

## ENGLISH PAPER 2 (LITERATURE)

### SECTION A

(Answer one question)

#### MUCH ADO ABOUT NOTHING—*Shakespeare*

##### Question 1

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

- (a) Leonato : A victory is twice itself when the achiever brings home full numbers. I find here that Don Pedro hath bestowed much honour on a young Florentine called Claudio.
- Messenger : Much deserved on his part, and equally remembered by Don Pedro. He hath borne himself beyond the promise of his age, doing in the figure of a lamb the feats of a lion. He hath indeed better bettered expectation than you must expect of me to tell you how.
- Leonato : He hath an uncle here in Messina will be very much glad of it.
- (i) Where are the speakers? Which 'victory' does Leonato refer to in his speech? [1]
- (ii) What role has Claudio played in the war? [2]
- (iii) Explain the line:  
"A victory is twice itself when the achiever brings home full numbers". [1½]
- (iv) What information does the messenger give as a response to Leonato's words in the last line of the extract? [2]
- (v) What, according to the messenger, has been Benedick's performance in the war? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]  
bestowed; expectation; feats
- (b) Leonato : [To Hero] Daughter, remember what I told you. If the prince do solicit you in that kind, you know your answer.
- Beatrice : The fault will be in the music, cousin, if you be not wooed in good time. If the prince be too important, tell him there is measure in everything, and so dance out the answer.

- (i) Where does this scene take place? Who is the prince that Leonato is talking about? [1]
- (ii) What is Beatrice's opinion regarding marriage just before this extract? [2]
- (iii) Explain the line:  
 "If the prince be too important, tell him there is measure in everything, and so dance out the answer". [1½]
- (iv) Describe in detail the three dances that Beatrice compares to the acts of wooing, wedding and repenting. [2]
- (v) What does the scene tell you about Beatrice's nature? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]

solicit; wooed; measure

- (c) **Benedick** : Sir, sir, be patient. For my part, I am so attir'd in wonder  
 I know not what to say.
- Beatrice** : O, on my soul, my cousin is belied.
- Benedick** : Lady, were you her bedfellow last night?
- Beatrice** : No, truly not, although until last night  
 I have this twelvemonth been her bedfellow.
- Leonato** : Confirm'd, confirm'd, oh that is stronger made,  
 Which was before barr'd up with ribs of iron.  
 Would the two princes lie? And Claudio lie,  
 Who loved her so, that speaking of her foulness,  
 Washed it with tears? Hence from her, let her die.
- Friar Francis** : Hear me a little  
 For I have only been silent so long  
 And given way unto this course of fortune  
 By noting of the lady.

- (i) Whom does Benedick refer to as 'Sir'? [1]
- (ii) Which signs has Friar Francis noted about Hero? [2]
- (iii) Explain the line:  
 "...I have only been  
 Silent so long, and given way unto  
 This course of fortune..." [1½]
- (iv) What is Leonato confirming? How did he arrive at this conclusion? What does he wish for his daughter and why? [2]

- (v) What advice does Friar Francis give them later in the scene and what according to him could be the possible outcome to his plan? [2]
- (vi) Give the meanings of the following words as they are used in the context of the passage: [1½]

belied; attir'd; barr'd

### Comments of Examiners

- (a) (i) While attempting this part, some candidates did not give the reference to the war fought.  
 (ii) The fact that Claudio, though young, had fought bravely, was not written by several candidates.  
 (iii) A number of candidates could not explain “twice itself” and “full numbers”. Most merely repeated what was already given in the quoted lines.  
 (iv) Several candidates did not write that the messenger had “delivered” the news to Claudio’s uncle and that he had wept tears of joy. They merely wrote that the uncle was overjoyed.  
 (v) This part was answered correctly by most of the candidates.  
 (vi) Some candidates were unable to give the correct meaning of “feats”.
- (b) (i) This part was answered correctly by most of the candidates.  
 (ii) Many candidates were unsure of their answers and gave vague answers about Beatrice’s opinion of men.  
 (iii) The meaning of “important” and “dance out the answer” was not given by many candidates. It was evident that these candidates did not know how to explain the lines.  
 (iv) There was considerable confusion about the three dances and the corresponding states of emotion or feeling. Most candidates merely gave the names of the three dances.  
 (v) Most candidates answered this part correctly.  
 (vi) A few candidates could not give the correct meaning of the word “solicit”.
- (c) (i) Most candidates answered this part correctly.  
 (ii) The signs of Hero’s innocence noticed by the Friar were not given in some cases. Some candidates mentioned the emotions.  
 (iii) The lines were not explained exhaustively. Many candidates merely paraphrased the quoted lines. The meaning of “given way.....course of fortune” was not given in several cases.  
 (iv) The manner in which Leonato comes to the conclusion was not brought out in many answers.  
 (v) This part was answered correctly by majority of the candidates.  
 (vi) Most candidates answered this part correctly.

### Suggestions for teachers

- Students must be encouraged to do an exhaustive reading of text.
- Students should be taught to identify and focus on important information in the scenes studied.
- Relationship between characters, their traits, what their words reveal about them should be emphasised.
- Students should be encouraged to develop their own perspective and analysis.

## MARKING SCHEME

### Question 1.

- (a) (i) The speakers are in Leonato's house / in front of Leonato's house.  
The victory referred to here is the successful military campaign of Don Pedro/ putting down of civil strife by Don John.
- (ii) Claudio has fought bravely in the war and though young and inexperienced (he is compared to a lamb) he has fought like a lion and fought more bravely than was expected of him.
- (iii) The line means that the victory is worth celebrating as few men of high rank have been killed in the war / have come home safely/ very few or none killed.
- (iv) The messenger says that he had already delivered him letters and his uncle shed tears of joy at the news.
- (v) Benedick has fought well and has done good service in the wars. He is a good soldier.
- (vi) Bestowed – conferred/ given/ awarded/ showered  
Expectation – anticipation/ presumption / thought of  
Feats – achievements/ brave acts/ accomplishments/ attainments/ valiant deeds
- (b) (i) The scene takes place in a hall in Leonato's house. Don Pedro is the prince that Leonato is talking about.
- (ii) Beatrice says that she will not accept a husband made of dust/clay. She will not be mastered by a handful of dust. Adam is the father of mankind and so, all his sons are her brothers.
- (iii) Beatrice says if the prince is very important, then he should romance Hero like a dance. The dance should have proper rhythm and timing./ If he is importunate, Hero should remind him that there is proper rhythm and sequence in everything and so dance out her answer,/ be tactful in her answer.
- (iv) Wooing, wedding and repenting are like three different dances.  
Wooing is like a Scottish Jig, hot, hasty and fantastical.  
Wedding is like a measure, proper, modest and old fashioned.  
Repentance is the lively Cinque pace. It moves with speed, faster and faster.  
*(any two – have to associate act with dance)*
- (v) She is lively, intelligent, not over awed by her uncle and knows her own mind, witty, independent, harbours a dislike for marriage, strong headed. *(any two)*
- (vi) Solicit - ask, approach, entreat, appeal, seek approval  
wooed – to pursue in way of marriage / court  
Measure – moderation, proportion, rhythm, a slow dance.

