

## SECTION A – 20 MARKS

*(Attempt all questions from this Section)*

### Question 1

[16]

Choose the correct answers to the questions from the given options.

*(Do not copy the questions, write ONLY the correct answers.)*

- (i) Where does Portia say that she and Nerissa will stay until their husbands' return?
  - (a) In Venice
  - (b) At Belmont
  - (c) At Padua
  - (d) In a monastery
- (ii) What aspect of Shylock's nature is revealed in his words, "To bait fish withal: if it will feed nothing else, it will feed any revenge."?
  - (a) Pride
  - (b) Envy
  - (c) Vengefulness
  - (d) Greed
- (iii) Gratiano exclaims, "We are the Jasons, we have won the fleece." In this context, the word '**fleece**' refers to \_\_\_\_\_.
  - (a) Portia and Nerissa
  - (b) Wool of the golden ram
  - (c) A warm, woollen blanket
  - (d) Bassanio and Gratiano
- (iv) "The quality of mercy is not strained." Who says this to whom?
  - (a) Duke to Shylock
  - (b) Gratiano to Shylock
  - (c) Portia to Shylock
  - (d) Bassanio to Shylock
- (v) What does Portia ask of Antonio as a remembrance before she leaves the courtroom?
  - (a) his ring
  - (b) the knife
  - (c) the scroll
  - (d) his gloves
- (vi) When Lorenzo says, 'Fair ladies, you drop manna in the way / Of starved people.' he means that Portia and Nerissa have \_\_\_\_\_.
  - (a) prepared a banquet for their husbands
  - (b) brought good news for Lorenzo and Antonio
  - (c) brought divine food from the monastery
  - (d) returned the rings to Bassanio and Gratiano
- (vii) Which of the following statements is **NOT** true of Maggie?

- (a) She was sent to the poorhouse
  - (b) She was bedridden
  - (c) She had an injured spine
  - (d) She had suffered a fall
- (viii) The short story 'The Little Match Girl' can be called a **fairy tale** because \_\_\_\_\_.
- (a) it is set in fairy land
  - (b) it has elements of magic and fantasy
  - (c) the little girl meets her fairy godmother
  - (d) the little girl marries a prince
- (ix) Why did the Gujar woman strike the big brass *gurrahs* with a stick?
- (a) to produce a musical effect
  - (b) to quieten the buffaloes
  - (c) to see which ones were empty
  - (d) to frighten the crocodiles
- (x) Choose the option that lists the sequence of events in the correct order.
1. When the rain stopped, they rushed outdoors, forgetting all about Margot in their eagerness to experience the warmth of the sun.
  2. The children carried the pleading and protesting Margot to the closet and locked her in.
  3. It was then that they realised with shame that Margot was still locked in the closet; they had deprived her of what she longed for the most – the sun.
  4. All too soon, the brief summer ended, and the children hurried indoors to escape the heavy rains.
- (a) 4, 3, 2, 1
  - (b) 3, 1, 2, 4
  - (c) 1, 3, 4, 2
  - (d) 2, 1, 4, 3
- (xi) In My Greatest Olympic Prize, 'Der Fuhrer' refers to \_\_\_\_\_.
- (a) Hitler
  - (b) A Negro
  - (c) Nazi youth
  - (d) A sophomore
- (xii) Which of the following lines contains the same literary device as the one in 'I wandered lonely as a cloud,' from Wordsworth's poem, 'Daffodils'?
- (a) 'And miles to go before I sleep / And miles to go before I sleep'
  - (b) 'Fresh as a rose in June'
  - (c) 'Thus Nature spoke – The work was done'
  - (d) 'You're one month on in the middle of May'
- (xiii) Which of the following statements is used by Angelou to describe the **caged bird**?
- (a) He opens his throat to sing
  - (b) He dares to claim the sky
  - (c) He leaps on the back of the wind

