

SECTION A – 20 MARKS

Question 1

Choose the correct options for the following questions.

[10]

- (i) **Antonio:** (*Aside to Sebastian*) Let it be tonight;
For now they are oppress'd with travail, they
Will not nor cannot use such vigilance
As when they are fresh.

What does Antonio refer to when he says “Let it be tonight...” in Act III, Scene iii of the play, *The Tempest*?

- (a) The murder of Alonso and Gonzalo.
 - (b) The murder of Ferdinand.
 - (c) Sebastian and Antonio's escape from the island.
 - (d) Sebastian and Antonio's plan to steal Stephano's liquor.
- (ii) What role does Ariel play in Act IV of the play, *The Tempest*?
- (a) He helps the conspirators to plot against Prospero.
 - (b) He assists Prospero in presenting the “vanity” of his art.
 - (c) He guides Alonso, Sebastian and Antonio towards self realisation.
 - (d) He protects Ferdinand and Miranda.

- (iii) **Caliban:** No noise, and enter.
Do that good mischief which may make this island
Thine own forever, and I, thy Caliban,
For aye thy foot-licker.

In the above lines taken from Act IV Scene i of the play, *The Tempest*, what does Caliban refer to by the phrase “good mischief”?

- (a) The act of chasing the strange sounds.
 - (b) The act of killing Prospero.
 - (c) The act of marrying Miranda.
 - (d) The act of stealing the gaudy clothes.
- (iv) How does Prospero ask to be released from his “bands” in the Epilogue of the play, *The Tempest*?
- (a) With the audience clapping their hands.
 - (b) With laughter from the audience.
 - (c) With a universal shout from the audience.
 - (d) With praises for the play from the audience.

- (v) 'When the doctors came they said she had died of heart disease - of joy that kills.'
- Which one of the following explains why the short story, *The Story of an Hour* ends with the phrase '...of joy that kills'?
- (I) To convey a sense of irony.
 - (II) To make the readers judge Mrs. Mallard.
 - (III) To convey Mrs. Mallard's sheer sense of shock.
 - (IV) To explain Brently Mallard's shock at the incident.
- (a) Only (I) and (IV)
 - (b) Only (I) and (II)
 - (c) Only (I) and (III)
 - (d) Only (II) and (IV)
- (vi) In the short story, *Fritz*, what had happened to Fritz according to Jayanto?
- (a) Jayanto had misplaced him in the garden.
 - (b) The dogs had torn him apart.
 - (c) Fritz had disappeared near the Deodar tree.
 - (d) Fritz had died of old age.
- (vii) In the short story, *Quality*, what causes the death of the younger Gessler brother?
- (a) Slow starvation, rigid work schedule and dwindling customers.
 - (b) Fever and cold due to bad weather.
 - (c) Rude customers.
 - (d) Inability to clear loans.
- (viii) 'So was I once myself a swinger of birches.'
- What mood of the poet is captured in the above lines taken from the poem, *Birches*?
- (a) Boredom
 - (b) Nostalgia
 - (c) Amusement
 - (d) Loneliness
- (ix) What is the central idea of the poem, *John Brown* ?
- (a) The love of a mother for her son.
 - (b) Wars are necessary.

- (c) The illusion that war is glorious.
- (d) The heroism of soldiers.
- (x) What is the phrase 'The Century's corpse outleant' in the poem, *The Darkling Thrush*, a metaphor for?
- (a) The passing of time and the end of an era.
- (b) The glory of nature.
- (c) The funeral of the thrush.
- (d) The end of poet's life.

Comments of Examiners

- (i) Most of the candidates answered this part correctly.
- (ii) Many candidates could not provide correct answers. They were confused between options (b) and (c).
- (iii) Almost all the candidates answered this part correctly.
- (iv) Several candidates wrote option (d) which was an incorrect response.
- (v) Majority of the candidates answered this part correctly.
- (vi) Most of the candidates answered this part correctly.
- (vii) This question was answered correctly by most of the candidates.
- (viii) The majority of the candidates answered this part correctly.
- (ix) Most of the candidates could not answer this part correctly. The candidates were confused between options (c) and (d) pointing to a lack of clarity in understanding of the concepts.
- (x) Almost all the candidates answered this part of the question correctly.

