Department of Examinations, Sri Lanka

G.C.E. (O/L) Examination -2022 (2023)

46- Appreciation of English Literary Texts

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 are to be included.

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G.C.E. (O/L) Examination - 2022 (2023)

46 – Appreciation of English Literary Texts

Distributions of Marks

Paper I

Section	A	-	30 marks
Section	B	-	10 marks
			40 Marks

Paper II

Poetry	-	15 marks
Drama	-	15 marks
Prose	-	15 marks
Fiction	-	15 marks
		60 Marks

TOTAL Marks :

Paper I	-	40 Marks
Paper II	-	60 Marks
		100 Marks

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46 – Appreciation of English Literary Texts

Distributions of Marks

Paper I

Q. 1
Section A

Q. 1 (i) ——— 5 Marks
Q. 1 (ii) ——— 5 Marks
Q. 2 (i) ——— 5 Marks
Q. 2 (ii) ——— 5 Marks
Q. 3 (i) ——— 5 Marks
Q. 3 (ii) ——— 5 Marks

5 × 6 = 30 Marks

Section B

Q. (i) 10 Marks
Q. (ii) 10 Marks
Q. (iii) 10 Marks

10 × 1 = 10 Marks

Total Marks for Part I = 30 + 10
= **40 Marks**

Paper II

Poetry

Q. 1 15 Marks
Q. 2 15 Marks
Q. 3 15 Marks
Q. 4 15 Marks
Q. 5 15 Marks

One question only ——— 1 × 15 = 15 Marks

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Drama

Q. 6 15 Marks

Q. 7 15 Marks

One question only ——— 1 × 15 = 15 Marks

Prose

Q. 8 15 Marks

Q. 9 15 Marks

Q. 10 15 Marks

Q. 11 15 Marks

One question only ——— 1 × 15 = 15 Marks

Fiction

Q. 12 15 Marks

Q. 13 15 Marks

Q. 14 15 Marks

One question only ——— 1 × 15 = 15 Marks

Total Marks for Part II = 4 × 15

= **60 Marks**

Calculation of Final Marks

Paper I - 40 Marks

Paper II - 60 Marks

100 Marks

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DETAILED MARKING SCHEME AND GUIDELINES TO ANSWERS - 2022 (2023)

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.

The examination of "Appreciation of English Literary Texts (46)" comprises two papers, Paper 1 and Paper II.

PAPER I (CONTEXT QUESTIONS)

Paper I, which carries a maximum of 40 marks, is divided into two sections as given below:

Section A: POETRY, PROSE, AND DRAMA

Section B. NOVELS

Section A of Paper I tests the following skills at a minimum level, at phrase levels, or sentence levels. Section B of Paper I also tests the same skills, yet at paragraph or passage levels. Section B requires a higher proficiency level,

As such the candidates should be able to:

(i) identify accurately the text and the author

(ii) understand the relationship within the given extract (e.g. candidates should express their familiarity with the situation, events, characters, and their inter-relationships and references).

(iii) infer meaning from the given extract

(iv) respond to and demonstrate sensitivity to the extract

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The rationale of the testing method is based on the following assessment framework.

a) knowledge
b) comprehension
c) application
d) evaluation

To facilitate the testing of all genres, Paper I is divided into 2 sections as section A and section B.

Section A, comprising short extracts, is allocated 30 marks. Section A has 6 questions, each carrying 5 marks. Each of these 6 questions are further divided into 4 sub questions as (a), (b), (c) and (d). The mark for each of these sub question is given below.

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

Section B carries 3 optional questions based on long extracts taken from the prescribed novels. Candidates are required to select 1 question out of these 3 optional questions. Each of these questions are divided into 4 sub questions as (i), (ii), (iii) and (iv). The skills tested and marks allocated are as follows.

i.	Identification	2
ii.	Comprehension	2
iii.	Application	2
iv.	Critical evaluation/response	4

PAPER II (ESSAY TYPE QUESTIONS)

Paper II, which carries a maximum of 60 marks, is divided into four sections as given below:

POETRY

DRAMA

PROSE

FICTION

Paper II attempts to test the following skills.

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

Paper II's focus is more on the last four of the above as Paper I is devoted to test the rest.

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.

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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.

