

(vi). "I absolutely like her .Absolutely! Even though her cheeks are dimpled ,I like her. I am almost ready to let the debt go."

(a).Name the work from which this extract is taken? Who wrote it?

The Bear – Anton Chekhov /Chekhov

1 mark

(b).Who is the speaker? About whom does he speak?

Smirnov about Popova

2marks

(c).Name at least one literary device used in the extract .What effect does it create?

**-repetition / exaggeration or hyperbole / irony / sarcasm
Effect - humor / irony / sarcasm /emphasis , suspense**

2 marks

Section B – Answer questions in either (a) , (b) or (c).

(a) Read the following passage and answer the questions given at the end:

" I will, I will indeed – nor ever touch another ,though heaven send it and an archangel fetch it. No – I am blind for their sake – I see nothing. I will say thou didst break in and wreck the prisoner from my hands by force. It is but a crazy, ancient door – I will batter it down myself betwixt midnight and the morning."

(i). What is the situation given in the passage ?Who is the speaker?

-This takes place when Miles Hendon threatens the constable to expose his dishonest/secret action. The constable is the speaker

2 marks

(ii). What does the speaker promise to do?

-not to do the dishonest ,wrong act again / to let the prisoners free and go

2 marks

(iii). Explain the following expressions.

Bonus
(a). blind for my sake = pretend not to see / ignore

(b). batter it down = break / destroy the prison door

2 marks

(iv).What outstanding feature of the society is reflected through this character?

-corruption / lawlessness / dishonesty of the legal officers

4 marks

1, Introduction

Appreciation of English Literary Texts supplants the former subject entitled English Literature. New content is introduced under all these sections. The poetry section is organized under five themes. As in the previous subject, the examination tests both genre awareness and skills. Cognitive skills which are given priority at every examination like knowledge, comprehension, application, analysis, and evaluation are given weightage. But a test of literature cannot test cognitive skill only. It needs to give consideration to the affective dimension or feeling as well. Hence, skills related to that dimension like empathy and critical response are also tested. It goes without saying that appreciation of English Literary Texts, being an aesthetic subject that touches the both the mind and heart cannot be evaluated using a very rigid instrument. The examination and evaluation process has to provide for freedom of thought and feeling and accommodate creativity- independence in response. A marking scheme while it attempts to enforce uniformity (and this uniformity is essential at a national examination) must not cramp and hinders a candidate's achievement by imposing rigidly planned dissolutions .what is provided in the marking scheme is a guideline. At no point must this marking scheme be taken as a rigid instrument to be adhered to rigidly. Examiners must be sensitive to the candidates who have independent, creative ways of thinking and demonstrate a capacity for critical thought.

2. General Instructions for Marking

2.1 Objectives for Question 1

Question 1 is divided into 2 parts.

(1A) Poetry, Prose and Drama and 1B -Fiction

(1A) It tests the following skills at the minimum level (sentences and utterances)

DRAMA

- (7). "Twilight of a Crane" shows how human beings are caught between their desire for money and passion for love." Do you agree? Discuss referring to the play. (15 marks)

Passion for love

- Tsu and Yohyo are introduced as devoted to each other.
"Cold soup is no good for my sweet heart"
- Sodo and Unzu suggest Yohyo to get his wife to make more clothes. He abruptly refuses.
"I love Tsu...she is my darling"
- Tsu loves Yohyo for his innocence and kindness.
- Several times Tsu tries to bring Yohyo back to her world of innocence and love.
"You were once so innocent.....I was deeply touched by it"
- Tsu weaves the cloth out of love.
- Tsu's intention is to lead a peaceful and a quiet life.
- Tsu becomes disappointed to see a gap created between Tsu and her husband.
"You are going farther and farther from me"
- Yohyo feels reluctant to ask Tsu to weave more clothes.
- Tsu is ready to put her own health at risk.
- Tsu repeatedly requests Yohyo never to look at the weaving room. Tsu makes the last gesture of sacrifice making two pieces of clothes.
- Ultimately Yohyo is completely at a loss and runs aimlessly looking for the wife.
- Love is discussed as the foundation of happiness.