Suggestions for teachers

- Lay emphasis on understanding the message of the piece, character traits, theme mood and so on.
- Build scope for constant discussion.
- Encourage students to do thorough reading of the text and keep recalling the minute details.
- Teach students to read the questions in detail and pay attention to not only the textual interpretation of the poem but also the analysis.

MARKING SCHEME

Question 1

(i)	(a) or The murder of Alonso and Gonzalo.
(ii)	(b) or He assists Prospero in presenting the "vanity" of his art.
(iii)	(b) or The act of killing Prospero.
(iv)	(a) or With the audience clapping their hands.
(v)	(c) or Only (I) and (III)
(vi)	(b) or The dogs had torn him apart.

(vii)	(a) or Slow starvation, rigid work schedule and dwindling customers.
(viii)	(b) or Nostalgia
(ix)	(c) or The illusion that war is glorious.
(x)	(a) or The passing of time and the end of an era.

Question 2

Complete the following sentences by providing a reason for each in brief. Do not write [10] the question.

- (i) In Act V, Scene i of the play, *The Tempest*, Ariel reminds Prospero that it was the sixth hour because _____.
- (ii) At the end of the Masque in Act IV, Scene i of the play, *The Tempest*, Ferdinand feels that Prospero's behaviour is unusual because _____.
- (iii) In Act III Scene ii of the play, *The Tempest*, upon hearing the music of Ariel, Stephano says that the island will prove to be a "brave kingdom" to him because - _____.
- (iv) In Act V Scene i of the play, *The Tempest*, the Boatswain does not remember how he arrived at Prospero's cell because _____.
- (v) In the short story, *B. Wordsworth*, when the narrator's mother refuses to buy B. Wordsworth's poem, B. Wordsworth remarks 'It is the poet's tragedy' because _____.
- (vi) In the short story, *The Story of an Hour*, it was Josephine who broke the tragic news of Brently Mallard's death to Mrs. Mallard because _____.
- (vii) In the short story, *Fritz*, Jayanto was told by his uncle to address the doll as Fritz because _____.
- (viii) In the poem, *John Brown*, John Brown drops his medals into his mother's hands because _____.
- (ix) In the poem, *The Darkling Thrush*, the poet uses the words 'evensong' and 'carolings' to describe the thrush's song because _____.
- (x) In the poem, *Birches*, the poet observes that the birches are bent because _____.

Comments of Examiners

- (i) The majority of the candidates gave erroneous answers. The answers revealed a lack of thorough knowledge of the text.
- (ii) Almost all the candidates answered this sub-part correctly.
- (iii) Most of the candidates answered it incorrectly. The meaning of the word ‘brave’ in context was not given. It was confused with ‘courage’.
- (iv) Almost all the candidates answered this sub-part correctly.
- (v) The irony inherent in the comment was lost by most of the candidates. However, the literal meaning of ‘tragedy’ was expressed.
- (vi) Most of the candidates could not give the correct answer as they beat about the bush.
- (vii) This part was answered correctly by almost all the candidates.
- (viii) A large number of candidates were unable to understand the concept of ‘rejection of what war stood for’.
- (ix) The crisis of faith was not touched upon by many candidates. However, very few candidates knew the meaning of ‘carolings’ and ‘evensong’.
- (x) The answers provided by the majority of the candidates revealed a lack of acquaintance with the text.

Suggestions for teachers

- Teach students to study their texts minutely and pay attention to the words spoken by the characters.
- Share with students the connotation of words as used in Shakespearean time while teaching a Shakespearean text.
- Encourage loud reading of the text to note down textual details.
- Elucidate the important ideas of the text well, to enhance better understanding of the text.
- Explain intricate details of the text and ensure that the students understand the implicit and explicit meaning of statements made by characters.
- Assist students in understanding the length of the answer required in questions that demand completing the sentences with a reason.
- Make sure to teach the texts comprehensively. Encourage students to elucidate every detail and test their knowledge periodically. Provide practice of questions based on reasoning at the end of every lesson.