Each of the sub section of Paper II provides the candidate 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.

Criteria for marking the answers in Paper II

In marking Paper II answers, the following criteria must be used and the weightage given below should be followed.

Content	-	1 - 7
Organizing	-	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.

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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)

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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.

Paper I

Section A	5×6	= 30
Section B	2+ 2+ 2+ 4	= 10
Total		40

Paper II

Questions 2-13, 15×4 (1 - 14)

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.

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Common Techniques of Marking Answer Scripts.

It is compulsory to adhere to the following standard method in marking answer scripts and entering mark sheets.

1. Each Assistant Examiner should use red colour ball-point pen for marking answer scripts.
2. A purple colour ball-point pen should be used by Chief Examiners.
3. Code number of the Assistant Examiner should be noted down on front page of each answer script. Enter marks in **clear numerals**.
4. Write off incorrectly written numerals with a clear single line and authenticate the alterations with Examiner's initial.
5. Enter the marks of each subsection of a question as a rational number in the given space of Δ and the final marks of each question should be entered as a total rational number in the given space of □ by denoting respective question number as well. Use the column assigned for the Examiners to write marks.
6. Evaluation Mark Finalizer should use blue or black colour pen to verify the accuracy of the marks.

Example: **Question No. 03**

(i) ..... √ $\frac{4}{5}$

(ii) ..... √ $\frac{3}{5}$

(iii) ..... √ $\frac{3}{5}$

03 (i) $\frac{4}{5}$ + (ii) $\frac{3}{5}$ + (iii) $\frac{3}{5}$ = $\frac{10}{15}$

MCQ answer scripts: (Template)

1.
   i. Mark the correct options on the template according to the Marking Scheme.
   ii. Cut off the marked windows with a blade.
   iii. Cut off the cages for Index Number and the number of correct options so as to be able to keep the template correctly on the answer script.
   iv. Cut off a blank space to the right of each options column to mark the answers.
   v. Cut off the cages for the subject number and the subject to be clearly visible.
   vi. **Submit the prepared template to the Chief Examiner for approval.**

2. Then, check the answer scripts carefully. If there are more than one or no answers marked to a certain question write off the options with a line. Sometimes candidates may have erased an option marked previously and selected another option. In such occasions, if the erasure is not clear write off those options too.

3. Place the template on the answer script correctly. Mark the right answers with a '√' and the wrong answers with a 'X' against the options column. Write down the number of correct answers inside the cage given under each column. Then, add those numbers and write the number of correct answers in the relevant cage.

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Structured essay type and essay type answer scripts:

1. Cross off any pages left blank by candidates. **Underline wrong or unsuitable answers and write cross mark. Point-out areas by a check mark, where marks can be offered.**
2. Use the right margin of the overland paper to write down the marks.
3. Write down the marks given for each question against the question number in the relevant cage on the front page in **two digits.** Selection of questions should be in accordance with the instructions given in the question paper. Mark all answers and transfer the marks to the front page, and write off answers with lower marks if extra questions have been answered against instructions.
4. Add the total marks carefully and write in the relevant cage on the front page. Turn pages of answer script and add all the marks given for all answers again. Check whether that total tallies with the total marks written on the front page.

Preparation Of Mark Sheets.

Except for the subjects with a single question paper, final marks of two papers will not be calculated within the evaluation board. Therefore add separate mark sheets for each of the question paper. Enter paper I marks in "Total Marks" column of the mark sheet and write them in words as well. Enter paper II Marks in the " Total Marks" Column and include the relevant details. For the subject 43 Art, Paper I, II and III Marks should be entered numerically in the separate mark sheets and **should also be written in words.**

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, paper I marks once entered numerically should be written in words. Use separate marks sheets for the papers II and III and enter the total marks in the "Total marks column". Write the relevant detailed marks against each of the total mark.

N.B.

I. **Final marks for paper I, paper II or paper III should always be rounded up to the nearest whole number and they should never be kept as decimal or half values.**

II **Each page of the mark sheet should be compulsorily verified by the Assistant Examiner who entered marks to the mark sheet, Assistant Examiner who checked the mark sheet, the Verifying Examiner of the evaluation marks and Chief Examiner by placing respective code number and the signature.**

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G.C.E. (O/L) Examination - 2022 (2023)

46 - Appreciation of English Literary Texts - I

Section A: Poetry, Prose & Drama

I Poetry

I (i) "She had two sons at rising day,
Tonight she will be alone."