(c)	(i)	Leonato
	(ii)	<p>Hero's face had <u>an expression of shock</u> which expressed that she was not unfaithful.</p> <p>There was <u>a burning desire in her eyes to prove to the princes</u> that she is not guilty/she is innocent.</p>
	(iii)	I have only so long been quiet and allowed matters to go in this way/take its course.
	(iv)	Leonato confirms that his daughter is guilty because Beatrice mentions that she did not keep Hero company the night the man was seen at her window. He wishes death for her as it would be better for her than to live in shame and bring dishonour to his name.
	(v)	<p>The Friar advises them to <u>pretend that Hero has died</u>.</p> <p>The possible outcomes to his plan could be: news of her death may make those who are accused feel pity/ her death will bring new life in Claudio's deeper love/ will cleanse of her tarnished reputation/ if plan fails she can be sent to a nunnery. (<i>any one</i>)</p>
	(vi)	<p>belied - falsely accused, slandered, blamed</p> <p>attired – <u>wrapped up, covered, dressed, clothed</u></p> <p>barred – <u>fastened, strengthened</u></p>

### **ARMS AND THE MAN—George Bernard Shaw**

#### **Question 2**

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

- (a) Raina : [*dreamily*] I sent her away. I wanted to be alone. The stars are so beautiful! What is the matter?
- Catherine : Such news! There has been a battle.
- Raina : [*her eyes dilating*] Ah! [*She comes eagerly to Catherine*].
- Catherine : A great battle at Slivnitza! A victory! And it was won by Sergius.
- Raina : [*with a cry of delight*] Ah! (*They embrace rapturously*). Oh, mother! (*Then with sudden anxiety*) Is father safe?
- (i) How does Catherine assure Raina that her father is safe? [2]
- (ii) Describe the role played by Sergius in the cavalry charge. [2]
- (iii) What fear did Raina have about Sergius before he proved himself? [1]
- (iv) Who interrupts the conversation between Raina and Catherine? What does the person inform them about the events in the town? [2]
- (v) How does Catherine want Raina to treat Sergius when he returns? [1]
- (vi) What does Raina do when she is left alone in her chamber? [2]

- (b) Catherine : You are a barbarian at heart still, Paul. I hope you behaved yourself before all those Russian officers.
- Petkoff: : I did my best. I took care to let them know that we have a library.
- Catherine : Ah; but you didn't tell them that we have an electric bell in it? I have had one put up.
- Petkoff : Whats an electric bell?
- Catherine : You touch a button; something tinkles in the kitchen and then Nicola comes up.
- Petkoff : Why not shout for him?

- (i) Where are Major Petkoff and Catherine? [1]
- (ii) Why does Catherine call Major Petkoff a "barbarian at heart"? [2]
- (iii) What reasons did Major give for his early return from war? [2]
- (iv) What did both of them boast of? [1]
- (v) Major and Catherine have their own individual views on civilized people. Give details of their views. [2]
- (vi) Whom does Major Petkoff shout at? [2]

- (c) Nicola : *[going closer to her for greater emphasis]* Never you mind my soul: but just listen to my advice. If you want to be a lady, your present behaviour to me won't do at all, unless when we're alone. It's too sharp and impudent; and impudence is a sort of familiarity: it shews affection for me.

- (i) Why does Nicola react in this manner? [2]
- (ii) In an earlier scene, what had Louka said about Nicola's soul? [1]
- (iii) Explain the meaning of: "it's too sharp and impudent". [1]
- (iv) How does Louka react to the suggestions given to her by Nicola in this extract? [2]
- (v) What explanation does Nicola give Sergius for his presence in the room? [2]
- (vi) Give two traits of each of the following characters: [2]
- (1) Nicola
- (2) Louka

### Comments of Examiners

- (a) (i) Many candidates wrote that the messenger had given the news of Sergius' victory.
- (ii) The fact that Sergius had gone against his instructions and acted without orders was not mentioned in several cases.
- (iii) A number of candidates did not write that Raina feared that Sergius would cut a poor figure on the battlefield.
- (iv) This part was answered correctly by most candidates.
- (v) Many candidates did not use the word "worship" but used various other synonyms which were accepted.
- (vi) Raina's activities were not clearly given by many candidates.
- (b) (i) Most candidates answered this part correctly.
- (ii) The discussion between Major Petkoff and his wife about bathing was not correctly given by a number of candidates.
- (iii) The order to demobilise the army was not mentioned in many answers.
- (iv) The "library" and the "electric bell" were not mentioned in some scripts.
- (v) This part was generally answered correctly.
- (vi) Most candidates attempted this part correctly.
- (c) (i) Nicola's sense of affront was not conveyed properly in many cases.
- (ii) Candidates answered this part correctly.
- (iii) The exact meaning of "sharp and impudent" was not given in several cases. Answers were vague and generalised.
- (iv) Many candidates seemed to be unaware of the answer to this question. They did not mention that she felt that Nicola took away all her courage with his cold blooded wisdom.
- (v) Candidates answered this part correctly.
- (vi) This part was attempted correctly by most candidates.

#### *Suggestions for teachers*

- Stress upon a thorough reading of the text.
- The dynamics between characters should be discussed in class.
- Characteristics and attitudes of the characters to the various situations should be pointed out.
- Development of the plot/action should be noted.

### MARKING SCHEME

#### Question 2.

- (a) (i) He has sent the news about the victory in the battle of Slivnitsa. He has informed that Sergius is the "hero of the hour, the idol of the regiment".
- (ii) Sergius went against Russian commanders/ acted without orders, led and headed the cavalry charge on his own responsibility/ was the first man to attack.
- (iii) She feared that he might cut a poor figure in front of all those clever Russians officers.
- (iv) Louka. To fasten the shutters and close the windows as there may be shooting in streets. The Serbs being chased by Bulgarian cavalry, there is a possibility of them running into town.
- (v) Catherine wants Raina to worship him when he returns.
- (vi) Takes of her fur cloak and throws it on the ottoman OR goes to the chest of drawers to adore Sergius' portrait, takes it in her hands and elevates it like a priestess OR prepares to read a romantic novel.



- (b) (i) In the garden of Major Petkoff's house.
- (ii) Catherine calls her husband a barbarian at heart, because he tells her that he does not believe in the "modern" custom of washing and bathing every day. His father had never had a bath in his life and he lived to be 98, the healthiest man in Bulgaria. He does not mind a good wash once a week to keep up to his position but once a day was extreme and ridiculous. (*any two*)
- (iii) The war was over/ The treaty was signed three days ago at Bucharest /and the order for the army to demobilise was issued the day before.
- (iv) Petkoff had boasted of having a library in their house and Catherine now tells him that they had also an electric bell.
- (v) Catherine feels it is uncivilised to shout for one's servants as civilized people did not do so. Petkoff told her that civilized people did not hang out their washing to dry where visitors could see them. Catherine says civilised people would not notice such things.
- (vi) Major Petkoff shouted at Nicola (as Nicola did not respond to his call). (He felt that Nicola had become deaf).
- (c) (i) Nicola is stung by Louka's comment that he prefers to be her servant rather than her husband – humiliates him, mentions his soul which is that of a servant.
- (ii) Louka said that she knew Nicola's soul, which was the soul of a servant. She meant that Nicola could only be a servant and nothing else.
- (iii) Louka's behaviour, according to Nicola, was too rude and undignified.
- (iv) Louka is rebellious and defiant. She tells Nicola that he takes away all courage from her by his cold blooded wisdom.
- (v) Nicola told Sergius that he was here to warn Louka away as whenever, she had free time, she would run to the library to read books. (Obviously, Nicola is trying to create a good impression about Louka in Sergius' mind).
- (vi) Nicola, the male servant is obedient servile and faithful.  
Louka is ambitious, defiant, clever, shrewd and an opportunist.