- (d) He thinks of another breeze
- (xiv) When did the angel appear to Abou Ben Adhem?
- On a moonless night
  - Three nights in a row
  - Two nights in succession
  - Twice the same night
- (xv) Select the option that shows the correct relationship between Statements (1) and (2) from Browning's poem, 'The Patriot'.
- Statement 1. The old walls rocked with the crowd and cries.
- Statement 2. There's nobody on the house-tops now.
- (1) means the same as (2)
  - (1) is a contrast of (2)
  - (1) is true and (2) is false
  - (1) is false and (2) is true
- (xvi) 'The eight other athletes *stopped in their tracks*' means that they \_\_\_\_\_.
- stood poised to run
  - turned slowly around
  - slowed down gradually
  - halted quite suddenly

## Comments of Examiners

- Most candidates answered correctly. However, a few who were not well-versed with the text chose option (b) instead of option (d).
- Many candidates chose the right answer and responded with option (c), except a few candidates who chose the incorrect option (d).
- Some candidates failed to apply the classical allusion to the context and chose option (b) instead of (a).
- Most candidates answered this recall question correctly.
- Many candidates answered this question correctly.
- Some candidates responded with options (a) or (c) instead of the correct option (b).
- Many candidates answered this question correctly. However, a few candidates missed 'NOT' in the question and answered incorrectly.
- Many candidates were confused by the distractors in the question and, thus, some chose option (c) which was incorrect, instead

## Suggestions for teachers

- Ensure revision of the texts by conducting class quiz and through repeated reading of the text.
- Highlight the character traits while teaching and encourage students to view the character words in the given context.
- Highlight the application of allusion making contextual connections between the text and the story of "Jason and the Golden Fleece."
- Conduct frequent quizzes modelling questions in the manner asked in the exams.
- Guide students to read question carefully before answering.
- Ensure repeated revision to avoid confusions during exams.
- Conduct regular quizzes to help students grasp better.
- Ensure practice in class by setting up a sequencing task based on a paragraph, a segment or an entire passage.

of option (b). Also, some candidates read 'godmother' as 'grandmother' and answered incorrectly.

- (ix) Several candidates answered this question correctly. However, a few chose option (a) instead of (c).
- (x) Most of the candidates responded with the correct option (d).
- (xi) Many candidates wrote the correct answer. However, a few candidates incorrectly chose option (b) or (c).
- (xii) Many candidates were confused with the given options and only some answered correctly.
- (xiii) Many candidates answered this question correctly. However, a few candidates confused 'caged' for 'free' and answered incorrectly.
- (xiv) Most candidates got the answer correct.
- (xv) Several candidates answered correctly. However, a few candidates were unable to find the connection between the given statements and failed to answer correctly.
- (xvi) Only a few candidates answered correctly. Several candidates failed to provide the correct meaning of the given phrase.

### Suggestions for teachers

- Facilitate enhanced reading of the texts and provide students with opportunities to read aloud in the class.
- Train students to identify some common literary devices correctly.
- Instruct students to read questions carefully and answer and help them build vocabulary.
- Facilitate learning of poems and stories by enacting in class as the dramatic effect will help students answer better.

## MARKING SCHEME

### Question 1

(i)	(d) In a monastery
(ii)	(c) Vengefulness
(iii)	(a) Portia and Nerissa
(iv)	(c) Portia to Shylock
(v)	(d) his gloves
(vi)	(b) brought good news for Lorenzo and Antonio
(vii)	(a) She was sent to the poorhouse
(viii)	(b) it has elements of magic and fantasy
(ix)	(c) to see which ones were empty
(x)	(d) 2, 1, 4, 3
(xi)	(a) Hitler
(xii)	(b) 'Fresh as a rose in June'
(xiii)	(a) He opens his throat to sing
(xiv)	(c) Two nights in succession
(xv)	(b) (1) is a contrast of (2)
(xvi)	(d) halted quite suddenly

**SECTION B**

(Answer **one or more** questions from this Section.)

**DRAMA**

**(The Merchant of Venice by William Shakespeare)**

**Question 2**

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

**Portia:**    *Away then! I am lock'd in one of them:  
If you do love me, you will find me out.  
Nerissa and the rest, stand all aloof.  
Let music sound while he doth make his choice;  
Then, if he lose, he makes a swan-like end,  
Fading in music:*

- (i) Where does the scene take place? [3]  
What does Portia mean when she says, '*If you do love me, you will find me out.*'?
- (ii) What **TWO** words would you use to describe Portia's feelings at this point? Give a reason for your answer. [3]
- (iii) Explain Portia's reference to 'swan-like end'. [3]
- (iv) Later in the scene, Portia gives Bassanio a gift. [3]  
What does she give him?  
What does this gift symbolise?
- (v) What is the theme of the song sung in the background when Bassanio makes his choice? [4]  
How is the theme reflected in the choice he makes?  
What does Bassanio find in the casket that he chooses?