Desire for money

- an envious attitude emerges in Sodo and Unzu when they find Tsu and Yohyo live happily.
"That lazy fellow has been coining money without lifting a finger over."
- Sodo and Unzu recognize the cloth as Senba-Ori.
- Even Sodo and Unzu, the two friends are not genuine with each other.
- Unzu is so scared when he comes to know that Tsu is really a ghost of a crane because he has cheated Yohyo in business.
- The desire for money makes the two friends corrupted.
- Sodo and Unzu bully Yohyo until the greed for money affects him. Yohyo begins to change.
- Sodo asks Yohyo to coax his wife.
- Tsu notices the change in Yohyo.
"You are moving to the other world where i can never live."
- Sodo asks Yohyo to threaten the wife and say that he is going to leave her.
- Yohyo's greed for money increases.
- Sodo further persuades Yohyo by telling him about the splendid city Kyoto.
- Finally greed wins over love and innocence.
- Yohyo's tone becomes irritated.
"Yes. I'll leave you, unless you weave the cloth"
- Tsu notices that Yohyo is happy to see that Tsu is willing to make another Senba-Ori.
- Yohyo becomes depressed.
- Sodo never feels pity and sympathy
- Yohyo is devastated .He has money but not love.

(iii). "...the chamberlain's nephew has sent me some real jewels and everybody knows that jewels cost more than flowers"

(a). From which text is this extract taken? Who wrote it?

The Nightingale and the Rose – Oscar Wilde / O. Wilde

1 mark

(b). Who speaks these words? To whom are they spoken?

-the professor's daughter

-To the young student / lover / to the student

2 marks

(c). What is the attitude to love as reflected in these words?

-materialistic / money minded / opportunistic / selfish

2 marks

(iv). "It is ok if I die because it is my job and I am ready for it. But you are a hero and if you were to die it would be a great loss for the country."

(a). From which text is this extract taken? Who wrote it?

An extract from the Colin Cowdery Lecture.

The Lahore Attack – Kumar Sangakkara / Sangakkara

1 mark

(b). Who speaks these words? To whom are they spoken?

-the soldier at the check point; to Kumar Sangakkara

2 marks

(c). What is the speaker's feeling towards the person he speaks to?

-respect / admiration / high regard / adoration / affection / appreciating

2 marks

(v). "I wished I might have lived with you for ever, setting up our world in the middle of this field, playing with children and working on the farm."

(a). From which text is this extract taken? Who wrote it?

Twilight of a Crane – Yu Zuwa Junji Kinoshita / Kinoshita

1 mark

(b). Who is the speaker? To whom are the words spoken?

Tsu to Yohyo / to herself / to Yohyo in her mind.

2 marks

(c). What is the attitude to life reflected in these words?

contented / moderate / unassuming / contented with spiritual happiness / humble / simple /

2 marks

- Students will tease out the terms 'useful' and 'logic' from the question in relation to love.
- Better answers may talk of the difference between emotions and reasons in the contexts of love - especially about the decisions taken in love.
- Better answers may also say that this reflects the nature of women (dishonesty etc.) as represented in society.
- Better answers may also talk about the boy's, lack of logic although he talks of logic.
 eg. - He thinks that he can win the girl's love by giving the gift - rose.
 -He never questions how the rose appears there.
 -His thoughts about the nightingale - prejudice
 'She would not sacrifice herself for others.' - This is disproved through the bird's actions.
 -It is illogical for him to conclude that 'Love is not as useful as philosophy, but philosophy' based on just one experience. (eg. His assumption is based on just one experience with the professor's daughter)

(11). "The Lahore Attack depicts the speaker's pride and admiration for his own culture and country." Discuss. (15 marks)

- A brief introduction of the speech. It may include the following details.
 - A speech delivered by Kumar Sangakkara
 - The former captain of the Sri Lanka cricket team.
 - It was the MCC spirit of cricket Cowdrey lecture.
 - the terrorist attack made on the Sri Lankan cricket team.
 - Sangakkara the first Sri Lankan to be invited to deliver a lecture at this institution.
 - magnetizing the audience through sincerity, dignity, patriotism, skillful use of language and good humor.
- Candidates identify this text as the speaker's reflective thoughts about his experiences, of an attack, faced as a cricketer.
- Sangakkara reveals how they could draw parallels and see the courage and selflessness of Sri Lankans when they face a similar situation
- Candidates may refer to the speaker's language and how it reflects his love for the country and the pride of his involvement in cricket.- "We were not down and out. We are Sri Lankans"
- They may refer to the speaker's identification with cricket as a Sri Lankan.
 eg. " We were calm, collected, rational. Our emotions held true to our role as unofficial ambassadors"
- The encounter between Sangakkara and the soldier on duty reveals empathy, self-respect, humbleness and human nature of Sri Lankans.
- Cricket is part of Sri Lankan culture - Cricketers are respected and admired.



