children were delighted, the exams had been cancelled.'
(iii) Instead of using the conjunction – 'neither....nor' some candidates used 'as well as'.
- (d) A number of candidates failed to understand the meaning of the sentences in this part. They failed to use the GRM rule (Grammar+Rubric+Meaning).
In part (ii) several candidates wrote 'despite of ' instead of 'despite being'(incorrect usage of structure). Many candidates failed to change the voice of the sentence from passive to active in part (iii). In part (vii) many candidates changed the meaning by writing 'Anil is so fast a runner that he cannot come first'.

Suggestions for teachers

- Give ample practice in tenses in mixed form, in sentences and paragraphs. Encourage students to speak for one minute as a class activity.
- Use selected newspaper cutting to pick out the prepositions and give enough practice.
- Explain the rules of synthesis of sentences. Explain the use of 'neither....nor.'. Also give practise in combining simple, complex and compound sentences. Explain why 'still' and 'despite' are not used together.
- Teach the rule – The verb following the auxiliary 'did' should be in present tense. Explain the need to retain the same form and tense in the answer.
- Give adequate practised in the usage of: Hardly.....when, No sooner....than, Neither....nor, Either....or.

MARKING SCHEME

Question 4

(a)	Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space.
	<ol style="list-style-type: none">0. beginning1. sitting2. peeped3. had4. thought5. making6. ran7. took8. looked
(b)	Fill in the blanks with an appropriate word:
	<ol style="list-style-type: none">(i) by(ii) down(iii) under(iv) up / down(v) for(vi) over(vii) about/over(viii) of
(c)	Join the following sentences to make one complete sentence <u>without using and, but or so</u> :
	<ol style="list-style-type: none">(i) (Although/Though/Even though) they have to go to bed early every night, they are allowed to stay up late on Saturdays. / They have to go to bed early every night, (while/whereas) they are allowed to stay up late on Saturdays.(ii) The children were delighted (that/as/since/because) the exams had been cancelled. / The exams had been cancelled therefore the children were delighted.(iii) We are neither allowed to play in the sun nor in the rain. / we are not allowed to play either in the sun or in the rain. / Neither are we allowed to play in the sun nor in the rain.(iv) This is the place where the dog was rescued from its cruel owner. / The dog was rescued from its cruel owner(in/at) this place

(d)	Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.
	<p>(i) When she <u>had finished</u> the (her) cooking she laid the table.</p> <p>(ii) Despite being old, he works hard.</p> <p>(iii) “Please bring (deliver) the parcel, tomorrow” (he/she/I/We/they said to the delivery boy).</p> <p>(iv) I would rather play a game than watch television.</p> <p>(v) There is no family that (which) does not have a black sheep.</p> <p>(vi) This is the most ill-fitting suit (that) I have ever worn.</p> <p>(vii) Anil is so fast a runner that he (cannot fail to/has to /will/ is sure to/ will surely) come first in the race. Anil is so fast a runner that he cannot but come first in the race.</p> <p>(viii) Hardly had the sports meet ended when the children ran on the field. Hardly did the sports meet end, when the children ran on the field.</p>

GENERAL COMMENTS

Topics found
difficult/
confusing by
candidates

Question 1 (Composition):

- Interpretation of 'gifts' at a simple usage level.
- Concept of equating money with happiness
- Taking a clear stand in argumentative essays.
- Expressing their views in grammatically correct English.
- Confusion between narrative and descriptive essays.

Question 2 (Letter Writing):

Lack of clarity regarding format of formal and informal letter.

Question 3 (Comprehension):

Difficulty in distinguishing between answers that required analytical inference and those that required textual content.

Question 4 (Grammar):

- Basic concepts in grammar
- Rubric and syntax
- Tenses

Suggestions
for
candidates

- Develop healthy reading habits and use the newly acquired vocabulary in your speech.
- Practise makes one perfect, therefore practise written assignments to improve writing skills.
- Read for pleasure and not from the examination point of view.
- Be brief and clear about what you write, avoid flowery language and colloquialism.
- Listen to speeches and debates on BBC, etc. to improve your debating skills.
- In argumentative essays remember to reason out why you support or oppose the proposition.
- Read the comprehension passage more than once to understand the context.

SECTION A – DRAMA

*Answer one or both questions from only one play, either **The Merchant of Venice** or **Loyalties***

The Merchant of Venice: Shakespeare

Question 1

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

Portia: *Go draw aside the curtains, and discover
The several caskets to this noble prince —
Now make your choice.*

Morocco: *The first, of gold, who this inscription bears,
“Who chooseth me shall gain what many men desire”;*

- (i) Who is Morocco? How did he introduce himself to Portia when they first met in an earlier scene? [3]
- (ii) How would Morocco know that he had made the right choice? What would his reward be? [3]
- (iii) Which casket did Morocco finally choose? What reasons did he give for rejecting the casket made of lead? [3]
- (iv) What two objects does Morocco find in the casket of his choice? What reason does he give to Portia for leaving in haste? [3]
- (v) How does Portia respond to Morocco’s parting words? What does this reveal of her nature? [4]

Comments of Examiners

- (i) This question was answered correctly by most candidates. Some candidates wrote that Morocco was a King instead of a Prince. The second part of the question was also answered well. Some candidates misunderstood the question and wrote about Morocco's acts of bravery instead of how he introduces himself.
- (ii) Although most candidates answered well, some got confused. Hence, instead of writing that finding Portia's portrait was an indication of the right casket, they wrote about the inscriptions on the casket.
- (iii) Candidates were able to answer the first part of the question correctly. Some candidates could not write all the reasons for rejecting the lead casket. Some even quoted the inscription on the lead casket instead of mentioning the reasons.
- (iv) Instead of *skull* and *scroll* as the two objects that Morocco finds, some candidates wrote - fools head, blinking idiot or a skeleton, which were incorrect. Some candidates could not write the reasons for Morocco leaving in haste.
- (v) Portia's response was not explicitly mentioned. Some candidates projected Portia in a negative light, for example, cunning or crafty.