MARKING SCHEME**Question 2**

(i)	Prospero had said that their work would be done and it was at that time, that Ariel would get his freedom.
(ii)	Prospero abruptly ends the masque and his attitude changes to that of anger as he remembers the need to foil Caliban's conspiracy/ his behaviour is very different from his usual autocratic behaviour / he seems disturbed.
(iii)	he would not have to pay for his entertainment as the music of the island would serve to entertain him.
(iv)	of the spell cast on him by Ariel at the time of the shipwreck and he had still been in a daze when he was awoken and brought to the spot.
(v)	poets did not get either appreciation or wealth for their craft and were forced to live in penury.
(vi)	Louise Mallard was afflicted with heart trouble and great care needed to be exercised in breaking such tragic news to her.
(vii)	that was the doll's name, and he would not respond to any other name.
(viii)	it was his way of denouncing war as the medals were merely hollow symbols of an empty victory.
(ix)	he wishes to convey that revival of faith and religion can bring about the desired change in the world through the symbols of 'evensong' and 'carolings' which are practised in the Christian Church / a reaffirmation of religion as an anchor in life.
(x)	the weight of the ice during ice storms has taken the sap out of them.

SECTION B – 60 MARKS***The Tempest: William Shakespeare*****Question 3**

- (i) With close reference to Act III, describe Alonso's response to the perceived loss of his son, Ferdinand. Write your answer in a short paragraph of about 100-150 words. **[5]**
- (ii) How do Prospero, Ferdinand and Caliban perceive Miranda? Give one example of each of their perceptions, from the Acts studied, to support your answer. Write your answer in a short paragraph of about 100-150 words. **[5]**
- (iii) (a) Despite being a half monster and half human, Caliban, comes across as superior to Stephano and Trinculo. Justify the statement with supporting evidence from the Acts studied in 200-250 words. **[10]**

OR

- (b) Referring closely to any two instances from the Acts studied, show how music is used to influence the course of events / action in the play. Write your answer in a short paragraph of about 200-250 words. [10]

Comments of Examiners

- (i) The first part of the question was covered well but the second part which spoke of his guilt and remorse was missed by many candidates. They also missed writing points on Alonso's wish to lie on the oozy bed along with his son. The entire gamut of Alonso's emotions at the loss of Ferdinand was not explored. Most of the candidates just mentioned "sad" and "depressed" and did not focus on the other points for the answer.
- (ii) Most of the candidates did not understand the meaning of the word 'perceive' and therefore wrote flat generalised answers. However, a large number of the candidates were unable to differentiate between the manner in which each character viewed Miranda. As a result, they wrote about the Ferdinand Miranda love story and Caliban's effort to molest Miranda.
- (iii) (a) A large number of candidates wrote about the characters of Caliban, Stephano and Trinculo but failed to bring about the superiority of Caliban when compared to Stephano and Trinculo. The question was not understood by the candidates who struggled in this area. They could not point out instances where Caliban was more aware, resourceful, focused and alert than Stephano and Trinculo. His awakening in Act V and his desire to make amends was not mentioned. Most candidates mentioned the Stephano-Trinculo-Caliban's conspiracy.

OR

- (b) Many candidates could cite two instances of music in the play but did not manage to interpret the role of music in the development of the plot/ action of the play. Some candidates confused magic with music.

Suggestions for teachers

- Encourage students to read and discuss in detail about each scene and emphasise its importance.
- Lay emphasis on teaching student to give equal weightage to a question.
- Encourage thorough reading of the texts in classrooms.
- Encourage discussion and debate while teaching and explanation of the text.
- Focus on keywords, phrases, ideas, conversation, comments and so on.
- Show how the above often holds the key to the play/ prose piece or poem.
- Encourage diverse ways of looking at an issue.
- Allow modern ideas and concepts/ ways of looking at things/ institutions in the classroom.
- Help students in framing answers for poetry where contexts are important and present their ideas with conviction and clarity.
- Discourage guides and oversimplified materials.
- Help the students with classroom presentations/dramatisations.
- Focus on improving the vocabulary of students. Give equal importance to the three characters. Encourage students to think "out of the box".
- Conduct in-depth discussion of characters with their development in the course of a play.
- Help the students to identify the important components of a play by highlighting them in the class and then find out how, where and when these components occur, their purpose and effect.