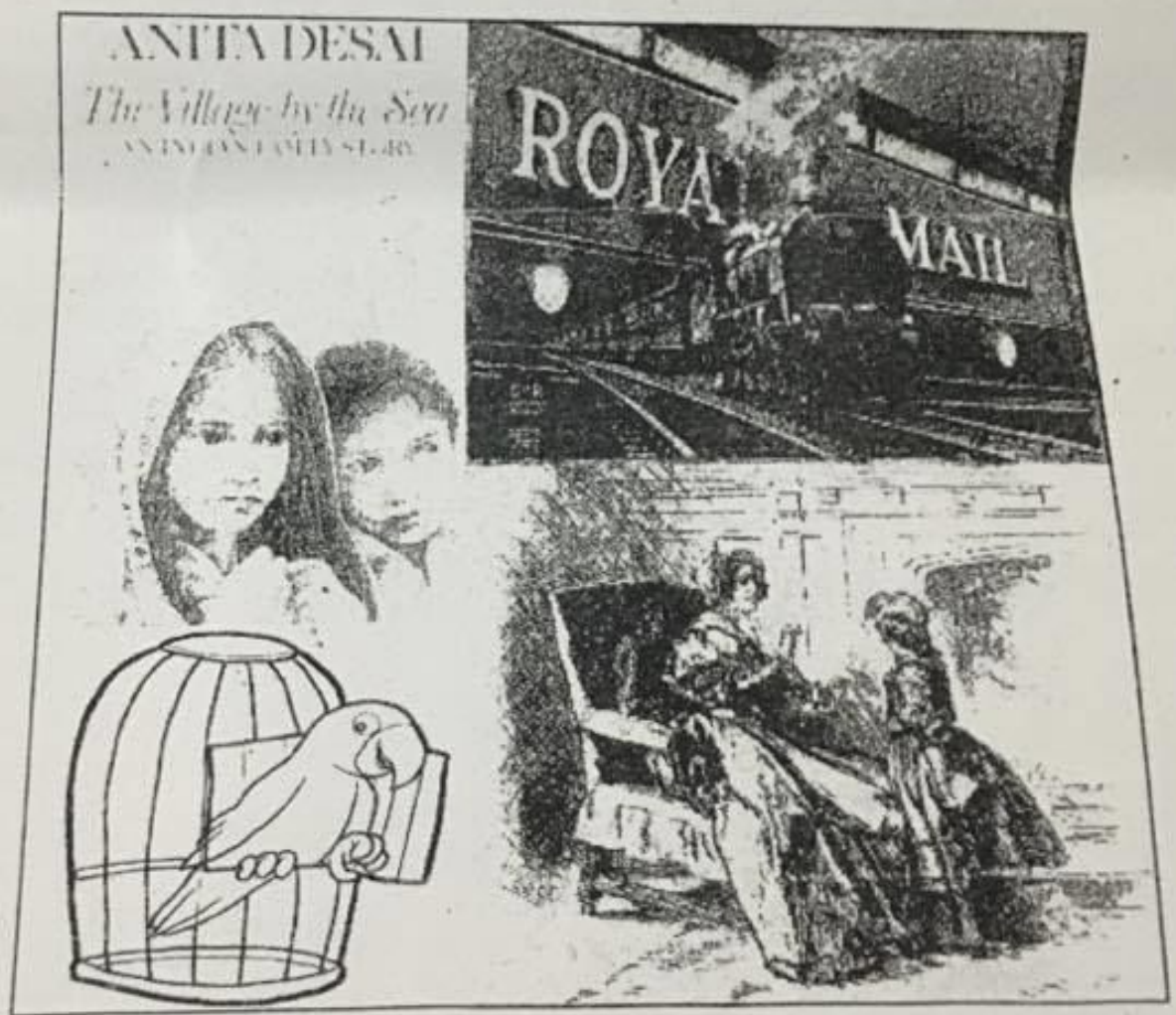
Department of Examinations - Sri Lanka

G.C.E. (O/L) Examination - 2016

46 - Appreciation of English Literary Texts

(New Syllabus)