Suggestions for teachers

- Do a detailed study of the characters in the play.
- Advise students to pay close attention to the key ideas and phrases from the play.
- Train students to learn the sequence of events.
- Instruct students to read the question carefully.
- Expose students to an array of questions.
- Explain the text thoroughly. A meticulous and in-depth study of each line is essential.

MARKING SCHEME

Question 1

(i)	<ul style="list-style-type: none"> • Prince of Morocco/ suitor <p>He says 'do not dislike me for my complexion/ it is the shadowed livery of the burnished sun/ where he was born and brought up</p> <ul style="list-style-type: none"> • He says that – his blood is as red as that of 'the fairest creature northward born' – that the best regarded virgins' of his land find him most attractive – that his appearance inspired fear in the most courageous of men. He urges Portia not to judge him by his skin colour.
(ii)	<ul style="list-style-type: none"> • One of the three caskets contained a picture of Portia. If he chose that casket, then he would have made the right choice. • His reward – Portia's hand in marriage.
(iii)	<ul style="list-style-type: none"> • Casket made of gold. • He felt that men would be prepared to take a risk only if there was a chance of winning 'fair returns'. <p>Says- This casket threatens</p> <p>He decides that a noble [golden] mind like his should not stoop to such a worthless choice.</p> <p>He was not prepared to risk anything for lead.</p>

	<p>It is damnation to think so base a thought. The lead casket is too gross to even rib Portia's cerecloth.</p>
(iv)	<ul style="list-style-type: none"> • A carrion Death [skull] and a scroll [letter, schedule] • He was too heartbroken (at having made the wrong choice and lost the chance of winning her hand) to bid her a lengthy (tedious) farewell. * He is sad, disappointed * Says- labour lost/ farewell heat, welcome frost/ his hopes are dead
(v)	<p>Portia says "A gentle riddance... Let all of his complexion [kind, personality] choose me so"/ She is happy to see him go.</p> <p>Personal Response:</p> <ul style="list-style-type: none"> • She judges a person by outward appearances – she does not wish to marry Morocco because of his dark skin/ racist/ racial prejudice/ biased/ does not like vain boastful men/ considerate of his feelings/ tactful.

Question 2

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

Bassanio : *Were you the doctor, and I knew you not?*

Gratiano : *Were you the clerk?*

Antonio : *Sweet lady, you have given me life and living;
For here I read for certain that my ships
Are safely come to road.*

Portia : *How now, Lorenzo!
My clerk hath some good comforts too for you.*

- (i) Where does this scene take place? What had Portia directed Antonio to give to Bassanio just moments before the above words were spoken? [3]
- (ii) Portia had just given Antonio, Bassanio and Gratiano a letter to read. Who had written this letter? What does Bassanio learn about Portia from this letter? [3]
- (iii) What good news does Portia have for Antonio? How does he respond to it? [3]
- (iv) To whom does Portia refer as 'My clerk'? What 'good comforts' does the 'clerk' have for Lorenzo? [3]

- (v) How was Bassanio persuaded to give away the ring that Portia had given him at the time of their marriage? What does this reveal of Bassanio’s relationship with Antonio? [4]

Comments of Examiners

- (i) Some candidates got confused and wrote ‘Belmont’ instead of ‘Venice’. Those who had read and understood the text, wrote well.
- (ii) Some candidates mentioned Balthazar as the writer of the letter instead of Bellario. In the second part, candidates wrote about Portia’s character traits for example they wrote that Portia was intelligent. It was expected that candidates should write about Portia, who was the lawyer in disguise, but the question was misunderstood.
- (iii) Return of ‘Three’ ships not mentioned by most candidates. The second part was answered correctly.
- (iv) This question was answered well by most candidates.
- (v) Instead of writing that Antonio’s words prevailed over Bassanio’s reluctance to give away the ring, many candidates wrote the entire episode of the ring.

Suggestions for teachers

- While teaching, point out the location of each scene in every act.
- Give regular practice of reference to context questions.
- Stress upon on a study of the original text.
- Let students enact the play – this will aid memory and create interest in the play. Students can also watch a performance of the play.
- Ask students to read the play and not to depend on a summary. If they read a summary or some prepared notes, they are likely to miss the key words.
- Train students to read the questions carefully. Vocabulary exercises with particular attention to synonyms should be done.