## Comments of Examiners

- (i) Most candidates answered this question correctly.
- (ii) Several candidates failed to describe Portia's feeling in two words and answered by giving only one word and, thus, lost marks.
- (iii) Many candidates were unable to give a clear and cohesive answer to this question. Some candidates were unsure of the legend/myth of the dying swan and struggled to connect the legend to the context of Bassanio taking the casket test and answered incorrectly.
- (iv) Many candidates could recall and answer this question correctly.
- (v) Many candidates failed to comprehend the theme of the song sung in the backyard and also many were unable to justify the subsequent question and, thus, answered incorrectly.

### Suggestions for teachers

- Conduct regular quizzes in the class and ensure practice of short answer questions.
- Encourage more practice of exam questions and help students build vocabulary.
- Familiarise the underlying legend/myth and its connection to the characters and the context. to train students to answer questions on allusions.
- Clearly explain the connection between the characters in the legend/myth to characters in the text and ensure that it is contextual.
- Provide practice of such questions by framing questions in similar fashion to ensure students think in analytical manner.

## MARKING SCHEME

### Question 2

(i)	<ul style="list-style-type: none"> <li>Room in Portia's house/ Belmont/ room where caskets were kept/ Portia's room/ casket room</li> <li>Bassanio's love for her + will help him choose the right casket/ correct casket/ casket containing Portia's portrait (picture).</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>Nervous / apprehensive / excited / doubtful of his success/ anticipation/ anxious/ worried/ tense/ fearful/ afraid/ restless [any other synonyms]</li> <li>If Bassanio is not able to select the right casket, she will lose him/ not be able to marry him/ She loves Bassanio and wants only him for husband/</li> <li>If he succeeds in choosing the right casket, she will marry him/ she will be very happy (<i>the reason should match the feeling</i>)</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>The swan, is said to sing only when it dies</li> <li>Bassanio failing the casket test is compared to dying swan</li> <li>If Bassanio loses, he will (make a swan-like end) fade away in music</li> <li>Portia's tears are like the stream/watery death-bed for Bassanio.</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>A ring</li> <li>Her house/servants/ herself / love/ trust/ commitment/ loyalty/ transfer of property/ land and estates/ wealth/ assets/ bond of marriage/ acceptance of B as her Lord</li> </ul> <p style="text-align: right;"><i>[any 2]</i></p>
(v)	<ul style="list-style-type: none"> <li>Appearances are deceptive/ all that glitters is not gold/ don't judge a book by its cover/ What is visually appealing is not necessarily valuable/ do not go/ judge by appearances</li> <li>Bassanio rejects the silver and gold caskets / chooses the dull lead casket</li> <li>Portia's portrait + Scroll/ letter</li> </ul>

## Question 3

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

**Bassanio:**        *And, I beseech you,  
Wrest once the law to your authority:  
To do a great right, do a little wrong,  
And curb this cruel devil of his will.*

**Portia:**            *It must not be. There is no power in Venice  
Can alter a decree established:  
'Twill be recorded for a precedent,*

- (i) Who is on trial? [3]  
Why is this person on trial?
- (ii) Explain in your own words Bassanio's request to Portia in the given extract. [3]  
What reason does he give for his request?
- (iii) How does Portia respond to Bassanio's request? [3]  
What **TWO** reasons does she give for her response?
- (iv) Who does Bassanio refer to as 'this cruel devil'? [3]  
What is this person's response to Portia's words in the given extract?
- (v) How is the 'cruel devil' punished at the end of the trial? [4]  
How fair, in your opinion, is this punishment?  
Justify your response.

## Comments of Examiners

- (i) Many candidates answered correctly. However, a few candidates were not able to clearly state why he was on trial.
- (ii) Some candidates were not able to answer correctly as they failed to paraphrase the opening lines of the extract. Also, some candidates were not well-acquainted with the Shakespearean language and found it difficult to answer.
- (iii) Many candidates were able to answer this question correctly.
- (iv) Several candidates answered this question correctly.
- (v) This question was well-answered by many candidates and many were able to express their personal opinion and justify it correctly.