MARKING SCHEME

Question 3

(i)	The answer should have the following points: • Upon hearing the news of his son Ferdinand's apparent loss in the tempest, Alonso, the King of Naples, undergoes a profound emotional turmoil. • His initial reaction is one of anguish and despair, as he mourns the loss of his beloved son. • Alonso's grief is palpable, as he questions his own role in the tragedy and grapples with feelings of guilt and remorse. • His desperate pleas for Ferdinand's return showcase the depth of his love for his son so much so that he longs to be buried in the depths of the ocean along with his son. He will not allow hope to flatter him.
(ii)	The answer should have the following points: • Prospero is the archetypal protective father concerned about his daughter's chastity and wellbeing. • Repeatedly reminds Ferdinand not to violate her chastity before the marriage vows are taken. • Also, a proud father declares to Ferdinand that Miranda is his 'rich gift and she will outstrip all praise' and make it halt behind her. • Ferdinand ardently loves Miranda and is willing to practise restraint to win her. • He says that he will be her slave and promises to love, prize and honour her. • Caliban objectifies Miranda. He tempts Stephano with the prospect of having Miranda as his queen if he kills Prospero and becomes the lord of the island.
(iii)	(a) • Caliban is the only character who is native to the island and has a deep understanding of its secrets, resources, and dangers. • This gives him a unique advantage over Stephano and Trinculo, who are outsiders and lack this inherent knowledge. • In his attempt to free himself from Prospero, Caliban cleverly tempts Stephano, the drunken butler along with his friend Trinculo, a jester, with the prospect of ruling the island and the prospect of marrying the 'non pareil' Miranda. He is the one manipulating them. • Stephano and Trinculo, who have no prior knowledge of Prospero and his powers, driven by misplaced ambition and ignorance, fall for this plan. • Caliban's desire to reclaim the island from Prospero is because he thinks he has the rightful claim to the island, having inherited it from his mother Sycorax. • On the other hand, Stephano and Trinculo come across as greedy and unscrupulous. When they first see Caliban, their thoughts are on how to make profit from him and then they fall headlong with his plan of eliminating Prospero, driven by the greed of owning the island. (<i>Contrast between the two attitudes must be brought out.</i>) • Caliban has a deep connection with nature and possesses a poetic and artistic sensibility. When Stephano and Trinculo are petrified upon hearing the sound of the tabor created by the invisible Ariel, Caliban reassures them that the 'isle is full of noises, sounds and sweet airs...'. Unlike Stephano and Trinculo, Caliban appreciates the island's beauty and describes it in rich and vivid language.

		- Caliban, despite his appearance, possesses considerable intelligence. He understands the urgency of going ahead with their plan of killing Prospero. He recognises Prospero's hand in attempting to waylay the trio when he sees the useless, glittering garments laid out to tempt them. - The two are portrayed as comical and foolish characters, often driven by base desires and impulses since they get swayed and fall into Prospero's trap. - It is only in Act V that Caliban finally acknowledges what was probably dawning upon him for some time, that he was a 'thrice double ass' to consider these foolish and drunk men of any worth and value.
OR		
	(b)	The answer must refer to any two instances from the following: - Ariel playing the tune on a tabor and pipe, thus, frightening Stephano and Trinculo – The trio's response to it. - Caliban's reference to the music of the island. - Music in the harpy scene. - Music in the masque. - Ariel's song when he helps attire Prospero in Act V. - Music which is played when Ariel brings in Alonso and others. Prospero says music is the best comforter to settle an unsettled fancy. <i>(Candidates must describe how music influences the course of the action in the play.)</i>

ECHOES: PROSE

Question 4

- (i) Describe the event that led the narrator, Shankar, to suggest digging of the ground under the Deodar tree in the short story, *Fritz*. Write your answer in a short paragraph of about 100-150 words. [5]
- (ii) Based on the short story, *The Story of an Hour*, discuss what can be inferred about the significance of the open window in Mrs. Mallard's room? Write your answer in a short paragraph of 100-150 words. [5]
- (iii) (a) With reference to the short story *Quality*, trace the journey of the Gessler Brothers from "Id is an Ardt!" to the bitter realisation of "Dey dake it away from us, who lofe our boods....bresently i haf no work." Write your answer in about 200 - 250 words. [10]

OR

- (b) Miss Meadows' need for societal acceptance makes her overlook Basil's insensitivity and shortcomings. Discuss with reference to the short story, *The Singing Lesson* in about 200-250 words. [10]