MARKING SCHEME

Question 2

(i)	<ul style="list-style-type: none"> • Avenue in Belmont, outside Portia’s house • The ring that Portia had given to Bassanio at their wedding – the ring Bassanio had given to the young ‘doctor’ of law for saving Antonio’s life.
(ii)	<ul style="list-style-type: none"> • Bellario • That Portia had been the learned ‘doctor’ / lawyer at Antonio’s trial.
(iii)	<ul style="list-style-type: none"> • Three of Antonio’s merchant ships (argosies) full of riches (richly) had come to harbour quite unexpectedly (suddenly) • Antonio says, ‘I am dumb’ (speechless) / Says- ‘You have given me my life and my livelihood.’ / He is happy
(iv)	<ul style="list-style-type: none"> • Nerissa, her lady – in waiting • Nerissa tells Lorenzo that he and Jessica would inherit all Shylock’s wealth after his (Shylock) death.

- | | |
|-----|--|
| (v) | <ul style="list-style-type: none"> At Antonio's urging 'My Lord Bassanio, let him have the ring;
Let his deserving [He deserves the ring because he saved Antonio] and my love withal / Be valued 'against your wife's commandment' Bassanio valued Antonio's friendship highly – could not refuse him – was prepared to risk Portia's anger/ dearest friends/ ready to make sacrifices for one another. |
|-----|--|

Loyalties: John Galsworthy

Question 3

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

Margaret : Here's the wind!

Winsor : What's the move now, General?

Canynge : You and I had better see the Inspector in De Levis's room, Winsor. [To the others] If you'll all be handy, in case he wants to put questions for himself.

Margaret : I hope he'll want me; it's just too thrilling.

Dancy : I hope he won't want me; I am dog-tired. Come on Mabel.
[He puts his arm in his wife's]

Canynge : Just a minute, Charles.

- (i) Who is Margaret? Why does she say, 'Here's the wind!'? [3]
- (ii) Why does Canynge suggest that they see the Inspector in De Levis' room? What does Margaret find 'thrilling'? [3]
- (iii) Who enters soon after? What had this person been asked to do earlier? [3]
- (iv) How does De Levis happen to have such a large sum of money on that particular day? What steps does he take to keep the money safe? [3]
- (v) Whom does De Levis suspect of having stolen his money? What leads Canynge to suspect the same person? What is Canynge's opinion of this person? [4]

Comments of Examiners

- (i) The first part of the question was done well. Some candidates could not explain the second part properly. They did not write that Margaret uses the phrase “Here’s the wind!” mockingly.
- (ii) Most candidates found the first part of the question easy to answer. Some candidates were unable to recollect and write correctly what Margaret found thrilling.
- (iii) Candidates answered this question well.
- (iv) Here too, candidates found the first part of the question easy to answer and wrote well. Some candidates could not remember where De Levis had kept the money.
- (v) First part was done well. In the second part candidates have written that Canynge noticed Dancy’s sleeve was wet, but they omitted writing that Dancy had lied about being indoors all the time.

Suggestions for teachers

- Do a detailed analysis of each character. Students must be made aware of the tone in which a statement is made.
- Encourage students to enact the play in class – this will help them to recollect the time, the place or the reasons why the words were spoken.
- Ask students to read the text thoroughly. Thorough reading of the play and adequate revision will ensure that the students remember all the events from the play. Clarify the sequence of events to the students.
- Teach students to write each part in a separate paragraph to ensure that they do not leave anything out. Allow students to memorise the key ideas and facts.

MARKING SCHEME

Question 3

(i)	<ul style="list-style-type: none"> • Margaret Orme – A society girl / guest at Meldon Court / A friend of Winsor or Adela • Margaret says this mockingly when she hears the sound of the policeman’s motorbike. <p>Earlier that evening when Lady Adela had called the Police Station at New Market to report the theft, Inspector Dede had said he was ‘coming like the wind on his motor cycle’.</p>
(ii)	<ul style="list-style-type: none"> • Canynge wants the Inspector to see the scene of the crime before talking to anyone. / he wants to speak privately to the inspector/ to see the handprints and the footprints • Margaret finds the entire experience thrilling – the theft, the arrival of the police, the investigation, the possibility of being questioned by the police.
(iii)	<ul style="list-style-type: none"> • Treisure, Winsor’s butler enters the room. • Treisure had been asked to check if the stable ladder had been moved/ to bring up Robert
(iv)	<ul style="list-style-type: none"> • De Levis had sold a horse (Rosemary’s filly) – for a thousand pounds in cash that day. • De Levis had placed the money in his boot and had locked the boot in his suitcase before he went down for dinner. <p>After dinner he had counted the money, had placed it under his pillow and locked the door when he went for his bath.</p>

(v)	<ul style="list-style-type: none"> • De Levis suspects Dancy • When Canynge touches Dancy's sleeve he notices that it was wet – he realises that Dancy had been out in the rain/ Dancy told them he had been indoors all the time • Canynge believes that Dancy is an officer and a gentleman / that Dancy would never stoop to steal money/ he is gallant/ has a fine record as a soldier/ he was very innocent/ has done daring, risky things
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Question 4

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

Mabel : *A prosecution? Prison? Oh, go! Don't wait a minute! Go!*

Dancy : *Blast them!*

Mabel : *Oh, Ronny! Please! Please! Think what you'll want. I'll pack. Quick! No! Don't wait to take things. Have you got money?*

- (i) Where is this scene set? What had Dancy just confessed to Mabel? [3]
- (ii) What had Dancy's lawyer suggested he should do? Why had he made this suggestion? [3]
- (iii) How does Mabel express her loyalty to Dancy soon after he had made the confession? Who knocks at the door at this point? [3]
- (iv) Who else enters the house? What sound do they all hear? Why does Mabel faint? [3]
- (v) What message did Dancy's letter contain? [4]
- What is your opinion of Dancy at the end of the play?