### Suggestions for teachers

- Ensure that students are able to correctly respond in simple English by framing a cohesive response.
- Ensure that the original text is being referred to by the students and discourage the use of other materials for learning.
- Initiate discussions and debate in the class and encourage the students to challenge 'accepted' views and opinions.

## MARKING SCHEME

### Question 3

(i)	<ul style="list-style-type: none"> <li>• Antonio/ Bassanio's friend</li> <li>• Bankrupt/ lost all his ships at sea/ no money + unable to return 3000 ducats (money) to Shylock + breach of contract/ forfeited bond</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• That she bends/ alters/ twists/ changes the law</li> <li>• save Antonio</li> <li>• curb Shylock/ stop Shylock from getting his way</li> <li>• To do a great right do a little wrong</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• She refuses/ turns it down/ says 'no'/ it must be</li> <li>• No one can alter/ tamper with/ change the laws of Venice/ a decree established cannot be changed</li> <li>• it would set a dangerous precedent/ bad example</li> <li>• errors would creep into the administration of justice/ result in miscarriage of justice in the future</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• Shylock</li> <li>• calls her Daniel</li> <li>• wise</li> <li>• young</li> <li>• Upright</li> <li>• worthy judge</li> <li>• "how I do honour thee"</li> </ul> <p style="text-align: right;"><i>[any two]</i></p>
(v)	<ul style="list-style-type: none"> <li>• Shylock's property is confiscated/ He is stripped of all his property/ wealth</li> <li>• He is required to become a Christian</li> <li>• He had to write a deed of gift bequeathing his wealth to Lorenzo and Jessica</li> </ul> <p>PR -- If '<b>fair</b>': Shylock deserved the punishment as he was plotting to kill Antonio/ being vengeful.</p> <p>If '<b>unfair</b>': Shylock loses his wealth / his religion / shamed and humiliated.</p> <p style="text-align: center;"><i>[Justification should match the stand taken]</i></p>



## SECTION C

(Answer **one or more** questions from this Section)

### PROSE - SHORT STORIES

(Treasure Trove – A Collection of Poems and Short Stories)

#### Question 4

Read the following extract from Norah Burke's short story, '*The Blue Bead*' and answer the questions that follow:

*On the way back, she met her mother, out of breath, come to look for her, and scolding.*

*"I did not see till I was home that you were not there. I thought something must have happened to you."*

*And Sibia, bursting with her story, cried, "Something did!"*

- (i) What are the tasks that Sibia was required to perform from a very young age? [3]
- (ii) What had delayed Sibia and separated her from the other village women on her way home that day? [3]  
What was Sibia doing when she heard the Gujar woman's cry for help?
- (iii) What were the dangers that the crocodile had to overcome before it could grow into the ferocious creature that Sibia encountered? [3]
- (iv) How does Sibia's knowledge of the ways of the jungle help her fight the crocodile? [3]
- (v) Compare and contrast the mother's mood with Sibia's in the given extract. [4]  
Give one reason to explain why each one of them was feeling this way.

#### Comments of Examiners

- (i) This question was well answered by many candidates.
- (ii) Most candidates got the first part of the question correct. However, a few candidates found the subpart difficult as they were not well-versed with the entire text and, thus, were unable to provide correct answers.
- (iii) Several candidates answered correctly. However, a few were unable to recall the facts and answered incorrectly.
- (iv) Many candidates were unable to answer this question with great detail and gave a flat description of how Sibia overcame the crocodile and rescued the Gujar woman. Also, many failed to pick out the examples of Sibia's 'knowledge of the Jungle'.
- (v) Most candidates could correctly identify and name Sibia's and her mother's mood and answer this question correctly.

#### Suggestions for teachers

- Conduct revision quizzes in class to test minute details, especially for short questions.
- Highlight parts of the text during class discussions to emphasise its importance.
- Frame similar pattern questions to ensure better learning and to equip students to answer such questions accurately.
- Ensure students are well-equipped to answer questions that require thinking by posing 'why' questions in class.