## SECTION B

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

*Much Ado about Nothing OR Arms and the Man.*)

### **MUCH ADO ABOUT NOTHING—Shakespeare**

#### **Question 3**

**[20]**

How do Ursula, Don Pedro and Hero try to trick Beatrice into believing that Benedick is in love with her? How does Beatrice react and what does she resolve to do?



### Comments of Examiners:

This was a purely textual question, so candidates should have paid attention to close textual detail.

Some candidates gave a very long and winding introduction so the actual tricking of Beatrice was shortened considerably.

Some tended to give an account of the tricking of Benedick also.

Close attention to textual detail was missing.

Many candidates left out the second part of the question and therefore in spite of writing the first part well, lost marks.

While many candidates quoted extensively from the scene some tended to write mere summaries without any reference or quotation from the scene.

Poor language and weak construction of the long answer question led to low marks being scored in some cases.

Few commented on Hero's unusual liveliness and her ingenuity as revealed in this scene.

### Suggestions for teachers

- Stress upon a thorough reading of the texts. Discourage summaries or notes.
- The main points of the scene/scenes should be noted and emphasised.
- Students should learn to interpret, analyse and develop a point of view.
- Important lines which can be used for quotations should be pointed out.
- Students should learn how character traits are revealed through the actions of the characters.

## **MARKING SCHEME**

### **Question 3**

- Don Pedro is interested in the “merry war” that exists between Beatrice and Benedick.
- He feels that they are suited to each other and believes that if only they could overcome their antipathy to each other, they would be able to come closer. He includes Claudio and Hero in his plan. While Don Pedro and Claudio decided to arrange matters in such a manner, that Benedick would be made aware of Beatrice's liking him, Hero decides to ensure that Beatrice would also realize Benedick's deep affection for her.
- She sets the scene in the orchard where she plans to engage Ursula in artless conversation all the while ensuring that Beatrice over hears them.
- Hero sets trap for Beatrice by sending Margaret to tell Beatrice that she is the subject of Hero and Ursula's gossip.
- Beatrice appears instantly and follows them, hidden among the honeysuckle, to eavesdrop.
- Hero and Ursula speak of Benedick's unrequited love for Beatrice and Beatrice's disdainful scorn for Benedick.
- They speak of Benedick's virtues and Beatrice's faults, concluding that Beatrice is too self-endearing to be told of the matter.
- Hero, feigning exasperation, tells Ursula that she will devise some honest slander to poison Benedick's love for Beatrice and thereby save him from wasting away with love.
- Alone, reflecting on what she has just heard, Beatrice surrenders contempt and maiden pride, and determines to accept Benedick's love.

- Beatrice's simple, humble, intuitive acceptance of her faults and her willingness to change foreshadows the intimacy of her next meeting with Benedick.
- Beatrice's concern for Benedick is real, though guarded due to an earlier perceived rejection by him.

#### Question 4

[20]

Though Hero is supposed to be the heroine of the play, she is a passive character. Discuss.

#### Comments of Examiners

There was a tendency to write Hero's character which was not required - candidates did not seem to have read or understood the words of the question.

Very flat and generalised answers were given in some cases. A few candidates wrote about Hero's quiet dignity or that she is being presented as a stereotype. Most candidates tended to compare and contrast her with her more vivacious cousin Beatrice.

Some candidates gave a short summary of the play. Very few examples from the play were given.

Very few candidates mentioned Hero's unusual liveliness and inventiveness during the tricking of Beatrice.

#### Suggestions for teachers

- Discourage the tendency to merely summarise.
- Encourage independent thought and analysis.
- Encourage students to focus on the wording of the question.
- Discourage flat answers. Answers should be analytical and display critical insight with constant reference to individual scenes and acts.

#### MARKING SCHEME

#### Question 4

- Hero is the heroine of the play but she is overshadowed by Beatrice and thrown into the background due to her passive and meek nature. She is influenced by other characters and events and acted upon by external circumstances rather than taking the course of action herself.
- In Act I, though, she is the lady of the house, she speaks only to inform that Signor Montanto is Benedick, she quietly accepts her father's order to accept Don Pedro if he proposes to marry her. Then, she passively accepts Claudio and is resigned to her fate when she is brutally slandered in church. She remarks 'Hath no man's dagger here a point for me?' and then she swoons. In the last revelation scene, she readily accepts Claudio and agrees to marry him.
- Unlike Beatrice she shows a tendency to depend on others. Only in the gulling scene of Beatrice does she show use of wit and intelligence, practices deception on her cousin. She is quite, chaste and modest, the pride of her father and this impression is what she leaves on the audience.
- Dignified manner in which she deals with Don Pedro.
- Foil to Beatrice.
- Pattern of womanhood – along the lines of Ophelia & Desdemona.
- Acted upon does not act.
- Contrast to Beatrice: Beatrice's indignation juxtaposed against Hero's quiet compliance.

## ARMS AND THE MAN—George Bernard Shaw

### Question 5

[20]

Give a vivid description of the interaction between Raina and the fugitive in the first Act. How are their views different from each other?

#### Comments of Examiners

Most candidates provided correct and exhaustive answers to this question. However, some gave very long introductions and therefore the actual interaction was mentioned very briefly. Some merely provided a summary of the scene. The two viewpoints of the cavalry charge was not written in some cases. A few candidates did not focus on Bluntschli's description of the realities of war.

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

#### Suggestions for teachers

- Stress upon a thorough reading of the play.
- Discussion of the major issues presented in the play must be carried out in class.
- The attitudes of the characters, their pronouncements should be examined in the light of their natures and roles in the play.
- Students should be taught to avoid the tendency to summarise.

### MARKING SCHEME

#### Question 5

- Raina is young, beautiful, aristocratic and engaged to Sergius, a handsome officer fighting for his country. She takes great pride in her heritage, her family and her love.
- Raina has romantic and idealized attitude towards love and war – based on reading Byron, Pushkin and attending operas. She is extremely thrilled with Sergius's victory.
- A fugitive seeks cover in her room while trying to escape the Bulgarian army. He threatens her unchivalrously. She protects him by hiding him behind the curtains.
- He gives her the true picture of war, which is in sharp contrast to her concepts of chivalry and honour.
- He talks about chocolates and is frightened; nervous and ready to cry which is definitely not what is expected of a soldier.
- He has no quixotic illusions about his profession or about the business of warfare.
- He destroys Raina's romantic image of Sergius and makes him appear as foolish and a coward.
- A fugitive who shows Raina reality and is practical in his views.
- It signifies a pragmatic and down-to-earth attitude to war with Raina's romantic ideals and vision. Anti – Romantic theme.