Comments of Examiners

- (i) This question was answered well by most candidates.
- (ii) Some candidates were not very sure of the answer. They could not write that the lawyer had suggested that Dancy should run away to Morocco. The reasons for the suggestion were not explained well.
- (iii) This part was answered correctly by most candidates.
- (iv) Some candidates could not write the names of the people who arrive on the scene. Although the second and the third parts of the question were easy, some candidates did not read the question properly and left out a part of the answer.
- (v) Dancy's letter was quoted correctly by most candidates. The second part was also written well.

Suggestions for teachers

- Ask students to note the stage directions as well as the setting of each scene.
- Encourage students to read the question carefully, identify the points asked and present them correctly.

MARKING SCHEME

Question 4

(i)	<ul style="list-style-type: none">• The Dancy's sitting room/ flat Dancy's• He had confessed that he had stolen the money. He had also confessed that, he had given a thousand pounds to a woman – who was blackmailing him — It was a debt of honour that he had to pay.
(ii)	<ul style="list-style-type: none">• His lawyer wanted him to run away to Morocco, and join the army there/There was a war going on in Morocco• Lawyer felt he was a fine soldier / he could start over again.• If Dancy remained in England he would be arrested by police/ Him cannot save his wife's peace of mind/His case has collapsed/ his honour is gone
(iii)	<ul style="list-style-type: none">• Mabel promises to keep loving him /to be by his side, always. [She will stick with him/ I don't care what you did, I'm just the same/ Later she will join him]• If he were imprisoned, she would wait for him.• Inspector Dede / a young constable knocks at the door.
(iv)	<ul style="list-style-type: none">• Margaret Orme / Major Colford.• They hear the sound of a pistol shot (in the bedroom).• Mabel faints when she enters the bedroom and finds her husband (Dancy) had shot himself.
(v)	<ul style="list-style-type: none">• Dancy's letter said – This (suicide) was the only decent thing he could do. The situation was unfair to Mabel (his wife). The only way he could keep faith was by using his pistol. Asks Colford to look after Mabel.• Personal response (e.g. Dancy did love Mabel in his own way etc.) [reckless, foolish, egoistic, selfish].

SECTION B – POETRY

Answer one or both questions from this Section.

A Collection of Poems

Question 5

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

“I'm grateful, Sir”, he whispered, as I handed my canteen

And smiled a smile that was, I think, the brightest that I've seen.

“Seems silly a man my size so full of vim and zest

Could find himself defeated by a small pain in his chest.”

(Small Pain in My Chest – Michael Mack)

- (i) Where is 'he' when the narrator encounters him? Describe the scene around him. [3]
- (ii) What does 'he' ask the narrator for? What reasons does he give for his request? [3]
- (iii) What does the narrator see when he looks at him? How do we know that 'he' is very young and completely unaware of the seriousness of his injury? [3]
- (iv) How does 'he' describe the battle that had been fought the night before and his role in it? [3]
- (v) What feelings do you think the narrator must have experienced when he 'put his arms around him'? [4]

What is the central theme of this poem?

Comments of Examiners

- (i) This question was answered correctly by most candidates. A few, however, missed the actual textual reference i.e. "craters". Some wrote the whole sequence of war that took place.
- (ii) Some candidates wrote "canteen" instead of "water".
- (iii) Candidates were required to write about the wound on the soldier's chest. Some gave an account of the setting of the scene instead. The second part of the question was not answered correctly by most.
- (iv) Candidates performed well in this question.
- (v) Some could not assess the feelings of the narrator. Candidates wrote the theme for both parts of the question.

Suggestions for teachers

- Stress upon the need to read and revise the poem thoroughly. Some students merely study the summary of the poem. However, the knowledge of the key words from the poem is as important as its analysis.
- Although it is not necessary to quote from the text, yet the key ideas and phrases as well as the sequence should be memorized.
- Give practice to students in writing their personal response to questions.

MARKING SCHEME

Question 5

(i)	<ul style="list-style-type: none"> • underneath the tree / on the battlefield. • Scores of dead bodies [dead figures, soldiers] lay all over the battle field/ Big deep craters on the earth
(ii)	<ul style="list-style-type: none"> • A sip of water • he had fought all day and all night without rest/ it will surely do him good/ will ease the pain/ it will quench his thirst he was wounded (had a small pain in his chest)/ and weary.
(iii)	<ul style="list-style-type: none"> • A large reddish-brown patch on his shirt / stain of the warm blood mixed with the dust of Asia. • The poet calls him 'soldier boy'/ he is full of vim and zest