Marking Scheme



This document has been prepared for the use of Marking Examiners. Some changes would be made according to the views presented at the Chief Examiners' meeting.

amendments to be included

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3. "Stephen Crane ironically portrays the brutality caused by war." Comment on this statement with reference to the poem, *War is Kind*. (15 marks)

- Candidates identify the instances of cruelty caused by war. Brutality is suggested by the manner the soldiers died in the battle field
 - "men were born to drill and die"
 - "your lover threw wild hands toward the sky"
 - "your father.....raged at his breast"
- The passive yet heavy suffering of the mother whose son had died at war
 - "Mother whose heart hung humble as a button"
- How the young soldiers have been brainwashed is written sarcastically.
 - "These men were born to drill and die"
- Verbal irony shows brutality
 - "Do not weep"
 - "war is kind"
- The effect of oxymorons
 - "virtue of slaughter"
 - "excellence of killing"
- Contrast – reference to battle God and his kingdom, the kingdom is full of corpses-an irony
 - "A field where a thousand corpses lie"
- The glamour of war is presented sarcastically.
 - "Hoarse booming drums of the regiment"
- The comment on the title – War is Kind – is ironical, and its effect.

Better answers; -will identify a cross section of the society affected by war (lover, father, son)

-may note the effectiveness of this irony through the repetition of the title.
-will also refer to comparisons –views about the glorification of war and how it is turned upside down through irony.

Very good answers will relate the insight that emerges through the poem and its relevance to contemporary society.

4. Maya Angelou conveys the deprivation of freedom in *I Know Why the Caged Bird Sings*. Discuss with reference to the poem.

- the poem is about freedom, specially about lack of freedom.
- Can refer to the title- the speaker is able to understand the experiences of the caged bird
 - "I know why the caged bird sings"
- singing of the free and caged birds are different. So it is a comparison (the caged bird sings with a fearful trill while a free bird dares to claim the sky).
- The caged bird, clipped wings etc. are symbols representing denial of freedom

FICTION

13. *What, According to your point of view, is the central theme of "The Prince and the Pauper"? Discuss with detailed reference to the novel. (15 marks)*

- Good is rewarded and evil is punished.
- The change of roles is a blessing to both Tom Canty and Edward Tudor. (Appearance vs. reality)
- The huge contrast between the rich and the poor.
- Miscarriage of justice.
- Unawareness of the ruling class about the poor.
- The stupidity of the ruling class.
- Abuse of power.
- Truthfulness is rewarded.
- Kingship / Royalty
- The clothes of a person play an important role. (Appearance vs. reality)
- The power of heredity.
- The contrast between Henry VIII and Edward VI

14. *"The conflict between tradition and modernity is symbolized through the relationship between Jagan and Mali in The Vendor of Sweets." Discuss referring to the events of the novel. (15 marks)*

- Jagan, a seller of sweets using traditional ingredients in a traditional way.
- Mali doesn't like to take over his father's business. He wants to act at once and invest money on business in large amounts.
- Jagan, a traditional Indian - follows the principles of Gandhi, well versed in Hindu literature and cultural practices. Spins clothes for himself using a chakra, a strict vegetarian.
- Mali breaks away from Indian traditions and goes to America. Appreciates American culture, starts eating beef.
- Prefers food at his college canteen rather than food made by his father.
- Jagan thinks marriage is sacred and lifelong. Believes in traditional Hindu marriage rituals. Mali thinks it a business matter. Mali brings a half Korean half American woman. They are not even married.
- Grace goes out at night. In Jagan's world women do not go alone at night.
- Mali becomes an addict to alcohol and goes to prison
- Jagan leaves home finding solace in spiritual practices.