### Question 6

[20]

*Arms and The Man* has been called a drama of ideas. Discuss the manner in which the ideas on War, Love and Social Status are dealt with in the play.

#### Comments of Examiners

The contrasting ideas of war and love were not given by many candidates. Very generalised answers were given by a number of candidates. The theme of social snobbery was not dealt with in several cases. There was very little reference to Shaw's socialistic ideas as presented in the play. Candidates did not analyse why Raina prefers Bluntschli and Sergius feels comfortable with Louka. Some candidates displayed a tendency to summarise.

#### Suggestions for teachers

- While teaching emphasis should be laid not merely on the plot or the 'story' but also on the characters and the themes of the play.
- Students should be encouraged to discuss their interpretations and insights into the incidents and the characters of the play.

### **MARKING SCHEME**

#### **Question 6**

- The drama of ideas is an aspect of modern drama.
- This was a natural progression from the well-made Play of the 19th century which had the features of exposition, situation and unravelling.
- In modern Drama, this was replaced by exposition, situation and discussion.
- The discussion centred on the conflict of contrasting ideas.
- In *Arms and the Man*, Shaw presents several ideas which went against contemporary beliefs and attitudes.
- Central to the play is the conflict between idealism and realism.
- Shaw uses the drama of ideas but uses humour and laughter to expose the unrealistic attitudes towards Love and War. In this way, he made his ideas more palatable to his audience.
- He attacks the sham glamour and the artificial sentiment associated with love and war which lead people to adopt romantic postures and deceive themselves.
- Through Raina and Sergius, the drama depicts the idealisation of love. The romantic couple behave like characters in a heroic romance.
- Sergius imagines himself as a knight of medieval romance and dedicates his military achievements to his lady love, "Dearest, all my deeds have been yours. You inspired me. I have gone through the war like a knight in a tournament, with his lady looking down at him."
- They talk about higher love. Their language and actions are hyperbolic - he "drops chivalrously upon one knee" to kiss her hand; she "adores" his portrait and "elevates it like a priestess". They "worship" each other. She refers to him as, "my soul, my hero", "my lord" and so on. He addresses her as "my queen", "my lady, my saint. Their language with each other is the language of courtly love. They believe that there can be:" no meanness, no smallness, no deceit in their love."

- This is however belied by Sergius' attitude with Louka. Raina finds herself attracted to Bluntschli, her "chocolate cream soldier". Both realise that "higher love" is a very fatiguing thing to keep up for any length of time.
- The play also explores the romanticism that surrounds War. Raina and Catherine see only the glamour of War. Catherine's eloquent description of Sergius' accomplishment at Slivnitza is the stuff of romance." You can't guess how splendid it was.....Chaff"
- Bluntschli, the fugitive from the battlefield, brings in the realistic aspect of War. He exposes the fear and futility of war comparing Sergius to "Don Quixote" tilting at windmills.
- Ultimately, even Sergius denounces war as a "fraud.... A hollow sham." He says, "soldering is the cowards art of attacking mercilessly.....equal terms."
- We learn that Sergius won because the Serbians did not have the correct ammunition.
- Bluntschli, on the other hand, is a professional who fights only when it is necessary. "Im a professional soldier. I fight....havent to". He isn't an amateur like Sergius who playacts whether it be at love or at war.
- The play also deals with social snobbery. The Petkoffs boast of their library, their trips to Vienna, and their lineage which goes back "twenty years". Their snobbery is revealed as a hollow sham. In Shaw's eyes (perhaps referring to the snobbery of the upper classes in England.) wealth and status is not commendable, ability and efficiency is. By this yardstick, Nicola, Bluntschli and Louka are more able than Sergius and the Petkoffs.
- The issue of social class is also discussed through the aspirations of people like Louka and Nicola. Whereas Nicola is content with his position and wishes to be the perfect servant so that he can open his own shop with the goodwill of his employers, Louka wishes to be free of the restrictions of class and society as she feels that she is no way inferior to Raina. She sets about achieving her goal and ultimately wins Sergius.

### IVANHOE—Sir Walter Scott

#### Question 7

[20]

Describe the general tournament held on the second day of the tournament at Ashby.  
Comment on the role of the Dark Knight at the tournament.

#### Comments of Examiners

Few candidates attempted this question.

#### MARKING SCHEME

#### Question 7

- The second day of the tournament was a general tournament. It was more dangerous than single encounters and at the same time, more frequented and practised by the chivalry of the age.
- Many knights who did not have the confidence in their own skill to defy a single adversary, of high reputation, would display their valour in the general combat.
- At this general tournament about 50 knights would fight on each side.

- The Disinherited Knight was the leader of one body and Boris Guilbert would lead the other band.
- Prince John's arrival was followed by the arrival of Cedric with Lady Rowena. Prince John assisted Lady Rowena, the destined Queen of the Day to the seat opposite his own.
- Heralds proclaimed silence and the rules of the tourney were declared. This was necessary as the tournament would be conducted with sharp swords and pointed lances, so undue disasters had to be avoided.
- The combat had to cease as soon as Prince John threw down the warder in his hand. If a knight contravened the rules, he would be stripped of his arms, humiliated and punished.
- After the proclamation, the heralds withdrew and knights entered on either side and arranged themselves in a double file opposite each other with the leader of each party in the centre..
- The trumpets sounded and the foremost ranks of either party rushed at each other. The rear rank of each party advanced at a slower pace to help the defeated and aid the victors of their party.
- After the dust had settled, it could be seen that half the knights on each side had fallen off their horses. The ones still mounted, were now fighting with swords as their lances had broken.
- The second rank on each side who were acting as reserve rushed forward to aid their companions.
- The Disinherited Knight's party were at a disadvantage. He was hemmed in by Frank de Beouf and Athelstane. The public's sympathies were with him. Only his superb horsemanship kept saving him.
- Prince John was advised to throw down his warder and end the fight but his malice against the Disinherited Knight prevented him from doing so.
- In the Disinherited Knight's party there was a large knight in black armour, mounted on a black horse. Initially he showed no interest in fighting, acting more like a spectator. The public had dubbed him the Black Sluggard.
- When the Disinherited Knight was surrounded and attacked, he came to his aid and attacked Athelstane. Having dealt with him, he left the Disinherited Knight to deal with Bois Guilbert. Seeing the Templar at a disadvantage, Prince John threw down the warder and ended the fight.
- Prince John was urged to announce the Disinherited Knight as the best knight of the tournament but he decided to award the Black Knight. However when his name was announced, he was nowhere to be found.
- When the Disinherited Knight was brought forward to receive the chaplet of honour, his helmet was removed and the people realised that he was actually Ivanhoe, Cedric's estranged son.