Comments of Examiners

- (i) The majority of the candidates had a tendency to narrate the story instead of the event that led to the digging up of the ground. The sequence of events was not mentioned by many candidates. However, some candidates did not mention Jayanto's preoccupation/obsession. In addition to this, Shankar's reason for making the suggestion was not given.
- (ii) Many candidates were unable to interpret the question properly. A large number of candidates focused on the conclusion of the story. The significance of the open window as such was not discussed. Moreover, certain phrases such as "Free, free free" were repeated without providing the proper context. The open window and the idea of freedom were not discussed.
- (iii) (a) Most candidates could answer this question albeit in a diffused manner. The slow degeneration of the business and the factors contributing to it were not adequately presented. Most of the candidates provided the answers in a haphazard and the slow decline of the fortunes and the factors responsible were not given.

OR

- (b) The phrase "societal acceptance" was not understood by many candidates. Examples of Basil's insensitivity were not given. Miss Meadows' desperation, her strong desire to adhere to social norms and expectations were not brought out with relevant examples.

Suggestions for teachers

- Encourage thorough reading of the texts in the classroom.
- Promote discussion and debate while teaching and explanation of the text.
- Focus on key words, phrases, ideas, conversation, comments and so on.
- Show how the above often holds the key to the play/ prose piece or poem.
- Encourage divergent ways of looking at an issue among students.
- Allow in the classroom modern ideas and concepts/ ways of viewing things/ institutions.
- Help students in framing answers for poetry where contexts are important and present their ideas with conviction and clarity.
- Discourage guides and oversimplified materials.
- Help with classroom presentations/dramatisations.
- Add appropriate examples and references.

MARKING SCHEME

Question 4

- (i) The answer should have the following points:
- Jayanto was always influenced by his memories from the past.
 - Shankar was woken up by a noise on one night during their stay at Bundi and to his amazement found an anxious looking Jayanto seated up on his bed.
 - On being questioned, he confessed that something had walked over his chest.
 - Jayanto also showed him the circular marks on the cover of his quilt.
 - Jayanto was not satisfied with Shankar's explanation that it would have been a cat and later the next day he expressed his suspicion that it could have been Fritz.
 - On seeing how worried Jayanto looked and witnessing his obsession with the memory of Fritz, Shankar felt that a permanent solution must be found and not let his obsession get the better of him.
 - He suggests that he should dig the ground under the Deodar tree where Fritz had been buried to bring about a much-needed closure to the conflict.

(ii)	The answer should have the following points: • The open window serves as a physical and metaphorical means of escape from the constraints of marriage and societal expectations. It symbolises the opportunity for Mrs. Mallard to break free from the confines of her domestic life and embrace a world beyond her marriage. • The open window symbolises a connection to the outside world: Through the window, Mrs. Mallard is able to observe the world outside including sights, sounds and scents. • This connection to the external environment represents a broader connection to life itself. It suggests that the window is a gateway to a larger existence beyond the limited sphere of her marriage, offering her a glimpse of the possibilities and freedoms that await her. • The open window signifies a breath of fresh air and renewal: The text mentions that the air flowing in through the window carries "the delicious breath of rain" and "the notes of a distant song." • The open window becomes a source of renewal, symbolising the potential for a new beginning, a chance for her to embrace life on her own terms.
(iii)	(a) Answer should have the following points: • For the Gessler Brothers, shoemaking was a sacred vocation. For them, shoemaking was not merely a craft but a sublime art. • The younger Gessler was highly passionate about shoemaking as is evident from the fact that he performed all the activities himself like working on leather, taking measurements and stitching the shoes. • He made sure that the shoes he crafted were not only durable but also comfortable. While making the shoes, when he had to leave his work to attend to customers, he appeared as if he had been awakened from some dream of shoes or like an owl, who felt surprised in daylight. • He used to custom fit the shoes according to the needs of an individual customer. He was against mass production. • He seemed so well-versed in his vocation that he could tell whether the shoes were made by him or somebody else by simply looking at them. • Mr. Gessler discussed at length with the narrator, the conditions and hardships of his business, caused by stiff competition from big firms, which mass-produced goods using machines and sold them in the market by luring the customers with advertisements. • But the Gessler Brothers were not willing to compromise on quality and they found it difficult to exist in the industrialised world, marked by mass production and cut-throat competition. • Since they made everything by hand, without using any machine or help, they took a pretty long time and, in the process, lost their customers. • Whatever money they got, they used it to pay the rent and to buy the best quality leather.
OR	
	(b) • Miss Meadows had received a letter from her fiancé informing her of his decision to call off their engagement. Her despair at this rejection is reflected in her thoughts and conduct both as she goes through unbearable anguish and suffering. • She projects onto her students by making them sing a lament and through her internal monologue.