(a) Name the poem from which these lines are taken. Name the poet who wrote it. *(01 mark)*

(b) Who speaks these words? *(01 mark)*

(c) Why will the mother be alone that night? *(01 mark)*

(d) What do these lines suggest about the speaker's feelings towards what has happened? *(02 mark)*

1. (i) (a). Farewell to Barn and Stack and Tree by A.E.Houseman / Housman

(b). The young farmer / farmer/narrator who has killed his brother Maurice's brother / the murderer/the boy who is running away

(c). Because one son has been killed and the other is running away from the village.

(d). The speaker's guilt, repentance and regret over what has happened can be seen. He is also shocked and frustrated / he's worried about his mother's loneliness.

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I (ii) "So on we worked, and waited for the light,
And went without the meat and cursed the bread;"

(a) From which poem are these lines taken? Who wrote the poem? *(01 mark)*

(b) Who are referred to as 'we' in the first line? *(01 mark)*

(c) Why did they go 'without the meat'? *(01 mark)*

(d) What do these lines reveal about the society in which they lived? *(02 mark)*

1. (ii) (a). Richard Cory by Edwin Arlington Robinson. / E. A. Robinson.

(b). The people on the pavement /the down town people/the lower class/ poor people on the street

(c). Because they are poor and they cannot afford expensive food like meat.

(d). The lines reveal the social disparity between the rich and the poor/They always yearn for the things they do not have / Sufferings of the poor / Unequal society

I Prose

II (i) "Sing me one last song," he whispered; "I shall feel very lonely when you are gone."

(a) From which work are these lines taken? Who is the author? *(01 mark)*

(b) Who speaks these words? *(01 mark)*

(c) To whom are they spoken? *(01 mark)*

(d) To what theme of the short story can you relate this extract? *(02 mark)*

2. (i) (a). The Nightingale and the Rose by Oscar Wilde

(b). The Oak tree / Oak tree / The oak tree.

(c). To the Nightingale / Nightingale / the nightingale.

(d). It relates to close genuine relationships / Love / nature-one agent of nature empathizes with another.

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II (ii) "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 work are these lines taken? Who is the author? *(01 mark)*

(b) Who speaks these words? *(01 mark)*

(c) What is the situation of this extract? *(01 mark)*

(d) What is the speaker's attitude towards the person he speaks to? *(02 mark)*

(ii) (a). The Lahore Attack by Kumar Sangakkara

(b). The soldier at the check point in Colombo / Soldier at the check point

'Soldier' is not an acceptable answer.

(c). When Sangakkara was stopped at a check point

(d). He has a respectful attitude. / A sense of appreciation / a sense of admiration

III Drama

III (i) ".....yes, those two who came to see you this evening - they are trying to convert you to their way of thinking."

(a) Name the work from which this extract is taken. Name the author. *(01 mark)*

(b) Who speaks these words? *(01 mark)*

(c) Who are referred to as 'those two' in these lines? *(01 mark)*

(d) What is the 'way of thinking' that the speaker is talking about? *(02 mark)*

3 (i) (a). Twilight of a Crane by Yu Zuwa Junji Kinoshita / Junji Kinoshita

(b). Tsu

(c). Sodo and Unzu

(d). Their way of thinking suggests their profit oriented, money minded nature / greedy and selfish mentality. Their thinking is vicious, opportunistic and insensitive / Capitalistic.

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III (ii) "You look at one of these poetic creatures: all muslin, an ethereal demi-goddess, you have a million transports of joy, and you look into her soul–and see a common crocodile!"