	<ul style="list-style-type: none"> The soldier refers to his fatal wound repeatedly as ‘a small pain in my chest/ he smiled/ jokes: it must be fatigue; he’s getting old/says, ‘I count myself lucky’. / Says ‘..before I travel on’
(iv)	<ul style="list-style-type: none"> Two hundred soldiers climbed the hill. There was an explosion [the night exploded]/ as they cleared the crest and he was wounded. he looked around for aid / but only saw big craters / and dead bodies on the ground/ He kept on firing at them/ he tried to do his best.
(v)	<p>Personal response: example – guilt, shame, sorrow, anger, tenderness, regret, empathy, remorse; compassion; disappointment; misery; he feels their wounds pressed the large one in his heart and the small one of the soldier, etc.</p> <p>Theme: Devastation caused by war and the senseless loss of young lives/ agony of brave soldiers/ horrors of war/ sense of duty/ highlights the sacrifice made by soldiers/ soldiers have to suffer in a war they did not cause/ / The narrator represents the collective guilt of mankind/ the theme of the poem is courage and bravery/never give up.</p>

Question 6

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

I am going out rarely, now and then

Only, this is price of old age

But my health is O.K.

(The Professor – Nissim Ezekiel)

- (i) Who is the speaker? What relationship did he share with the listener? [3]
- (ii) How many sons does the speaker have? What does he say about them? [3]
- (iii) What are the names of the speaker’s daughters? Why does the speaker believe that his daughters are ‘well settled in life’? [3]
- (iv) How old is the speaker? Why does he say that his health is ‘OK’? What reason does he give to explain his state of health? [3]
- (v) What characteristics typical of Indian speech and thought does the poet make fun of through this poem? [4]

Comments of Examiners

- (i) This was a simple question, answered well by candidates.
- (ii) This part was answered correctly by most candidates.
- (iii) Many variations of the names ‘Sarala and Tarala’ were written by the candidates. Second part of the question was written well.
- (iv) This was a simple text-based question, answered well by almost all.
- (v) The question had two parts, but most candidates mixed them up to one idea and did not write a comprehensive answer. They had to highlight the portrayal of Indian speech and thought separately.

Suggestions for teachers

- Stress upon learning the key ideas and phrases, unaltered.
- Instruct students to tackle each part of the question and to be clear in their responses.
- Train students to write precise and to the point answers.

MARKING SCHEME

Question 6

(i)	<ul style="list-style-type: none"> • Professor Sheth – (retired Geography teacher)/ He is a professor/ • He had taught him (the listener) Geography in school/The listener is a student
(ii)	<ul style="list-style-type: none"> • Three • One is a Sales Manager, another a Bank Manager – both own cars. • Third is not doing so well (financially) – ‘Blacksheep’ of the family.
(iii)	<ul style="list-style-type: none"> • Sarala and Tarala • They are both married. • Their husbands are ‘very nice boys’.
(iv)	<ul style="list-style-type: none"> • Sixty-nine • No major health conditions – free from diabetes, blood pressure, heart attack. • ‘Sound habit in youth’
(v)	<p>Mention any two from examples of Indian Speech and two from examples of Indian thought</p> <p>Examples of Indian Speech:</p> <ul style="list-style-type: none"> • By God’s Grace • How many issues you have? • I am not against • Our progress is progressing • Health is OK • I am 69, hope to score a century. • You were so thin, like stick

- If you are coming again this side, by chance
Visit please my humble residence
- I am living just on opposite house's backside.
- * Incorrect use of present continuous tense
- * Omission of articles
- * Grammatical errors
- * Direct translation from Hindi to English

Examples of Indian thought:

- Success in life means owning a car
- Having many children / grandchildren is a matter of pride.
- Daughters are a matter of concern unless they are married off... to 'nice boys'
- A prosperous person has to look prosperous (overweight)
- False humility ('humble house')/ Human achievement is measured by economic success/ Judges by materialistic possessions/ women should be married and confined to their homes/ Judges sons and daughters differently/ Obsession with cricket- hope to score a century/ Pride in speaking in English

SECTION C – PROSE

Answer one or both questions from only ONE book you have studied, either A Collection of Short Stories or Animal Farm or To Sir With Love

A Collection of Short Stories

Question 7

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

Sher Singh could feel immediately the heat of the boy's body burning through the cotton cloth.

He felt the weight too, and he wondered how he was going to manage.

'He is too big for you' said the mother. She spoke in the whisper of despair. 'You will never get there.'

Sher Singh said nothing.

He set off.

- (i) Who was the 'boy'? Why was Sher Singh sure that the little boy would die? [3]
- (ii) What did Sher Singh's father do for a living? Mention any two acts of courage he had performed that had earned him the title 'Bahadur'. [3]
- (iii) How does his mother use her skill as a hill woman to prepare Sher Singh for his long and dangerous journey? [3]
- (iv) Mention any three challenges that Sher Singh encountered on his way to the hospital. [3]
- (v) How does the doctor at the hospital address Sher Singh at the end of the story? Why do you think he refers to him in this way? [4]

Comments of Examiners

- (i) Some candidates wrote the age of the 'boy' instead of identifying him as Sher Singh's brother. Many candidates failed to write the expected response to the second part correctly.
- (ii) The second part of the question was misunderstood by some who mentioned other points instead of writing about Sher Singh's father's acts of bravery.
- (iii) Candidates wrote that Sher Singh's mother prepared a sling to help him carry his brother, but some failed to describe how she makes the contraption.
- (iv) This part was answered well by most candidates.
- (v) The first part of the question was easily answered correctly by all. The second part carried three marks and the candidates had to expand and analyse their answer. Writing that Sher Singh is addressed as 'Bahadur' because he is brave does not cover all the points.