### Question 8

[20]

Compare and contrast the characters Rowena and Rebecca. What are the difficulties faced by each of the women?

### Comments of Examiners

Few candidates attempted this question.



## MARKING SCHEME

### Question 8

- In many ways, Rebecca and Rowena are quite similar. They are beautiful, virtuous, loyal, self-possessed. They contend with strong willed fathers and they love Ivanhoe. Lady Rowena is the ward of Cedric the Saxon. She is prevented from marrying Ivanhoe till the end of the book because Cedric would like to see Rowena married to Athelstane, a match that could reawaken the Anglo-Saxon line. Rowena is fair, chaste, loyal, mild mannered but she has some backbone as she defies her guardian by refusing to marry Athelstane. Rebecca the daughter of Isaac, a Jew, falls in love with Ivanhoe but she shows self-control.
- The differences that emerges between them is simply the different challenges they face. The portrayal of Rebecca is more sympathetic as she does more – she heals Ivanhoe and has to contend with her own feelings. Rebecca tends to Ivanhoe after his injury at Ashby and falls in love with him. She is also the woman Brian de Bois Guilbert pursues putting her in the position of being victimised at Temple-stone.
- Another point of view is the women's cultural backgrounds as a Saxon, Rowena is a second class citizen, as a Jew Rebecca is truly beneath everyone in the social hierarchy of twelfth century England. This fact makes the readers sympathetic to her. That the Templars are able to try her as a sorceress with no evidence whatsoever is also due to the fact that she is Jewish. They would never have done this to a Christian Saxon such as Rowena.

### Question 9

[20]

Evaluate the role of Gurth in the plot of *Ivanhoe*.

#### Comments of Examiners

Few candidates attempted this question.

## MARKING SCHEME

### Question 9

- A swineherd for Cedric of Rotherwood.
- He wears an iron collar around his neck with Cedric's name on it like a dog.
- He has great regard for his master, shares Cedric's love for Saxon culture but hatred for Normans.
- He wants to be free.
- Cedric chains him for leaving Rotherwood without permission.
- What really sours things between Gurth and Cedric isn't politics of "thralldom", it's Ivanhoe.
- He chooses to help Ivanhoe at the Ashby tournament rather than looking after Cedric's pigs.
- Even though he is truly loyal to Cedric, he is actually close to Ivanhoe.
- When De Bracy and Bois Guilbert capture Cedric, he does best to save his life.
- When they are fighting on the same side with Gurth to rescue Cedric, he is successfully freed and Cedric appreciates his effort and Gurth's dream comes true.
- Although he genuinely loves both, ultimately he still remains a slave.



## ISC COLLECTION OF ESSAYS

### Question 10

[20]

Give a vivid description of how E.V. Lucas views the pleasures of giving and receiving presents in his essay *Unbirthday and other Presents*.

#### Comments of Examiners

Very vague and generalised answers were given by many candidates. Some candidates did not seem aware of the points and made up their own answers. There was absence of examples from the essay in many answers. The importance of ‘unbirthday’ presents was not emphasised by several candidates.

#### Suggestions for teachers

- Stress upon a careful reading of the essays.
- The main points of the essay could be underlined for greater clarity and understanding.
- Students should be able to understand the writer’s intent and point of view.

### MARKING SCHEME

#### Question 10

- There are different varieties of gifts – birthday, wedding, Christmas.
- Unbirthday presents are the nicest. It calls for great care and excitement, as other presents may not require thought or affection.
- It is the only present where the golden rule applies – “you must never give to another, anything that you would rather keep for yourself, nothing that does not cause you a pang to part from.”
- The thoughts that go in while buying a birthday present and an unbirthday present.
- The benevolence factor comes into play when one thinks of buying unbirthday presents.
- Ordinary presents are sought as dates near. Out of all the three presents, wedding presents are generally bought without care or affection.
- Lucas states that certain presents should not be given as presents – pictures, scent, cigars and neckties. He says where thoughts and imagination are required it will always be difficult to select.
- While hunting for presents there is a possibility of visiting curiosity shops set up in high-end areas. He claims that carrying chequebook in these places would be extremely dangerous.
- Refers to a London shop that has kept a cheque-block on every counter and has a mechanical door.
- He ends on the note that if shops adopted these plans then happiness of the world would be doubled.

### Question 11

[20]

“An inconvenience is only an adventure wrongly considered”. With close reference to G.K. Chesterton’s essay *On Running After One’s Hat*, give suitable examples to prove his point.

#### Comments of Examiners

Candidates displayed a tendency to summarise the essay. There was repetition of points in many answers. The cheerful, optimistic, positive attitude of the writer was not brought out by many candidates. In several cases, examples given by the writer were not given.

#### Suggestions for teachers

- Stress upon a thorough reading of the essay.
- The examples given by the essayist could be listed for better understanding.
- The tone of the essay and the attitude of the essayist should be pointed out.

### MARKING SCHEME

#### Question 11

- G.K. Chesterton conveys the message of optimism towards life’s trivial annoyance. He comments on the interesting nature of inconveniences expecting everyone to look at such inconveniences, e.g. flooding in London and the fire in a romantic light.
- He claims that men swear or women cry due to sentimental or imaginative inconveniences.
- He cites an example of a grown up complaining while waiting for a train. For a young boy this wait turns out to be a time of adventure. What is important is one’s perception.
- He illustrates how a man running after his hat shouldn’t be regarded as an inconvenience but as a comic event. He compliments and thanks an old gentleman running after his hat in Hyde Park for he provided a humorous situation for onlookers to enjoy.
- He focuses on his friend’s everyday attempt to open up his jammed drawer and encourages him to picture his efforts as exciting and adventurous.
- Thus even the floods in London should be regarded as nothing more than adventures.
- By examining these everyday inconveniences, Chesterton concludes that they are unrealized adventures.

### Question 12

[20]

Referring closely to the essay, *On Going On a Journey*, discuss Hazlitt’s thoughts on going on a journey.

### Comments of Examiners

Generalised and vague answers were given by many candidates. Weaker candidates tended to write their own essays which had no relevance to the text. The attitude and the philosophy of the essayist was not brought out in many answers. Hazlitt's arguments for a solitary journey was not mentioned by several candidates who attempted this question.