	• Miss Meadows' despair stems from the prospect of losing face in society. She recalls the contents of the letter, wondering "what could have possessed him to write such a letter". • We come to know about their engagement, Basil's unexpected proposal and the incredulous response of her community since Basil was five years younger than her. • At 30, she realises this was her last chance to be married, be respected and accepted in society. • It seems like Miss Meadows is desperate to get married as she is terrified of becoming a laughingstock in her community when news of her failed engagement would become known to all. • She even contemplates disappearing to save face. • Frightened of societal response, she is ready to embrace a loveless marriage with Basil. She begs, "Love me as little as you like" though "she knew he didn't love her". This suggests that appearance is more important to Miss Meadows than whether Basil really loves her. • Her mood suddenly changes on receiving Basil's telegram asking her to ignore the letter and confirming their engagement. She ignores the pointed criticism of Miss Wyatt in her state of euphoria. Happy and ecstatic, she asks the girls to sing a congratulatory song once in class again. • Overwhelmed by societal pressures and her conditioning, she readily overlooks Basil's insensitivity and cruelty (the idea of 'disgust' in the context of his marriage with her). • She even accepts being taken for granted and having no say in their relationship. This suggests the extent of her desperation to conform to societal demands of getting married. (Make sure to provide analysis in the answer.)
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REVERIE: POETRY

Question 5

- (i) What do you think prompts the poet's desire for a temporary escape in the poem, *Birches*? Why does he wish to come back to Earth? Write your answer in a short paragraph of about 100-150 words. [5]
- (ii) What leads Mathew Arnold to tell his beloved, 'Ah, love, let us be true', in the last stanza of the poem, *The Dover Beach*? Write your answer in a short paragraph of 100-150 words. [5]
- (iii) (a) Show how Carol Ann Duffy presents a disturbing picture of confinement and exploitation in the poem, *The Dolphins*. Write your answer in about 200-250 words. [10]

OR

- (b) How does John Brown convey his firsthand experience of war to his mother and evoke a deep emotional response in the readers? Justify your answer in about 200-250 words with supporting details from the poem, *John Brown*. [10]

Comments of Examiners

(i) Most of the candidates were completely confused in this question. They could not explain the longing for a temporary escape and refer to the relevant lines in the poem. The tendency to summarise without context was noticed. Some candidates could not articulate the textual context in the answer. The fact that the poet is weary and overwhelmed with considerations and travails of life remain unnoticed. A few candidates provided a flat summary of the poem instead of identifying what prompts the poet's desire for a temporary escape.

(ii) In this question, vague and diffused answers were received. It was evident that the candidates had learnt summaries by heart and were reproducing it. The last stanza of the poem was completely left out by the candidates. Only summaries with no relevance to the poem or what the poet conveyed were given. Loss of faith in God resulted in degraded human relationships and the consequent value of love was lesser stressed or appreciated by the candidates.

Specific textual details were missing, and it was answered in a general way.

(iii)(a) Confinement and exploitation of the Dolphins could be emphasised in the answers. The content of the answer was less frequently linked to the above and more explained as a generalised summary. However, most of the candidates scored well as they touched on the main textual points. The candidates were limited by the word limit and therefore the answers were a random explanation of the poem. They were unable to develop points to bring out the confinement of the dolphins and their sense of hopelessness.

OR

(b) First-hand experience of war was not dealt with properly in the answers by most of the candidates as generalised analysis of the poem were given. A deep emotional response expressed in the answers was absent. They failed to understand that the answer was from the latter part of the poem. More emphasis was paid to the earlier part of the poem where they explained the mother's reaction to John Brown going to war.