(a) From which text are these lines taken? Who wrote it? *(01 mark)*

(b) Who are the poetic creatures that the speaker refers to? *(01 mark)*

(c) What feature of the 'poetic creatures' is suggested by the words 'common crocodile'? *(01 mark)*

(d) What is the tone of this speech? *(02mark)*

(ii) (a). The Bear by Anton Chekhov

(b). Women

(c). It suggests that their appearance is different from their reality / Though they appear as delicate and virtuous they are not so in reality / pretentious and hypocritical / false and untrustworthy

(d). His tone is sarcastic / cynical / chauvinistic / mocking

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Section B - Novels

1. Read the following extract from *The Prince and the Pauper* and then answer all the questions given below it.

"The King was furious over these inhumanities, and wanted Hendon to break jail and fly with him to Westminster, so that he could mount his throne and hold out his sceptre in mercy over these unfortunate people and save their lives. 'Poor child', sighed Hendon 'these woeful tales have brought his malady upon him again; alack, but for this evil hap, he would have been well in a little time.'

Among these prisoners was an old lawyer--a man with a strong face and a dauntless mien. Three years past, he had written a pamphlet against the Lord Chancellor, accusing him of injustice, and had been punished for it by the loss of his ears in the pillory, and degradation from the bar, and in addition had been fined 3,000*l.* and sentenced to imprisonment for life. Lately he had repeated his offence; and in consequence was now under sentence to lose *what remained of his ears*, pay a fine of 5,000*l.*, be branded on both cheeks, and remain in prison for life.

'These be honourable scars,' he said, and turned back his grey hair and showed the mutilated stubs of what had once been his ears.

The King's eye burned with passion. He said:

'None believe in me--neither wilt thou. But no matter--within the compass of a month thou shalt be free; and more, the laws that have dishonoured thee, and shamed the English name, shall be **swept from the statute books.** The world is made wrong; **kings should go to school to their own laws**, at times, and so learn mercy.' "

(i) When and where does the incident take place?

(ii) What is the crime that the old lawyer is charged with?

(iii) Explain the meaning of the following phrases as they occur in the passage

(a) swept away from the statute book

(b) kings should go to school to their own laws

(iv) Comment on the character of the king as represented in the above passage.

1). The Prince and the pauper

(i). This incident takes place in the prison.
When Prince Edward inquires or questions the other prisoners about their crimes to be in the prison. ✓2

(ii). He had written a pamphlet against the lord chancellor accusing him of injustice ✓1

(iii). (a) removed from the legal documents
(b) kings should be subjected to the punishments that they themselves have formed } 02

**Give marks for both (a) and (b) even if they have not attempted*

(iv). Furious towards inhumanity / kind hearted / sensitive towards poor people / He has a sense of justice / humane. 4 several sentences

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II. Read the following extract from ***Bringing Tony Home*** and answer the questions below it.

"But when night came and the doors were closed the barking started all over again. The storm had slowed down to a drizzle now which made things more audible and according to Mother the dogs in the neighbourhood would have heard Tony's bark for the first time and they were reacting furiously. Soon the whole village had exploded into a **tumult of barking.** Then comes the **grey area in the narrative.** According to both Mother and Father, in about an hour's time the rain ceased altogether and there was absolute silence. The barking too had stopped. Father had gone round the house to check and found only the chain tied to the wooden post. Tony had gone. Mrs. Mendis distinctly remembered hearing father go round the house to the back, but in her version Tony was still barking and all the dogs in the village were barking and the rain had not ceased at that time. Mother swears to say she heard Mr. and Mrs. Mendis muttering in the next room and then she heard a door latch open softly and within the next few minutes Tony stopped barking and one by one the dogs stopped barking and then the rain stopped and there was silence. It was then that she woke Father up and asked him to go check whether Tony was there.

Next morning when the doors opened Tony was gone and after three days the rain had stopped that was the morning I woke up. "

(i) When and where does the incident take place?

(ii) What is the passage about?

(iii) Explain the meaning of the following phrases as they occur in the passage.

(a) tumult of barking

(b) grey area in the narrative

(iv) According to your opinion, who is responsible for the disappearance of Tony? Justify your conclusion with evidence from the given passage.

2). **Bringing Tony Home**

(i). At night / The night of the second day that tony was brought home

In the half house at Egodawatta

(ii). The loss of Tony / Tony's disappearance / how Tony had gone away

(iii). (a) making an uproar with their barking / the dog's barking made a loud confusing noise

(b) unclear part of the story / doubtful part of the story

(iv). It can be narrator's parents, especially the father/ Mr. & Mrs., Mendis/ All of them.
Both parties collectively made the plan / All of them were cruel.