PROSE

(9) Write an analysis of the aunt's character in *The Lumber Room*, discussing her contribution to the central theme of the story. (15 marks)

- Candidates characteristically should communicate their knowledge and understanding of the plot, the characters and the backdrop in brief.
- They may identify the central theme of the story before commenting on the aunt's character; they may refer to one/two of the following.

eg: Generation gap

Negative punishment given by adults.

- The candidates should explore the characteristics of the aunt.
 - Represents the adults
 - A self-styled conventional aunt with no imagination.
 - Doesn't understand children and how they need to discover and explore the environment.
 - Curtails freedom of children.
 - Obsessed with punishing and uses negative punishment.
 - An authoritarian, opportunistic and unsympathetic person.
 - Stingy, uncaring, dishonest and stupid.
 - Uses religion to instill fear in children.
 - Enlarges/exaggerates on the disgraceful conduct of Nicholas
 - Some relevant quotations can be,

"It was her habit whenever....the offender would be rigorously debarred"

"You are not to go into the gooseberry garden....."

"He told you twice, but you weren't listening. You often don't listen...."

"...privately resolving that Nicholas should have none of it"

"I told you not to but you now may" etc.

(10) "Love is not half as useful as logic." Do you agree? Discuss in relation to *The Nightingale and the rose* (15 marks)

- Candidates should express clearly what their position is in relation to the question. That is if they agree or disagree to the statement given or they may give an interpretation to the statement.
- Examiners should consider that there are likely to be a number of possibly prepared answers on the issue of love as this is an open-ended question to a great extent.
- They may refer to the instances from the text which show:
 - Different interpretations, attitudes to love.

eg. *The Nightingale* reflects that love equals sacrifice.

The girl's actions refer to the materialistic gains through love (eg. Receiving gifts)

The boy's actions suggests that love is related purely to the emotions.

(12). "The narrator in Wave reacts to the unexpected tragedy instinctively, rather than with reason." Comment on this statement. (15 marks)

- Give a brief introduction to the narrator with reference to - Sonali/the book 'Wave' / what happened / how she recalls / narrated her firsthand experience / reflection upon the incidents.
- Candidates characteristically communicate their knowledge and understanding of the extract from Wave and how the unexpected tragedy is faced
- They ^{may} refer to the speaker's physical action and emotional tension. They may cite/quote a few instances/phrases from the text to support the ideas
 - "the white curl of a big wave"
 - "The foam turned into waves"
 - "charging and churning"
 - "Calls husband out of the bathroom"
- Sonali doesn't let her husband hold the children. She grabs them and runs.
 - "Give me one of them" Steve shouted. "But I didn't"
- She is unaware of what they are fleeing from, but she flees for life. Thus, she forgets to call her parents and accepts the lift given by a stranger-the driver of the jeep
 - "A man was driving the jeep. I didn't know who he was"
- When Oriantha's mother Beulah falls she responds mechanically. Students may comment on this in relation to narrator's instincts.
- Better answers may also comment (compare/contrast) on the animal characteristics in relation the instincts
 - eg. Animals often tend to protect their young ones, similarly Sonali's reasons to pay attention to her children rather than to her husband and parents

Bandings

(i)	No errors in language or spelling. Shows a personal/distinctive style of writing with rich vocabulary. Uses language with expressive force.	4
(ii)	No grammatical errors. Vocabulary well selected a certain laxness in expression. A few spelling errors.	3
(iii)	No SVO errors. A few errors in the use of tenses/ gender/ use of article. Some spelling errors – a looseness in the style of writing.	2
(iv)	Some SVO errors. Errors in gender, number tense. Misuse of vocabulary. A few uncoordinated sentences but communicates meaning.	1
(v)	Uncoordinated sentences. Many errors in tense, number, gender, use of pronouns and articles. Inappropriate use of vocabulary. Cannot communicate meaning.	00

The breakdown of the marks under the criteria given below should be clearly indicated under each answer.

Total marks

Part I	Section A	5×6	= 30
	Section B	2+ 2+ 2+ 4	= 10
	Total		40
Part II	Questions 2-13,	15×4	
	Content	7	} 15×4
	Organization	4	
	Language	4	
	Total		60

NB: The guidelines that follow have been provided to help the Examiners to evaluate the answer scripts. Do not look for all the facts included under each question. If candidates have responded to the question intelligently and written in good English, marks should be awarded in a suitable manner.