## MARKING SCHEME

### Question 4

(i)	<ul style="list-style-type: none"> <li>• husk corn</li> <li>• gather sticks</li> <li>• put dung to dry</li> <li>• Cook</li> <li>• Weed</li> <li>• carry and fetch water</li> <li>• cut grass for fodder</li> <li>• Collect paper grass</li> </ul> <p style="text-align: right;"><i>(Any three)</i></p>
(ii)	<ul style="list-style-type: none"> <li>• She had deliberately hung/ stayed back/ lingered/ waited until the others had gone ahead</li> <li>• wanted to check on her clay cups</li> <li>• left to dry in a cave</li> <li>• exhausted/ tired/ put down load/ resting on a rock (midstream)/ took a break/ leaned breathing on her fork</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Fend for himself / Survived/ Escaped</li> <li>• birds of prey</li> <li>• carnivorous fishes</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• She knew <b>where</b> to strike the crocodile: eye / underarm</li> <li>• <b>How?</b> She drove the hayfork into its eye</li> <li>• <b>daily heroism of the jungle:</b> Courageous/ unafraid/ responded immediately/ did not hesitate</li> <li>• <b>Survival skills:</b> Nimble footed/ leapt from boulder to boulder/ presence of mind/ quick reflexes</li> </ul> <p style="text-align: right;"><i>(Any three)</i></p>
(v)	<ul style="list-style-type: none"> <li>• mother's mood: angry/ anxious/ worried/ relieved (accept synonyms)</li> <li>• Sibia: delighted / excited/ happy (accept synonyms)</li> <li>• mother: afraid Sibia might have been in danger</li> <li>• Sibia: overjoyed to find the blue bead</li> </ul>

### Question 5

Read the following extract from Jesse Owens's short story, '*My Greatest Olympic Prize*' and answer the questions that follow:

*I wasn't too worried about all this. I'd trained, sweated and disciplined myself for six years, with the Games in mind. While I was going over on the boat, all I could think about was taking home one or two of those gold medals. I had my eye especially on the running broad jump.*

- (i) What does Owens mean by 'all this'? [3]  
 What 'Games' does he refer to?
- (ii) What made Owens confident of winning a gold medal or two? [3]
- (iii) What was the '*surprise*' that Hitler had kept hidden from the world? [3]

How did Owens feel when he came face to face with the '*surprise*'?

- (iv) Describe Owens' performance in the broad jump trials. [3]  
What doubts filled his mind at this time?
- (v) What makes Luz Long's behaviour at the 'Games' truly remarkable in the context of the times? [4]  
Identify a theme that is common to the short story 'My Greatest Olympic Prize' and the poem 'Nine Gold Medals'.

### Comments of Examiners

- (i) Most candidates answered this question correctly.
- (ii) This question was well-answered by most of the candidates and they answered correctly.
- (iii) Most candidates answered correctly. However, some candidates were unable to identify Owen's 'feeling' when face to face with Long. came
- (iv) This part of the question was answered correctly by many candidates.
- (v) Many candidates found this question challenging as many failed to provide reference to Hitler or World war II and they merely referred to Long's Sporting behaviour. However, many correctly identified the common theme between the lesson and the poem.

#### Suggestions for teachers

- Ensure adequate revision of every little detail and conduct quiz for better learning.
- Provide sufficient practice of one-word answers with some classroom activity based on situation-based learning.
- Guide students to carefully read the question before answering.
- Encourage students to look for common factors across the text (prose, poetry and drama).

### MARKING SCHEME

#### Question 5

(i)	<ul style="list-style-type: none"> <li>• Nationalistic feelings rising in Germany Hitler's Aryan Supremacy theory/ performers were members of the Master race</li> <li>• 1936 Olympics/ Berlin Olympics/ Olympics</li> </ul>
(ii)	<ul style="list-style-type: none"> <li>• Trained, sweated for six years</li> <li>• Disciplined himself</li> <li>• He had set a world record in his sophomore year</li> <li>• everyone expected him to win with ease. [Any <u>three</u>]</li> </ul>
(iii)	<ul style="list-style-type: none"> <li>• Tall German/ Luz Long</li> <li>• Nervous/ anxious/ resentful/ angry with Hitler/ worried that Hitler might be proved right/ startled/ shocked/ stunned/ scared/ hot under the collar [Any <u>two</u>]</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• First attempt: fouled/ leapt several inches beyond take-off board</li> <li>• Second time: fouled worse</li> <li>• Failed in <b>both</b> attempts</li> </ul>