(Follow the argument of the child, rather than the correctness of the answer)

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III. Read the following extract from *The Vendor of Sweets* and then answer all the questions given below it.

"Whoever the American associate was, he had done his coaching perfectly; and Nataraj also proved **extraordinarily prompt**. The city was soon flooded with the prospectus of Mali's company. The first one came by post to Jagan himself at his shop. It went into the cultural shortcomings of the country, and the need for it to take its place in the comity of nations, and how this machine was going to cut time and distance and lift the country out of its rut, and then followed many facts and figures. One thing Jagan noted was that the jungles on Mempi Hills would provide the soft wood required for some part of the machine, and it could be had for a song. Then it went into details of production and marketing and location. Jagan now realized that the son of the kerosene agent was actually the **economic brain** behind the whole show—a young fellow in jeans and striped shirt who rode a scooter and carried Mali on the pillion seat.

Very soon they abandoned the scooter and were seen moving about in an old automobile. Grace explained to Jagan one morning. "The company have now made a start with an automobile. Although it's an old one, it is useful. One has to move about so much on business, nowadays."

"What car is it? It looks green," said Jagan, out of the polite need to say something, and not wishing to ask, "What is its price? Who has paid for it?"

(i) When and where does the incident take place?

(ii) Why does Jagan see Mali's enterprise as a 'show'?

(iii) Explain the meaning of the following phrases as they occur in the passage.

(a) extraordinarily prompt

(iv) Comment on the most important theme/s of the passage.

3). **The Vendor of Sweets**

(i). -This happens just after Mali returns to Malgudi from America.
(After his business discussion with his father Jagan) After the discussion with Grace.
- At Jagan's house

(ii). Because he gives more prominence to spreading his businesses' news rather than really starting it / His modern promotional campaign is very exaggerated and boastful

(iii). (a) extremely / unusually speedy or hasty / quick
(b) Master planner / genius / the person who plans the economy or financial aspects of the company,

(iv). - This shows the theme of modernization and westernization and how they influence the traditional culture of India.
- Mali's modern and western approach to business is contrasted with Jagan's Indianness in business
- it also brings out the way how the younger generation differs from adults.
- buying a car even before starting a business can be contrasted with Jagan's humble way of doing business

(Even if one theme is written, it should be elaborated)

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G.C.E. (O/L) Examination - 2022 (2023)

46 - Appreciation of English Literary Texts - II

Poetry

1. "To the Evening Star" is a representation of nature as a source of fertility and power. Discuss.

1.To the Evening Star

* Blake merges two identities to represent nature: as a star- the evening star, and as a goddess - Goddess Venus.

"Thou fair-haired angel of the evening"

- How nature acts as a source of fertility supporting humans;

  "Smile upon our evening bed"

  Supporting the whole of nature

  "Scatter thy silver dew on every flower….."

- Nature is powerful. How nature can create a tranquil environment.
  "Let thy west wind sleep on the lake"
  *'wolf' and 'lion' symbolize the threatening aspect of nature.

  *The evening star has the power to protect the innocent.
  "protect them with thine influence"
  (Better answers will blend poetic devices into their discussion)

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2. "I Know Why the Caged Bird Sings" is a symbolic call for peace and freedom. Discuss.

2.I Know Why the Caged Bird Sings

The poetess being an Afro American is seeking peace and freedom for themselves in the American context.

She takes two birds as symbols to highlight the disparity between those who are free and those who are caged and their yearning for freedom.

"Bars of rage" suggests anger and frustration of their oppressed situation.

The free bird symbolizing the limitless freedom enjoyed by the white Americans command the sky, wind and earth. In contrast, the caged bird who symbolizes the suffering of the Coloured, is represented

by: "clipped wings, tied feet and bars of rage"

"fearful trill" of the caged bird is a strong symbol of the call of the oppressed for peace and freedom.

The oppressed never give up. They have the courage to voice their desire for freedom to the outside world.

Repetition emphasizes never-ending struggle of the oppressed for peace and freedom.

3. "Breakfast" is a reflection of damaged human relationships. Discuss.

3.Breakfast

Breakfast is a detailed presentation of two individuals' behavior whose relationship is damaged.