(a) Read the following extract and answer the questions that follow:

"Mali proved unusually communicative from across the seas, and although at times he sounded brusque, disconnected, or impersonal, he generalized a good deal about the civilization in which he found himself. The blue airmail letters grew into a file. If only Mali had taken the precaution of leaving a proper margin to his epistles, Jagan would have bound them into a neat little volume at Truth printing; surely Natraj would have realized its importance and obliged him with a speedy execution. Jagan stuffed his jibba pocket with the letters and pulled them out for choice reading of passages to all and sundry, mostly to his cousin, who, as ever, remained an uncomplaining listener. Gradually his reading of the Bhagavad Gita was replaced by the blue airmail letters.

(i) What is the situation given in the passage? ^{when} Where does it take place

-Jagan starts getting letters from Mali

-When Mali has gone to America / After Jagan has had an discussion with cousin about the letters sent by Mali. / letters

2 marks

(ii) Why couldn't Jagan bind the letters into a neat little volume?

-Because Mali didn't leave a sufficient space for a margin when writing letters

2 marks

(iii) Explain the following expressions.

(a) epistles =important letters

(b) speedy execution =quick performance/do quickly as possible

2 marks

(iv) What aspects of Jagan's character are revealed by the passage?

-his love and affection for Mali

-showing off and boastfulness

-pretentiousness

-his hypocritical attitude

-double standards towards the spiritual life

2 or more than 2 points to get (4) marks.

4 marks

6. "Excessive, worthless talking may ruin people." This idea is portrayed through humour in Edward Lowbury's *The Huntsman*. Discuss. (15 marks)

- The poem does not refer to talking in general, but excessive worthless talking.
- The answer given to Kagwa's question shows the result of excessive and worthless talking of the skull.
"Talking brought me here"
- The information given by Kagwa to the king is not a matter of concern of the king – shows worthless talking.
- Kagwa's death shows results of unnecessary talking.
- Humour is brought out in this sad incident through- irony
- Kagwa as a hunter of lions and his appearance can be contrasted with his conduct as a communicator /conveyer of information
- Role reversal of Kagwa and the skull brings out humour.
- Absurdity
 - Kagwa talking to a skull
 - The brainless skull talking
 - When the skull feels threatened, keeps quiet.

Better answers may write about the applicability of this lesson to people, and they may refer to the saying that silence is gold, more valuable than boasting.

Bandings

- | | |
|--|-------|
| a) All the facts/ content necessary to address the question are well selected and presented. Content is prioritized to present a logical argument. Shows a personal insight/ critical perspective in dealing with the content. Reflects the student's creativity | 6 - 7 |
| b) Most of the content expected to be put forward to address the question is included. Content is ordered in importance. Shows some evidence of personal response in selecting content. | 3 - 5 |
| c) Some facts relevant to the question are available. Facts are not prioritized. Some important facts are left out. | 1 - 2 |

ORGANIZING**Descriptors**

- a) Answer is relevant (addresses question)
- b) Answer has cohesion (close connection between the various parts of the answer)
- c) Support with relevant quotes at the appropriate point (provides evidence from text)
- d) Well - ordered (divided into paragraphs with an appropriate introduction and conclusion)
- e) Develops an argument (there is a thrust to bring out one's point of view)

Bandings

- | | |
|--|-------|
| a) Answer is precise and focuses on question. It is closely knit with a strong thrust in the argument. Supports answer with relevant quotations at the appropriate moment to build up an argument or present a personal point of view. Answer is well ordered with a strong connection between the introduction, the flow/ development and conclusion. | 4 |
| b) Answer focuses on question and builds up an argument. Well ordered with a strong connection between the paragraphs. Produces quotes at appropriate moments to back up the argument/ illustrate a point. | 2 - 3 |
| c) Addresses question but may not focus - attempts to order answer with an introduction development and ending but the answer is not cohesive. Uses quotes to support ideas / points of view/ argument. | 1 |
| (d) Does not address question. Facts are disjointed. No development. A point here and there. No connection. | 00 |

LANGUAGE**Descriptors**

- Correct structures and grammar.
- Rich vocabulary/ expression
- Communicative power in the language (style)

(b) Read the following extract and answer the questions that follow:

"And then came the bark; the sharp clipped aristocratic bark, and with it came Tony, crashing through Mrs. Jayasinghe with the custard pudding in the dessert cup held delicately in one hand and the dessert spoon suspended somewhere between my mouth and her ample bosom, and uncle Ronald opening and closing the folds of the accordion in an arc just below his chin."