Suggestions for teachers

- Encourage reading of the texts thoroughly in classrooms.
- Conduct discussion and debate while teaching and explanation of the text.
- Focus on key words, phrases, ideas, conversation, comments and so on.
- Show how the above often holds the key to the play/ prose piece or poem.
- Encourage among students the divergent ways of viewing at an issue.
- Allow modern ideas and concepts/ ways of looking at things/ institutions in the classroom.
- Help students in framing answers for poetry where contexts are important and present their ideas with conviction and clarity.
- Discourage guides and oversimplified materials.
- Help the students with classroom presentations / dramatisations.

MARKING SCHEME

Question 5

- | | |
|-----|---|
| (i) | <p>Answer should have the following points:</p> <ul style="list-style-type: none"> • The poem is a thoughtful meditation on the poet's childhood experience of swinging on birch trees. • The act of swinging on birch trees is presented as an escape from the harsh realities of the adult world. • Like a boy swinging on branches, the poet would like to swing on them and let his imagination take him high towards heaven/regain the simple joys of childhood. • The poet is weary and overwhelmed with considerations and travails of life. |
|-----|---|

	- Life was much like a pathless wood where he is bruised and battered, and he seeks this temporary escape. - He wants to come back again to the earth because earth is the right place for love. - He has responsibilities to fulfill. - He wants to start life with renewed energy.
(ii)	Answer should have the following points: - The first line of the closing stanza, “Ah, love, let us be true to one another,” emphasises the importance of human connection and steadfastness in a world that appears to be crumbling. - Arnold describes the world as a “land of dreams” that appears alluring and beautiful at first glance. However, upon closer examination, it is revealed to be devoid of joy, love, light, certitude, peace, and help for pain. - The final lines create a powerful image of humanity existing in a chaotic and tumultuous landscape. - The imagery of darkness, confusion, and ignorance suggests that human existence is characterised by a constant struggle where people engage in conflict without fully understanding the reasons behind their actions [“Where ignorant armies clash at night.”] - Therefore, in an unstable world torn asunder by loss of faith and disillusionment, it is only love that will help mankind to tide over this crisis.
(iii)	(a) - Written from the perspective of dolphins, the poem describes the depressing state of their confinement and exploitation. They are majestic creatures confined to artificial pools and stripped off their natural freedom. - The dolphin claims that they are in their ‘element’ but are ‘not free’. - A sense of their spirit is diminished, and their natural vitality fades due to their constrained environment. - They find no truth in the waters of the artificial pool. - They used to feel blessed but now do not feel blessed anymore because of man’s cruelty. - The Dolphin remembers the happy times when they would frolic in the waters. - But now there is a coloured ball and they have to perform aquatic tricks for their master. - The ‘moon’ has disappeared and is replaced by manmade objects, plastic toy which makes his heart turn to stone. - The dolphin has lost hope. They sink to the limits of the pool and obey their master’s command. - The dolphin bemoans the fact that man is responsible for their captivity and they are destined to die in the artificial pool. - The poet critiques man’s destruction of Nature. She condemns confining animals for human entertainment, urging readers to reflect on the consequences of such actions. - It’s a powerful reminder of the need for empathy, respect and ethical considerations. It prompts us to question our role in perpetuating exploitation of animals for our own amusement.
OR	
	(b) In the poem <i>John Brown</i> by Bob Dylan, the titular character vividly conveys his firsthand experience of war to his mother, effectively painting its harsh realities and evoking a deep emotional response in the readers.

	• Through powerful imagery and emotive language, the poem captures the horrors of war and the toll it takes on the human spirit. • John Brown describes witnessing the devastation of war, using visual imagery to portray the brutal scenes he has encountered. • Furthermore, the poem highlights the physical and emotional toll on the soldiers. John Brown mentions seeing young men bleeding who were exactly like him. • These powerful descriptions evoke a sense of anguish and loss, emphasising the human cost of war. It talks about the brutality and suffering endured by the soldiers. • The emotional impact of war is further intensified through John Brown's words to his mother. He shared the experience of fear and vulnerability. The haunting image of soldiers whose faces are just like him, evokes a sense of empathy and connection, compelling the readers to confront the true human cost of conflict. • Through vivid imagery and emotional language, <i>John Brown</i> effectively conveys the firsthand experience of war, voicing its harsh realities and evoking a deep emotional response. The poem serves as a poignant reminder of the human suffering caused by warfare and calls for reflection and compassion in the face of such devastation.
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