Suggestions for teachers

- Instruct students to write precise and to the point answers.
- Revise the story thoroughly so that the students remember the minutest details. Learning merely the gist of the story is not enough.
Do written work regularly in class.
- Train students to pay attention to important details in the story and also, to development of character.

MARKING SCHEME

Question 7

(i)	<ul style="list-style-type: none"> • Kunwar, Sher Singh's younger brother/Sher Singh Bahadur's younger son • When Sher Singh's mother said the little boy had to be taken to the hospital he was convinced that he would die – the hospital was the last resort of the doomed/ Whoever went to the hospital never came back/ He could see death in his eyes
(ii)	<p>He grazed animals / and cultivated his bit of land/ He was a shikari/ Whenever there was an expedition he was called.</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> • He had a scar down his skull and back and shoulders from rescuing a comrade from a tiger.

	<ul style="list-style-type: none"> • He had a wound on his leg to mark the spot where he had cut and burned his flesh where a snake had bitten him. • Two fingers missing, and face marked. • Reputed to have walked 5 miles through the jungle with his puggree tied around his stomach to stop everything from falling out through the torn skin.
(iii)	<p>Sher Singh's mother knew how to carry loads.</p> <ul style="list-style-type: none"> • How to sling a load from a band round the forehead and down the back so that the shoulders and the strong muscles of the neck could take heavy weights up and down hills. • She used her saree / to make a sling for Sher Singh to carry Kunwar in.
(iv)	<p>Any three of the following:</p> <ul style="list-style-type: none"> • a cobra sunning itself – Sher Singh backed away and the snake slid away without harming him. • Bear tracks – he was nervous and quickened his steps – managed to avoid an encounter with the bear. • Herd of wild elephants – the tusker almost discovered the boys – Sher Singh stayed still and prayed fervently. The elephant trumpeted and hurried away. • Tiger pug marks – indicating the presence of the predator in the vicinity. • Crossed two icy cold rivers – the second in flood – tied his brother to himself with a grass rope he made and courageously entered the river – almost swept away by the floods.
(v)	<ul style="list-style-type: none"> • The doctor calls him Sher Singh Bahadur • To acknowledge the boy's courage and determination to bring his little brother to the hospital etc./will power/ bravery/ just 12 years old/ all alone/ never gave up/ sense of responsibility and duty.

Question 8

With close reference to the text, show how Stephen Leacock makes effective use of humour [16] and exaggeration to describe his attempts to get back his 'Lost Dollar'.

Comments of Examiners

Many candidates wrote a brief summary and failed to highlight the 'humour and exaggeration'. The points were not written in detail. Answers were disorganized and jumbled up. Some candidates did not specify all the hints given by the narrator to remind his friend about the lost dollar. Some candidates did not write about the 'Back to Honesty' movement which is a humorous part of the story.

Suggestions for teachers

- Include all important points from the story in the answer in detail.
- Ensure that students practice writing detailed answers.
- Guide students to study language and literature, in conjunction with each other.

MARKING SCHEME

Question 8

Exaggeration

- the entire anecdote revolves around a SINGLE DOLLAR that the author Stephen Leacock had lent his friend.
- Leacock is sure he is never going to get it back.
- He will never forget this lost dollar – he would carry the recollection of it to his grave.

Humour

- Every time Leacock meets his friend Todd (the one who borrowed the dollar) he remembers the lost dollar, but the friend has forgotten all about it.
- Leacock expects the dollar to be returned at every encounter – growing frustration when this does not happen.
- When Todd writes to him from Berunda – all Leacock expects is to find the dollar in the envelope – disappointed to find that it is not.
- Leacock goes to meet Todd at the station on his return from Berunda (says the dollar was not on his mind but it was!)
- Leacock drops blatant hints – suggests they take a taxi to the club – later asks Todd if the American Dollar goes at par in Berunda (Stressing the words, hoping Todd would remember – this strategy fails)
- In another context Todd speaks of Poland not repaying her debts – Leacock comments on the irony on this – since Todd still had not returned his dollar.
- Leacock is then troubled by another thought – What if, he, like Todd had borrowed a dollar off someone and then forgotten all about it?!
- He plans to start a ‘Back to Honesty’ movement... more humour in how he plans to go about it.

The concluding lines urge the reader not to leave a copy of this piece of writing where Major Todd of the University Club, Montreal may come across it – It is all too evident that the narrator means exactly the opposite – why else would he supply all of Todd’s contact details?

Animal Farm: George Orwell

Question 9

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

It was just after the sheep had returned, on a pleasant evening when the animals had finished work and were making their way back to the farm buildings, that the terrified neighing of a horse sounded from the yard. Startled, the animals stopped in their tracks.

- (i) From where did the sheep return? Under whose supervision were they? What were they taught while they were in this place? [3]
- (ii) Whose voice was it that startled the animals? What did the horse see that caused it to neigh in terror? [3]
- (iii) How did the animals react to this sight at first? Why were they not able to protest? [3]
- (iv) Why did Clover lead Benjamin gently to the end of the barn immediately after this? What did they find written on the wall? [3]
- (v) What strange and disturbing change did the animals observe in the pigs when they peered in at the dining room window later that evening? [4]

Comment on the irony of the situation.