(i) What is the situation given in the passage? Where does it take place?

-Reunion with the dog / returning to Depanama to collect the new ration books (and to fulfill his secret vow which is taking Tony back.)

-At the entrance to Mrs. Jayasinghe's property / land / place 2 marks

(ii) Why was Tony excited?

-because Tony meets the narrator after a period of absence / because of the unexpected meeting of Tony and the narrator 2 marks

(iii) Explain the meaning of the following words.

(a) delicately = carefully / skillfully / lightly / smoothly / mildly

(b) suspended = hung loosely / held down 2 marks

(iv) What does this passage reveal about the relationship between Tony and the narrator?

-loving and caring / intimate / close / genuine / affectionate relationship 4 marks

(8). Discuss the significance of the title of the play 'The Bear', referring to the events of the play.
bear - beastly qualities, arrogant, physical appearance (15 marks)

- Bear suggests aggressive, dominant, angry and a hateful person.
- Smirnov has no self-control.
- He is guided by his needs and desires.
- He is a symbol of vulgarity.
- The arrival of Smirnov shows rough / impolite behaviour. Entered the dining room without permission.
- Popova is annoyed at this moment.
- He harasses Luka as soon as he arrives.
"You fool, you are too fond of talking"
- Insists that Popova gives the money that day itself.
- Smirnov's language is insulting.
"Not one of the swine wants to pay me"
- Smirnov's description about his debtors.
- Shows bear like qualities in the way Smirnov speaks.
- Orders Luka to get him a kvass.
- Underestimates women.
"That's really silly feminine logic"
"I'd rather sit on a barrel of gun powder than talk to a woman"
- Smirnov has invaded the house of Popova; the stranger dominates the house.
- Mimics Popova.
- Orders the servants of Popova to give oats to his horses.
- Luka, a representative of the working class is harassed by Smirnov.
- Smirnov expresses his anger by breaking the furniture of another house.
- Popova also insults Smirnov and calls him a rude, ill-bred man.
- Smirnov speaks in French to make Popova uneasy
- Smirnov says that it is a misfortune to be born a woman
- He says that he has never seen sincere, faithful and constant women
-Better answers may refer to male chauvinism also here
- Popova chases Smirnov away
- Popova too uses abusive language
"You're a boor! A coarse bear! A bourbon! a monster!"
- Popova accepts the challenge

Candidates must be able to :

- a) Identify accurately the text and the author
- b) Understand the relationships within the given extract. (e.g. Familiarity with situations, events, characters and their inter-relationships and references.)
- c) Infer meaning from the given extract
- d) Respond to and demonstrate sensitivity to the extract.

(1B) Tests the same skills at the level of a paragraph/ passage. The rationale of the questioning is as follows.

- a) Knowledge/ Identification
- b) Comprehension
- c) Application
- d) Evaluation

(1B) is graded higher in difficulty.

2.1.1 Context Questions

The question paper is treated as comprising two parts for the evaluation process. Question 1 is treated as one part and carries 40 marks. To facilitate the testing of all genres it is divided into two parts. The first part comprising short extracts is allocated 30 marks. It has 6 sub- parts. The sub-parts are further divided into 3 small parts (3 questions). The mark for each sub part is given below:

- | | |
|--|---|
| a) Identification (of text and author) | 1 |
| b) Intra-textual reference (comprehension) | 2 |
| c) Inference / response to text | 2 |

Each sub part carries 5 marks. There are six such questions, carrying a total of 30 marks.

Q1.B is a paragraph/ passage selected from the novel prescribed for study. There are four questions set on this paragraph/ passage. The skills tested and the marks allocated are as follows:

- | | |
|----------------------------------|---|
| a) Identification | 2 |
| b) Comprehension | 2 |
| c) Application | 2 |
| d) Critical evaluation/ response | 4 |

Overall Mark is 10

Context Questions carry 40 marks.