#### Suggestions for teachers

- Careful reading and re-reading of the essay must be stressed upon.
- Students should try and attempt silent reading so as to internalise the intention of the writer.
- Main points should be pointed out and emphasised

### **MARKING SCHEME**

#### **Question 12**

- William Hazlitt likes to go on a journey alone. While he enjoys society indoors, outdoors, nature is company enough for him.
- He does not like to carry the encumbrances of life in the city when he goes on his journey. He prefers his solitude.
- He also enjoys the perfect liberty to think, feel and do as he pleases. In such circumstances he would like to be left to his repose.
- He refers to Sterne who had said that he would like a companion during his travels, but one who would only remark about natural phenomena and nothing else. However, Hazlitt believes that the constant comparing of notes interferes with the involuntary impression of things on the mind and hurts the sentiment. He does not want any conflict or controversy during his journey.
- This would make a toil of pleasure. Perhaps both are attracted and enchanted by different things and instead of being in perfect accord there would be a certain uneasiness and dissatisfaction.
- Moreover, it would be difficult to communicate one's perceptions to others. He says that to give way to one's feelings before others seems extravagance or affectation and at the same time to unravel the mystery of one's thoughts and to make others take an equal interest in it is a task to which few are competent. Even if he has a travelling companion, he would not like to share too many of his thoughts with him. A friend may intrude into our musings and thoughts and bring up unpalatable topics.
- He lovingly mentions spots where he has had unusual experiences. He would like to return to these places at some distant time, but he would like to return alone, so that he can revive the influx of thoughts of regret and delight that he had felt once. He would also like to ponder over the realisation of how much both he and the world have changed.
- Hazlitt declares that he has no objection to visiting ruins, aqueducts and pictures in the company of friends or a party as these things can be talked about. The sentiment here is not tacit but communicable and overt.
- He distinguishes between the two kinds of journeying. In setting out on a solitary ramble, the question is what we shall meet by the way. He declares that the mind is its own place and we are not really ready to arrive at the end of our journey.

- When he goes on a journey to a foreign country, he would like a companion as he would like to hear the sound of his own language. Moreover certain sights like the Pyramids are too mighty for any single contemplation.

## ISC COLLECTION OF SHORT STORIES

### Question 13

[20]

In the short story *A Real Durwan*, Boori Ma's services resembled "those of a real durwan". Do you agree with the given statement? What are your views with regard to her services?

#### Comments of Examiners

Candidates who attempted this question gave very vague and general answers. The idea of Boori Ma as a durwan was not brought out by many candidates. Several candidates did not attempt the latter part of the answer.

#### Suggestions for teachers

- While teaching, help students grasp the main points of the story.
- Encourage class discussions so that a text can be looked at from different angles. The points of view of the different characters should be discussed.

## MARKING SCHEME

### Question 13

- Boori Ma – committed and dedicated woman sweeping the stairwell, lived a simple life.
- She patrolled activities not only within the building but also around it and her services like "a real durwan." In the building no one had anything valuable except Mrs. Misra who had a telephone.
- Refugee from East Bengal during partition. Took refuge in this building. Created fanciful stories of her opulent lifestyle before partition. She recalled her happy days before the partition – now she is a refugee. Mr. Chatterjee's constant refrain she was the "victim of changing times."
- She was a superb entertainer and everyone loved and liked her.
- Boori Ma visited the homes of residents who welcomed her.
- Patrolled activities in the colony.
- Screened itinerant peddlers.
- Would summon a rickshaw for the inhabitants of the house.
- With a few slaps of her broom, she would rout any suspicious character that strayed into the area in order to spit, urinate, or cause some other trouble.
- Is compared to the gatekeepers of houses on Lower Circular Road or Jodhpur Park.
- The residents of the building took her services for granted.
- She existed on the fringes of their lives, commenting and observing.( She would sit in the doorway, not inside their rooms)

However her relatively easy existence changed when the following occurred:

- One Mrs. Dalal, on the third floor took special care of her. When her husband got promoted, he bought two basins. He planned to install one on the stairwell just to impress visitors.
- The workmen toiled throughout the day making it impossible for Boori Ma to sweep the stairwell and she retired to the rooftop. Mr. Chatterjee again commented that these were sure signs of the changing times.
- Mr. Dalal promised her a blanket as they were going on a vacation; she was the only one who wished her goodbye.
- Renovation works started in many households making it difficult for her to keep track of people going in and out of the collapsible gate. She “took to sleeping on the rooftop.” She became restless and started circling the neighbourhood in the afternoons, talking to strangers.
- The basin got stolen and the blame fell on her. People in the building sought the advice of Mr. Chatterjee who claimed that the building needed a “real durwan.” Everyone decided to appoint a ‘real durwan’.. Boori Ma resigned herself to her fate.
- Theme of displacement and alienation. Boori Ma truly falls a victim to changing times and attitudes
- Personal Interpretation–irony of the term ‘real’ durwan. Decision of the inmates reflects the growing selfishness and mercenary and materialistic attitudes of times erasing all humanity.

#### Question 14

[20]

Referring closely to the short story *The Lumber Room*, discuss how young Nicholas outwits his aunt and thus evades her attempts to confine him in a dry, boring and unimaginative existence.

#### Comments of Examiners

Many candidates scored well in this question. Most answers were well written and comprehensive.

Some candidates did not focus on Nicholas’ opinion of his aunt and the manner in which he outwits her. The lumber room and the sway its treasures had on the young boy’s imagination was not explored. Nicholas’ fertile mind as opposed to his aunt’s unimaginative authoritarian nature was not explored in a few cases.

#### Suggestions

- Very close reading of the text is vital.
- Encourage students to explore the ideas presented through the story.
- Teach the students to corroborate their opinions with examples from the text.

## MARKING SCHEME

### Question 14

- The Lumber room takes us into the magical world of the child, Nicholas, the protagonist of the story is a precocious child with a lively imagination. His aunt on the other hand, is a literal minded, unimaginative dictatorial person, who enjoyed using the psychology of the carrot and the stick as a means of disciplining the children. The aunt in the story is modelled upon one of Murro's aunts who had made his childhood miserable.
- Little wonder then that Nicholas was always testing his abilities against the tolerance levels of his aunt. The incident described in the short story centres around the punishment meted out to Nicholas by his aunt. The punishment was given to Nicholas because Nicholas had declared that there was a frog in his "wholesome bread and milk" and had therefore, refused to have it. The aunt had immediately turned the excuse "frivolous". However, Nicholas, the 'skilled tactician' had refused to shift from his ground because he had himself put the frog into the bowl of bread and milk.
- His aunt had taken immediate punitive measures. "His boy-cousin, and girl-cousin and his quite uninteresting younger brother" were to be taken to the Jagborough sands to enjoy themselves while Nicholas was to stay at home. Unfortunately, however, the looked for reaction in Nicholas was not forthcoming. Nicholas did not look suitably chastened. The beginning of the expedition itself seemed to indicate how it would progress as the girl-cousin scrapped her knee rather painfully against the step of the carriage as she was scrambling in and as she began crying.
- Somehow, this seemed to put Nicholas in good humour. He also knew that his younger brother Bobby would not enjoy himself as his boots were tight and were hurting him. His aunt sought to further increase misery by dictating that Nicholas would not go into the Gooseberry garden which was one of his favourite haunts. Predictably, Nicholas' face took on a look of obstinacy. This proved to his aunt that he was determined to get into the Gooseberry Garden. "Because I have told him, he is not to" to foil his attempts, the aunt spent an hour or two in "trivial garden operations" so that she could keep a watchful eye on Nicholas and prevent him from entering "the forbidden paradise". This was quite in character as the aunt was "a woman of few ideas".
- Nicholas, however, had other plans – He did make one or two sorties into the garden with "obvious stealth of purpose" but he had other plans of entertaining himself. He had planned to explore the Lumber Room which was always kept locked. Compared to the Lumber Room with all its hidden delights, the Gooseberry Garden was a "delight, a mere material pleasure".
- The Lumber Room is normally a room where discarded furniture and objects no longer in use are kept. To the young Nicholas, the "large dimly lit" room with one high window providing the only source of illumination" was a store house of unimagined treasures." He lost himself in the piece of framed tapestry which was evidently meant to be a fire screen". To Nicholas, the details of the tapestry picture was "a living breathing story". The tapestry depicted a hunting scene, a man having killed a stag with an arrow. Nicholas deduced that it could not have been a difficult shot because the stag was only one or two paces away from the hunter. The thick vegetation embroidered on the tapestry suggested that the hunter had crept up to a feeding stag. The two dogs in Nicholas' opinion had been trained to keep to heel till the arrow was discharged. Nicholas also imagined four galloping wolves coming towards the hunter. His lively imagination wondered whether the hunter would be able to kill them with the two arrows remaining in his quiver. Thus, he sat for many "golden minutes" revolving possibilities of the scene.