The man apparently prepares coffee for himself and drinks it alone, while the woman is watching him. All the actions are done by the man. The woman merely observes which shows her helplessness.

"Drank the coffee and milk without speaking to me"

It looks as if all verbal communication has stopped.

"Without speaking to me

Without looking at me"

It is clear that both individuals suffer and express their emotions in two different ways.

"he went out in the rain" "And I , I put my head in my hands and wept"

Finally the man leaves the scene of tension and goes out into the rain. The woman breaks down and weeps.

The rain seems to intensify the conflict within. Hence the man goes out and leaves the woman to suffer alone.

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4. "The Earthen Goblet" is a criticism of human actions against

4.The Earthen Goblet

*The title itself suggests the idea how humans are against nature: lump of clay ;nature, goblet; man made artifact.
*Exploitation and distortion of nature by humans for their own selfish motives.
*Human actions of distorting nature are described:
"great Potter's hand that burned so warm."
*Original creativity and beauty and fertility of nature is disrupted,
"The potter has drawn out the living breath of me"
*As a result of human actions against nature, it is greatly disappointed.
*The goblet has no pleasurable feeling about the new appearance and identity. It considers itself lifeless.
*This shows man's controlling power over nature.
(If the candidate applies this situation to changing natural human behavior, it can be accepted if it is well supported.)

5. "The Camel's Hump" is a satirical depiction of people's laziness. Discuss.

5.The Camel's Hump

*The camel is generally believed to be a lazy animal according to the folk tale. (refer to TG)
*The poet discusses how humans get an uglier hump than the camel's, when they do not engage in physical actions.
"But uglier yet is the hump we get
From having too little to do."
*A colour imagery is used to further this idea, "black and blue"
*The appearance of the lazy man is satirized by visual and auditory imagery.
"snarly-yarly" "grunt" "growl" "frouzly head"
*The poet considers laziness as a sickness which highlights satire.
*The poet's cure for laziness is not to "frowst with a book by the fire" but to engage with nature.
"And dig till you gently perspire."
*The simple remedy the poet presents for people's laziness evokes humour.

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6. Twilight of a Crane represents a woman as a committed wife. Discuss with reference to the play.

Tsu is reflected as a committed wife in the drama as her focus is to make her husband happy.

Letting the husband take a nap in the evening while Tsu weaves the cloth to support the husband financially by sacrificing her feathers is the best example.

She is ready to prepare supper even though Yohyo asks her to come and play with the children.

"Now I'll make supper for you."

Tsu is grateful to Yohyo as she comes to him to pay her gratitude for saving her life. Since then she thinks of Yohyo's happiness.

Amidst difficulty, Tsu wove more cloth to make Yohyo happy.

Even after getting a promise from Yohyo not to ask for more cloth, she decides to weave one more piece of cloth as she thinks of Yohyo's happiness.

Tsu tries hard to distance her husband from the evil influence of Sodo and Unzu.

Tsu is not only a committed wife but also a clever discerner of character. As she understands Yohoyo's materialistic nature, she decides to leave him.

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7. The Bear represents a widow as a bold and courageous woman. Discuss with reference to the play. Seven months of mourning .

In the beginning, Popova is determined to live a secluded life to show her faithfulness to her late husband. But she is highly emotional.

She takes the risk of paying her husband's debt even though she was not aware of the business transaction between Smirnov and Nicolai.

Popova shows her boldness after meeting Smirnov. She is aggressive and strong when she argues with Smirnov.

"I don't want to talk to impudent scoundrels. Get out of this."

"You're a boor, a coarse bear, a bourbon, a monster"

Popova argues for all women who are controlled by social conventions and male chauvinism.

Popova accepts the challenge for a duel and Smirnov was surprised by her boldness and gets attracted to her.

Even though Popova does not know how to fire a gun, she accepts the challenge.

When Smirnov was falling in love with Popva, she was even resolved to kill him and assert her identity.

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8. 'Nicholas is innocent and smart while his aunt is wicked and stupid.' Explore this statement with reference to The Lumber Room.

Students may argue against the statement. If such an argument is supported by evidence from the text credit should be given.

Nicholas represents the child's world while the aunt represents the adult's world. But Nicholas is an exceptional child because he is highly imaginative, a good planner, and very strategic.