Comments of Examiners

- (i) Some candidates did not write the first part well. They did not mention that the place was 'overgrown with birch saplings'. The second part was answered correctly.
- (ii) This question was answered correctly by most.
- (iii) The reaction of the animals was not described in detail by many candidates. Some candidates could not recall the diversion created by the sheep.
- (iv) Candidates wrote correctly that Clover wanted Benjamin to read the seven commandments, but they could not recall the exact words that were written on the wall.
- (v) The first part was written correctly. Some candidates did not understand the meaning of 'irony'. They merely summarized the rest of the story.

Suggestions for teachers

- Stress upon a thorough reading of the text.
- Knowledge of figures of speech is an integral part of understanding literature. Make students aware of these and give practice in spotting and analysing figures of speech.

MARKING SCHEME

Question 9

(i)	<ul style="list-style-type: none">• The sheep returned from a piece of waste ground at the other end of the farm/ overgrown with birch saplings.• Squealer supervised them.• They were taught to sing – ‘four legs good, two legs better’.
(ii)	<ul style="list-style-type: none">• Clover’s voice.• The sight of Squealer walking on hind legs. / After that, there came a long file of pigs also walking on their hind legs. <p>Finally, Napoleon – walking upright majestically and carrying a whip.</p>
(iii)	<ul style="list-style-type: none">• At first there was a deadly silence. Amazed/ terrified/ huddling together, / the animals watched in silent bewilderment.• Before they could utter some word of protest, the sheep burst into a tremendous bleating of – ‘four legs good, two legs better’. It went on or five minutes without stopping; <p>The chance to utter any protest had passed as the pigs had marched back into the farmhouse.</p>
(iv)	<ul style="list-style-type: none">• Clover wanted Benjamin to read the Seven Commandments and tell her if they were the same as they had always been.• ‘All animals are equal, / but some animals are more equal than others’ / was written there where the Seven Commandments had stood.
(v)	<ul style="list-style-type: none">• The faces of the pigs seemed to be melting and changing. <p>The animals could not distinguish between pig and man.</p> <p>The difference had blurred it was impossible to say which was which.</p> <ul style="list-style-type: none">• The irony lies in the fact that the pigs had spearheaded the rebellion to liberate the farm animals from human tyranny – they had now become tyrants themselves – They even looked like the humans they had overthrown. Things had come full circle nothing had really changed for the animals on the farm.

Question 10

Give a brief account of the Battle of the Cowshed and Snowball’s role in it.

[16]

Comments of Examiners

Candidates described the battle but did not emphasise Snowball's role in it. Some wrote very brief answers and missed out important points. Some mixed up the role of each animal in the battle.

Suggestions for teachers

- Train students to answer such questions with close reference to the text.
- Drill students to present the points in a coherent manner. The sequence of events should not be jumbled up.
- Role play and enacting of incidents will make the story enjoyable as well as help in memorizing and understanding it.

MARKING SCHEME

Question 10

- Early October when corn had been harvested.
- Pigeons warn of the arrival of Jones and his men and half a dozen others from Foxwood and Pinchfield.
- Men were armed with sticks... Jones in the lead with a gun.
- Animals had anticipated that the men would attempt to recapture the farm.
- Snowball was in charge of defence... he had studied Julius Caesar's Campaigns and employed similar tactics.
- First attack by birds (pigeons and Geese) – was meant to create disorder... the men beat them off easily.
- Second line of attack Muriel, Benjamin and all the sheep led by Snowball rushed forward – prodded and butted the men. Again, the men were too strong.
- At a signal from Snowball all the animals retreated. The men followed shouting in triumph. It was an ambush. As soon as the men entered the yard the three horses, three cows and rest of the pigs that were lying in wait emerged – cut off their retreat.
- Snowball personally attacked Jones – Jones fired wounding Snowball and killing a sheep.
- Boxer reared up and struck a stable boy with his hooves – the boy fell motionless.
- Every animal participated in the attack – even the cat.
- Within 5 minutes the men were driven off
- The animals reassembled in excitement – raised the flag – sang 'Beasts of England' many times.
- The sheep that had been killed was given a solemn funeral. Snowball made a speech at the graveside.

- Two military decorations created –
 Animal Hero, First Class.... awarded to Snowball and Boxer
 Animal Hero, Second Class... conferred posthumously on dead sheep.
- Animals unanimously decided to call the battle ‘The battle of the Cowshed’ as that was where the ambush had been sprung.

To Sir With Love: E.R. Braithwaite

Question 11

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

As the bus moved slowly on, a bright-eyed little boy in school cap and blazer paused momentarily beside the vacant seat and then quickly moved a little way on

The conductor approached with his cheery ‘Any more fares, please, free ride only after midnight.’

- | | | |
|-------|--|-----|
| (i) | Why did the school boy not occupy the vacant seat? What was he puzzled by? | [3] |
| (ii) | Who was preparing to take the seat? What did the person do instead? Why? | [3] |
| (iii) | What efforts did the conductor make to get this person to sit in the vacant seat? | [3] |
| (iv) | What does the author do to help ease the situation? How does the conductor view the author’s action? | [3] |
| (v) | What was the author’s intended destination? What is his state of mind as he approaches this place? | [4] |

Comments of Examiners

- (i) This answer was written correctly by most candidates.
- (ii) Some candidates could not recall the incident clearly and made errors.
- (iii) Candidates mentioned that the conductor asked the lady to take the empty seat, but they could not recall the repeated reminders to the lady.
- (iv) The first part of the question was answered well. In the second part, some candidates got confused with the conductor's reaction. Some wrote that the conductor got angry.
- (v) Although the candidates wrote the name of the destination, i.e. Greenslade School correctly, they could not elaborate the second part adequately.