3. Part 2 of the Question paper (Questions 2-13)**Essay Type Questions****3.1 Objectives of Part II - Essay Type Questions**

This section attempts to test the following skills

- a) Identification (knowledge)
- b) Comprehension
- c) Application
- d) Analysis
- e) Synthesis
- f) Evaluation

Focus is more on the last four as attention had been paid to the other three in Question 1.

Candidates should be able to demonstrate that they are/ have

- a) able to analyze and address the question
- b) selected relevant content and organized an answer relevant to the question
- c) familiar with the text and quote relevantly and at appropriate moments to build up an argument.
- d) comprehended and appreciated the text and so can write with understanding and confidence
- e) able to write with correct grammar and spelling.
- f) related the experience they gained to the world around them.
- g) looked critically at the text and the experience gained by it.

Part II of the question paper is organized under different genres such as Poetry, Drama, Prose and Fiction. Each of the sub sections provide the candidates with a choice of questions. In the detailed marking scheme, guidelines are provided to evaluate the answers. But as mentioned in the Introduction, examiners are expected to be sensitive to students' personal/ independent ideas which are relevant to the questions.

3.2 Criteria for marking long answers.

In marking the long answers, the following criteria must be used and weightage given to them in the following manner:

*	Content -	1-7
	Organising -	1-4
	Language -	1-4

The marking criteria and their parameters are explained below:

CONTENT**Descriptors**

- a) Facts from text (content)
- b) Prioritizing facts (content)
- c) Presenting content in favour of question
- d) Critical evaluation of facts
- e) Personal views/ response stimulated by content
- f) Student's creativity.

- The lack of physical freedom of the bird and its frustration
"His bars of rage"
- The lack of psychological freedom (mental freedom)
"His shadow shouts on a nightmare scream"
- Contrast brings out the deprived freedom of the caged bird.
- What the free bird enjoys and what the caged bird lacks in its life.
*"The fat worm waiting on a dawn-bright lawn
and he names the sky his"*
- Repetition -emphasizes what the caged bird lacks
- Anaphora -the use of 'and' to connect the ideas show the number of privileges that the free bird enjoys

Better answers may -discuss this poem as a representation of people's freedom and their desire for it.

-refer to the experience of the author as a black person (racism)
female freedom

5. Johnson Agard's *The Clown's Wife* represents the difference between the personal and professional lives of many people. Do you agree? Justify your answer.

- Identify the differences between his life as a clown and his life as a husband.
- Image of the clown as an entertainer shows his professional life
"up there he's a king on a throne"
- The miserable life of the clown at home
"he seems to have the world on his shoulders"
- The feelings of the wife of the clown show the difference between professional and personal life of the clown.
"I do me best to cheer him up, poor soul"
- Metaphor 'king' shows how he acts on stage in his personal life. The moment the clown walks through the door of his house he is a different person.
- Relate the incident in the poem to other people in the society such as public figures and even the ordinary people performing different roles in life.

Better answers:

- may comment on the differences between two aspects of life - reality and appearance.
- may refer to the idea that people who entertain others may not spend happy lives.

15. "Above all, *Bringing Tony Home* represents the human-animal bond and the relationships between people and their pets"

15 marks

- The fact that Tony has been living about seven years in Depanama with the narrator
- When leaving Depanama, Tony follows them and tries to get in to the bus, but the conductor shouts at the dog and the boy become sad and angry.
- The narrator vows to himself to take Tony home.
- The situation where they reunited, represents human - animal bond and shows Tony's faithfulness and ecstasy in its own canine manner.
- Tony was at his side as the narrator performs all the duties assigned him by his mother.
- Through his journey from Wijerama, he walked without getting on the bus, fearing he would lose Tony.
- The animal was tied to his short buckle shows his care towards him.
- Tony leaves their home when he was on bed suffering from fever, it increases the boy's pathos
- He remembers Tony on various occasions. The deep attachment remains in the writer's inner heart even after he becomes an adult.
- The sound of the train is echoed by the cry / sound of the dog.
".....to yap yap yap from somewhere but now it was nothing mischievous or joyous; it was the plaintive cry of a chained dog trying desperately to be free"
- This changes from pain to joy / joy to suffering.
- Nostalgic feelings of the adult narrator for his childhood pet

flashback is auditory.