- Nicholas' attention was also captured by other interesting things stored in the room such as the quaint twisted candle sticks in the shape of snakes, a teapot fashioned like a China duck and a carved sandalwood box packed with aromatic cotton wool in which was stored little brass figures of bull, peacocks and goblins delightful to see and to handle. There was also a large square book with plain black covers inside which there were pictures of the most exotic and delightful birds. While Nicholas was admiring the pictures, he heard his aunt calling out to him. When the summons became more and more agitated, and shrill, Nicholas crept out from the room, locked it behind him and sauntered casually into the garden. There, he found that the aunt had slipped into the rainwater tank, while trying to search for him. She now needed Nicholas' help to get out. This was the perfect moment for Nicholas to extract his revenge. He declared that the voice was not his aunt's at all. It was actually the "evil one" tempting him. He proceeded "to test" the voice was asking whether there would be strawberry jam for tea. When the aunt said yes, he immediately declared that this proved that he certainly was the evil one because his aunt had said that there wasn't any jam. Nicholas had seen four jars in the store cupboard. Probably, his aunt did not know of their presence. However, the evil one must have known about the jars. "there was an unusual sense of luxury in being able to talk to an aunt as though, one was talking to the Evil One." However, Nicholas knew that he could not stretch the matter any further and therefore, he went nosily away from the spot. The aunt had to be rescued by a kitchen maid.
- The twist in the story arises out of the fact that Nicholas who was supposed to have been punished, enjoyed himself the most that day whereas the three children who were given a treat had a thoroughly miserable time at the beach.

### Question 15

[20]

Referring closely to the short story *Lamb to the Slaughter*, give details of the conditions that led Mary Maloney to commit her husband's murder. Describe her feelings and the strategies adopted by her to prove her innocence.

### Comments of Examiners

Most candidates wrote good answers to this question. Some however, made errors in factual details. The events leading to Mary murdering her husband were not explained by a number of candidates. The strategies adopted by her to establish her innocence and to gain the sympathy of the policemen were not given in detail in several cases. The ending of the story was not explored. Instead of mentioning the leg of lamb several other things were mentioned by the candidates.

#### Suggestions for teachers

- Stress upon a thorough reading of the text.
- Students should be taught to establish the sequence of events in the story.
- Students should be warned against presenting incorrect facts in their answers.



## MARKING SCHEME

### Question 15

- Mary Maloney, six months pregnant, is awaiting her detective husband's return. His return "was always a blissful time of day" for her. It is evident that her life revolves around her husband
- She made him drinks, but there is not much conversation; the husband prepares another drink for himself. She tries to talk to him but he does not pay attention. He seems a little tense and preoccupied.
- He makes her sit down and tells her that he wants to leave her but promises to give her money and promises to look after her. Her reaction- at first she does not seem to understand his words.
- She takes refuge in routine and does things mechanically. She decides to roast a leg of lamb for supper but he's not interested His words act as a trigger and suddenly she walks behind him and hits him with the meat piece felling him with a blow.
- Reality kicks in and still acting on impulse, she quickly puts the meat in the oven. She becomes aware of her crime and knows the outcome but is concerned about her unborn child. Already a scheme is being prepared in her mind. She gets ready, rehearses her lines and checks her voice and facial expression before she goes to the grocer, Sam, and has a normal conversation with him. In her conversation, she establishes the fact that she is cooking supper for her husband
- When she returns home all her emotions come to the fore. She assumes the role of the hysterical wife
- She dials the police station.
- Noonan and O'Malley investigate the case along with two detectives and a police photographer. The policemen were exceptionally nice to her and tried to make her feel comfortable.
- They search for clues and discuss all possibilities. Mrs. Maloney seizing the opportunity offers drinks and encourages them to have the meat while they continue to discuss the case thus leaving no evidence of the weapon used to murder her husband.
- She sits in the other room and giggles, giving the story a slightly macabre ending. The reader is left entertained but also horrified.

## ISC COLLECTION OF POEMS

### Question 16

[20]

The poem *The Eve of Waterloo* begins in revelry and merriment, which unexpectedly transforms into despair and ultimately, a revelation. Describe the events that lead to this transformation.

### Comments of Examiners

Partial answers were given by many candidates. Most answers were generalised and showed lack of awareness of the text.

The transition from revelry and merriment to tension and fear and ultimately pathos was not explored in many answers.

Important portions of the poem, especially the reference to the Scots and the two last stanzas of the poem were left out by some candidates. The revelation at the end was left out in several cases.

### *Suggestions for teachers*

- Poems should be studied keeping the theme and major ideas in mind.
- Students should become aware of tone, imagery, poetic tools used.
- Concepts found difficult should be explained clearly.
- References to experiences of students would encourage and foster empathy.

## MARKING SCHEME

### Question 16

- **The Eve of Waterloo** refers to the events that took place before the battle of Quatre Bras – a preliminary battle before the Battle of Waterloo.
- The poem begins with the description of a Ball in Belgium's capital Brussels by the Duchess of Richmond. There is merriment, excitement and revelry as the beautiful women interacted with the brave soldiers until their enjoyment is disrupted by the sound of cannons.
- They ignore the sound and resume their fun when the cannons sound even more deadly than before.
- Fredrick William of Brunswick understands the meaning of the sound and rushes to the battlefield to avenge his father's death. He fell fighting as a hero.
- The approaching enemy led to "sudden partings" between the soldiers and the ladies as the soldiers are bound by their sense of duty and responsibility.
- The war preparations begin and with the sounding of the trumpets, the soldiers are roused to action. Even the citizens throng the streets with fear in their hearts..
- The Scottish ranks recall their martial glory and the fame of their Scottish heroes, Evan and Donald.
- As the army march through the woods of Ardennes, even Nature appears to be lamenting. These soldiers now treading the grass by evening might be dead beneath the same grass
- The entire sequence of events is recalled and when the war ends the earth appears to be uniformly covered. Death becomes a great leveller.
- The ephemeral nature of all human endeavour is portrayed. War is presented at the end of the poem as the great leveller. There is also the suggestion that war only leads to large scale destruction.