Suggestions for teachers

- Train students to write precise answers. They should write only what is asked for.
- Do a thorough revision of the text. Lay emphasis on repeated reading of the text.
- Stress upon reading of the original story and ask student to highlight the important incidents. Most questions from this section are based on the text. Reading a summary does not help in answering such questions.
- Analyse each character in the story.

MARKING SCHEME

Question 11

(i)	<ul style="list-style-type: none"> • the little boy noticed that there was a lady on the bus and politely waited for her to take the seat. • he is puzzled when she hesitates, moves forward and prefers to stand in the aisle of the moving bus.
(ii)	<ul style="list-style-type: none"> • a slim, smartly dressed woman. • She is about to sit – quickly changed her mind preferring to stand in aisle of the bus – because she suddenly notices that the other occupant of the seat was a coloured man.
(iii)	<ul style="list-style-type: none"> • Conductor repeatedly points out the empty seat 'Empty seat, beside you lady' 'Seat here for you, lady' 'No standing on the bus, lady'
(iv)	<ul style="list-style-type: none"> • Author is embarrassed / as a black person – quickly rose from the seat – said he had to get off at the next stop – alighted from the bus. • Conductor seemed to feel betrayed – author felt conductor wanted to confront the woman / challenge her racist attitude and shame her.
(v)	<p>Author was on his way to Greenslade Secondary School – he was to join the teaching staff there.</p> <p>The encounter on the bus upset him – he felt depressed – the surroundings (London East End) made him feel even worse. All his positive and optimistic feelings drained away.</p>

Question 12

Give a brief description of Braithwaite's encounter with a stranger at St. James Park. How did this meeting change the course of his life? [16]

Comments of Examiners

Very few candidates attempted this question. The entire conversation with the stranger had to be written in detail. Some candidates wrote other details of Braithwaite's life instead of the actual conversation.

Suggestions for teachers

Analysis of each chapter helps the students recall the important details.

MARKING SCHEME

Question 12

- Braithwaite was sitting watching the ducks beside the lake at St. James Park – felt angry and dejected because he had not succeeded at securing a job – had been repeatedly turned down on account of his race and colour.
- A thin, bespectacled old man was sitting beside him – the old man tried to engage him in conversation – but Braithwaite was in no mood for polite conversation – ignored the old man's overtures – dismissed him as a garrulous old crank.
- The old man was undeterred – addressed Braithwaite directly – asked if he had been in London long – author tries to be distant – found the topic painful – author continued to ignore him
- Old man spoke kindly, comfortingly – pointed out that life in a big city could get lonesome and difficult ... his words caught the author's attention– author looked closely at him and found he looked scholarly – like a professor – the old man continued to talk – he said that a city was like a battlefield and in order to survive in a city you needed to be a fighter....anyone could exist in a city....the real challenge was to live life and find excitement.
- author was still in no mood for philosophising – he retorts that being a negro, he found existence itself an enormous challenge!
- At this the old man burst out laughing – the author laughed along too. The old man encouraged the author to talk about his troubles - his kind words struck a chord within the author and he suddenly found himself confiding all his troubles in him.
- After listening to the author's experiences, the old man declared that teaching was the best career option for the author – author pointed out that he had no formal teachers' training, but old man said that his University degree would do – he added that the author's experience and ability would see him through.
- The old man said that the author's colour and race would not be such a problem in the teaching profession because there was a desperate need for teachers!... especially in the East End – a really tough neighbourhood – so most teachers preferred to seek jobs elsewhere – when the author

misinterpreted this observation to be a racist comment the old man chided him for his ‘snobbish’ attitude – author apologised

- the old man urged the author to apply for a teaching position but not to mention the colour of his skin in his application
- after this they chatted amiably about many things – only after they had parted did the author realise that they had not introduced themselves to each other – he didn’t even know the name of the kindly stranger whose wise words and understanding manner had changed the entire course of his life!
- Author followed the old man’s advice – applied for a teacher’s post – was called for an interview – was accepted and sent to the East London Divisional office – from there to Greenslade school

GENERAL COMMENTS

Topics found difficult/ confusing by candidates

- Questions on character analysis (candidates should write adjectives describing the character along with incidents to support their answer).
- Details in the poems *e.g.*, the details of the battle and the actions of the narrator
- Questions where two parts were joined by ‘and’ (candidates got confused and mixed up the two parts. For example, they got confused by ‘Indian speech and thought’.)
- Confusion between Aragon and Morocco. Candidates mixed up the two sequences.

Suggestions for candidates

- Read the questions carefully.
- Revise the text a number of times.
- Learn epithets to describe a character.
- Prepare analysis of all characters.
- Attempt many types of questions under the guidance of the teacher.
- Answer each part and subpart of a question separately.
- Practise writing precise and brief answers.
- Proper numbering of the questions is important.