	<ul style="list-style-type: none"> <li>Wondered if he would foul out of the trials</li> <li>Not even qualify for the finals</li> <li>Make a fool of himself</li> </ul> <p style="text-align: right;">(Any <u>one</u>)</p>
(v)	<p>Luz Long's behaviour <b>truly remarkable</b>:</p> <ul style="list-style-type: none"> <li>Helps a rival-competitor</li> <li>helps a 'black man'</li> <li>Gave Owens a tip to help him qualify</li> <li>Motivated/ encouraged Owens</li> <li>shakes hands/ smiles warmly when Owens wins inspite of Hitler watching/ eve of WW II</li> <li>Spirit of sportsmanship/ empathy/ fairplay/ collaboration/ cooperation</li> </ul> <p style="text-align: right;">(Any <u>three</u>)</p> <p style="text-align: right;">(Any <u>one</u>)</p>

## SECTION D

(Answer **one or more** questions from this Section)

### POETRY

#### (Treasure Trove – A Collection of Poems and Short Stories)

### Question 6

Read the following extract from Leigh Hunt's poem, '*Abou Ben Adhem*' and answer the questions that follow:

*Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,*

- (i) The poem begins with a blessing. What is this blessing? [3]  
Explain its significance.
- (ii) Explain in your own words the following lines and phrases from the poem: [3]
  - (a) 'Making it rich and like a lily in bloom,'
  - (b) A look made of all sweet accord
  - (c) A great wakening light
- (iii) What was the angel doing in Abou Ben Adhem's room? [3]  
What did Abou ask the angel?
- (iv) Why did Abou say to the angel, "Write me as one that loves his fellow men"? (Give [3]  
the context)
- (v) Explain the last line of the poem: '*And lo! Ben Adhem's name led all the rest.*' [4]  
If you had to give the poem a different title, what would you call it?  
Give a reason for your answer.

## Comments of Examiners

- (i) Most candidates answered this question correctly. However, a few failed to explain the significance of the blessing expressed at the start of the poem.
- (ii) This question was well-attempted by many candidates and they were able to answer correctly by paraphrasing lines from the poem.
- (iii) Many candidates were able to answer this question correctly.
- (iv) Some candidates failed to give context or answer this question correctly.
- (v) Many candidates answered correctly. However, the alternate title given by many of the candidates was mediocre.

### Suggestions for teachers

- Explain the significance of specific lines of the text and lay emphasis on the same.
- Insist on discussing and testing actions and words in context rather than in global sense.
- Prepare questions on the same lines as asked in the exams and ask students to think of alternate title of scenes, poems or prose and discuss in class.

## MARKING SCHEME

### Question 6

(i)	<ul style="list-style-type: none"> <li>• May his tribe increase [<i>accept paraphrase</i>]</li> <li>• The world needs more people like Abou Ben Adhem</li> <li>• people who love their fellow human beings and serve them</li> </ul>
(ii)	<p>(a) 'Making <b>it</b> rich and like a lily in bloom,' = the room/the angel was bright and shiny like a blooming lily</p> <p>(b) A look made of all sweet accord = a pleasant/ harmonious/ agreeable/ friendly/ kind/ understanding/ calm/ gentle/ loving expression</p> <p>(c) A great waking light = A bright dazzling, blinding light/ light of enlightenment/ dawning realisation</p>
(iii)	<ul style="list-style-type: none"> <li>• Writing</li> <li>• writing names of those who loved the Lord</li> <li>• in a book of gold</li> <li>• What writest thou?</li> </ul>
(iv)	<ul style="list-style-type: none"> <li>• Abou asked the angel if his name was on the list of those who love God</li> <li>• The angel says 'no'</li> <li>• Abou is disappointed however, he speaks cheerily</li> <li>• Asks Angel to write his name mentioned as someone who loved his fellow men</li> </ul>
(v)	<ul style="list-style-type: none"> <li>• 'And lo! Ben Adhem's name led all the rest= (Behold) Ben Adhem's name was at the <b>top of the list</b> of those who were loved/ blessed by God.</li> <li>• PR Q: different title, Accept any plausible title</li> </ul> <p>Reason must match the title/ theme</p>