### Question 17

[20]

Referring closely to the poem *Mending Wall*, discuss the two attitudes to barriers or walls, as presented in the poem. What, in your opinion, does the poet wish to convey through the poem?

#### Comments of Examiners

Many candidates did not seem to have understood the poem, especially, the whimsical tone of the speaker in the poem. No critical insight was found in the answers.

Most candidates attempted a vague general summary of the poem without focussing on the deeper issues involved. The two attitudes to walls and relations were not brought out in many answers. The two voices or points of view were ignored.

In some cases, the second part of the poem was left out.

#### Suggestions for teachers

- Philosophy of life reflected in the poem should be explored in class.
- The two voices or attitudes should be emphasised.
- The characteristics of the poet should be explained to the students.
- Issues arising out of the poem could be discussed with modern day examples.

### MARKING SCHEME

#### Question 17

- The poem presents two distinct attitudes to life. These attitudes are depicted through the commonplace rural activity of repairing walls in farms in Spring.
- Frost creates two distinct characters that have different ideas of what exactly makes a person a good neighbour.
- The narrator or speaker in the poem describes a phenomenon that he has observed in Nature.
- A mysterious force in Nature which does not like the existence of walls sends the frozen ground bloat the frozen ground under his walls so that the upper boulders are spilled to the ground.
- He distinguishes this from the activity of the hunters who tear the boulders down to search for the hiding rabbits to please their yelping dogs.
- The gaps which he refers to are made imperceptibly so that large gaps are made through which two people could pass together abreast.
- The narrator informs his neighbour who lives beyond the hill and on an appointed day, they meet to walk along the boundary and “set the wall between us once again”.
- They “keep the wall between us as we go” and pick up the boulders from their respective sides.
- A note of whimsy is introduced in the narrator’s comment that they have to use a magic spell to ensure that the boulders balance on each other.
- The narrator deplores his neighbour’s preoccupation with repairing the wall. He views it as old fashioned and even archaic.
- The narrator can be characterized as philosophical, unconvinced and amiable.

- To him, this activity means nothing more than an “outdoor game”. He tries to reason with his neighbour pointing out that here they don’t need a wall as the neighbour grows pine trees and the narrator has an apple orchard.
- His logical mind wants to know whom he is “walling in or walling out” before he builds a wall.
- He wishes that his neighbour arrived at an understanding of the utter meaningless and futility of a wall by himself.
- However, this seems improbable as the neighbour will not go beyond his father’s saying “Good fences make good neighbours”.
- As the neighbour moves about on his task grasping the boulders in his hands he appears to the speaker as “an old stone age savage armed. The darkness that he moves about in emanates from within his mind which is resolutely shut to any new notion.
- The wall does not only act as a divider separating the two properties but also as a barrier to friendship and communication. From the narrator’s point of view, barriers lead to alienation and emotional isolation and loneliness. The wall represents both mental and physical barriers.
- It is against Nature so nature tries to bring the wall down.
- The dispute between the two neighbours represents the clash between tradition and modernity. Perhaps, the speaker feels that one cannot get to know a person unless one puts down one’s wall or barrier.
- The poet is scrupulous in presenting the other point of view in the poem, i.e. barriers help in maintaining their individuality and personal identity.

### Question 18

[20]

How does Dilip Chitre in his poem *Father Returning Home*, highlight “Man’s estrangement from a man-made world”?

#### Comments of Examiners

Majority of the candidates scored well in this question. However, some showed poor knowledge of the poem. Critical insight was lacking in some answers. No effort was made to explore the images presented by the poem. Close reference to the poem was lacking at times. Some candidates added their own matter in their answers. The sense of alienation and estrangement of the father was left out by a few candidates.

#### Suggestions for teachers

- Explore the poem in the context of present day society and social concerns.
- Encourage discussion in class and help students to sustain their insights with references to the poem.
- Help students to understand the images and poetic tools used in the poem.

## MARKING SCHEME

### Question 18

- The poem Father Returning Home, is at times a dispassionate and yet a very sympathetic picture of the life lived by a daily commuter in a city.
- To such a person, the train by which he travels to and fro from work becomes an integral part of his life.
- In no other place, does the term 'being lonely in a crowd' achieve a more telling significance.
- The first stanza of the poem describes the father's train journey while returning home. It is a journey that he undertakes every-day.
- The father stands among commuters in the yellow light of a local compartment. The "suburbs slide past his unseeing eyes". He has become used to these sights and therefore, does not pay attention to them anymore.
- The father's social status is conveyed subtly through his appearance and clothes. His shirt and pants are "soggy" and his raincoat is mud stained. He, however, carries a heavy load of books in a bag that is 'falling apart'. The books indicate an intellectual inquiring mind which is not, perhaps, apparent to his indifferent family.
- His eyes, grown dim with age, peer out at the world. He goes homeward perhaps in hope... he gets off the train as "a word dropped from a long sentence" a redundant word, whose absence does not make a difference to the sentence'.
- The train carries on without any feeling. The man did not have any importance to the life in the train. There is a certain eagerness in the manner that he hurries across the length of the "grey" platform, enters the lane and though the mud on his chappals seem to hinder him, he hurries home.
- The eagerness with which the father hurries home is contrasted with the indifference and apathy he encounters there. There is nothing waiting for him but "stale chappati" and "weak tea", both the adjectives become symptomatic of his life. He is alienated from everything around him. Like the train, the family seems to have dropped him from their lives as they carry on with their lives.
- His book and the toilet to which he retreats become his defences against a harsh uncaring world. He contemplates "man's estrangement from a man-made world."
- The greying hair at his wrists evokes a sense of sympathy for a man who has nothing to look forward to.
- Interestingly enough, no conversation either in the train or in the home is referred to. The silence of the father indicates the utter isolation and loneliness of his world.
- His children are "sullen" keeping away their "jokes" and "secrets" from him. The only companion in his life is the radio and his dreams of his past (the ancestors entering the subcontinent through the Khyber Pass) and his future, his grandchildren. In spite of his dreary existence, he had dreams and he has hope.

## **GENERAL COMMENTS:**

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

- Hero as a passive character in Much Ado About Nothing
- Treatment of the themes of love, war and social snobbery in Arms and the Man
- Mending Wall- the theme of manmade barriers.

### **(b) Concepts in which candidates got confused:**

- Hero as the heroine of the play, yet a passive character.
- Eve of Waterloo- the rapid change from joy and merriment to tension and despair.
- The two attitudes to manmade barriers in Mending Wall.
- The growing isolation and estrangement of the modern, urban man.

### **(c) Suggestions for candidates:**

- Read the texts thoroughly and repeatedly.
- Identify and if necessary, underline or mark important portions in the context of plot, theme, characterization, philosophy, authorial comment and so on.
- Practice both references to the context and long answer questions.
- Learn proper time management so that equal attention can be given to all the questions in the paper.
- While writing answers, answer all parts of the question.
- Refer or quote extensively from the text to support your assessment or point of view.
- Avoid long rambling introductions in your answers.
- Try and answer the question asked and avoid giving generalized answers.