## Question 7

Read the following extract from Robert Browning's poem, '*The Patriot*' and answer the questions that follow:

*Alack, it was I who leaped at the sun  
To give it my loving friends to keep!  
Nought man could do, have I left undone:  
And you see my harvest, what I reap  
This very day, now a year is run.*

- (i) What can you conclude of the Patriot's mood from the given lines? [3]  
**Quote** the line from the given extract which tells us that the Patriot did his utmost to satisfy his people?
- (ii) The last line of the extract suggests that a year has gone by. [3]  
How had the speaker been treated a year ago?
- (iii) How did the situation change a year later? Give details of his present state. [3]
- (iv) Why were only a 'palsied few' onlookers seated at the windows? [3]  
Where had the other townspeople gone?  
Why had they gone there?
- (v) How is the speaker's faith in God revealed at the end of the poem? [4]  
Do you think the poem ends on a note of hope or despair? Justify your answer.

## Comments of Examiners

- (i) Many candidates found this question difficult and they were unable to write a conclusive answer based on the analysis of the text.
- (ii) Many candidates were able to recall and answer correctly.
- (iii) Most candidates answered this question correctly.
- (iv) This question was well answered by most candidates and they were able to answer correctly.
- (v) The first part of the question which was a recall question was well attempted by many candidates. Also, the two subsequent questions required a 'personal response' which many candidates were able to express effectively and answer the question correctly.

### Suggestions for teachers

- Discuss mood and tone while teaching a poem in class.
- Ensure adequate revision of analysis-based questions and provide sufficient answer writing practice to students.
- Initiate group-discussions in class and provide ample opportunities to all to express their opinion in the class.
- Guide students to read questions carefully and answer each sub-part in sequence.

## MARKING SCHEME

### Question 7

(i)	<ul style="list-style-type: none"> <li>Bitter/ disillusioned/ disheartened/ disappointed/ sad/ betrayed/ dejected/ grieved/ aggrieved/ depressed/ (synonyms) <span style="float: right;"><i>(Any two)</i></span></li> <li>Nought man could do, have I left undone: <i>(verbatim)</i></li> </ul>
(ii)	<ul style="list-style-type: none"> <li>Welcomed with flowers/ hero's welcome</li> <li>Flags flamed /on church spires flamed</li> <li>Bells</li> <li>Cheering crowds</li> <li>House roofs seemed to heave and sway</li> <li>Eager to fulfill every wish</li> <li>Eager to catch a glimpse of him <span style="float: right;"><i>[Any three]</i></span></li> </ul>
(iii)	<ul style="list-style-type: none"> <li>Empty streets</li> <li>No crowds</li> <li>Humiliated</li> <li>Walked through streets in rain</li> <li>Hands tied</li> <li>Stones thrown at him</li> <li>Forehead bleeding</li> <li>Wrists cut</li> <li>Led to the scaffold/ execution/ sentenced to death</li> <li>Treated as a traitor/ criminal</li> <li>Hated him for his misdeeds <span style="float: right;"><i>[Any three]</i></span></li> </ul>
(iv)	<ul style="list-style-type: none"> <li>They were unable to walk/ paralysed/ weak/ diseased</li> <li>Shambles Gate/ foot of the scaffolding</li> <li>To see him hanged/ executed/ put to death</li> </ul>
(v)	<ul style="list-style-type: none"> <li>Believes God will reward him/ God will not punish him in his after life</li> <li>judge him fairly</li> <li>'I'm safer so'</li> </ul> <p><b>If HOPE:</b></p> <ul style="list-style-type: none"> <li>God judges one's intentions</li> <li>knows he tried his best</li> <li>'I'm safer so'</li> <li>God will reward him</li> </ul> <p><b>If DESPAIR:</b></p> <ul style="list-style-type: none"> <li>He feels he has been treated unfairly</li> <li>resents having to die</li> <li>Betrayed</li> <li>Disillusioned</li> </ul>