Nicholas putting a frog into his cereal plate shows how clever and smart he is in outsmarting the aunt. He seems to enjoy himself in the lumber room even though the aunt puts restrictions on him. He cleverly evades the aunt.

The aunt shows her stupidity when she punished Nicholas by organizing a sudden trip to Jagborough Sands as the other children did not enjoy it due to the high tide. Her not checking the hightide shows her stupidity.

The aunt expected Nicholas to get hurt when the other children were going on the expedition. It shows her wickedness.

The aunt's plan boomerangs on her. Her falling into the rainwater tank and being confined for nearly half an hour suggests that she is punished for her wickedness.

In adopting a different point of view, Nicholas may not be considered as not beeing innocent, because his actions hurt the aunt and humiliates her. The Aunt too may not be considerd wicked for her actions can be interpreted as being motivated by her wish to discipline young children. One could also consider the time the story was written when disciplining young children was considerd the duty of adults.

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9. 'Both the young student and the Professor's daughter are selfish, and are concerned only about their benefits.' Explore this statement with reference to The Nightingale and the Rose.

The young student and the professor's daughter are selfish. They think only of themselves.

The young student:

is egocentric. He wants to win the girl.

"and the courtiers in their gay dresses will throng around her"

For him, love is a fashion. It is superficial.

"Why what a wonderful piece of luck"

The student plucked the rose and ran up to the Professor's house, without taking any effort to find out how it was made. He uses it to realize his objective. When he is rejected by the girl and fails in his attempt to win her, he considers love as a silly thing.

Professor's daughter;

Asking the boy to bring red roses during winter. (Impossible request)

She rejects the student because she has found a lover who is richer than the student.

"I am afraid it will not go with my dress."

Appreciates Chamberlain's nephew's present because she thinks only of material benefit.

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10. The Lahore Attack represents people's devotion to their professions.' Explore this statement with reference to the text.

Overall the extract brings out the commitment of the cricketers & soldiers to their professions.

In spite of the civil war in Sri Lanka, how people were engaged in their daily tasks.

" People went to work, I played my cricket"

The cricketer's understanding of their responsibility to their profession is depicted in the way they prepared themselves physically and mentally for a "day of hard toil"

When the Sri Lankan cricket team faced the terrorist attack, their behviour from the gunpoint to the airport was exemplary.

"Our emotions held true to our role as unofficial ambassadors."

Sangakkara personally vouches for his commitment to his profession.

"This is the love that I strive every day of my career to be worthy of"

The dedication and devotion of the soldiers to their profession is evident through the conversation Sangakkara has with the soldier.

"It is OK if I die because it is my job and I am ready for it."

It forms a neat parallel to the cricketers' devotion.

11. "The speaker in Wave is brave and confident, but self-centred." Explore this statement with reference to its extract in your syllabus.

*Candidates can agree or disagree to any part of the statement. But It has to be supported by evedence from the texts.

Sonali was unaware of the danger of the tsunami at the beginning.

"It was only a white curl….."

But when she realized that there was a death threat to her and her family, she developed confidence and courage- even her children responded to that.

She had the courage to board the jeep with the confidence that they will be safe.

She was courageous to call the driver to stop when Beulah fell off the jeep.

She kept steady on the seat and held the boys above the water even when the jeep was filling with water.

But she was self-centered too.

Though she passed her parent's door, she did not stop to knock on it.

"I didn't stop for my parents. I didn't stop to knock on the door of my parent's room…"

She kept silent when Anton jumped from the jeep to join Beulah. She only thought of herself and her family.

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12. "Mark Twain's The Prince and the Pauper is an exploration of honesty in human beings." Comment on this statement.

Mark Twain in The Prince and the Pauper presents two characters from two starkly contrasting strata of society as being very honest. Apart from these two, some other minor characters too display honesty.

Edward Tudor

Taking Tom inside the palace and dressing him in his royal robes.

Tells that he is the Prince of Wales to Christ Church boys as well as to John Canty.

Honestly decides to help the children of the Christ Hospital/all other children and the prisoners.

To the tramps, he proves himself honest. Reveals to the traveler (innocent-looking gentleman) that Hugo is not his elder brother.

Tells the truth to the hermit and risks his life.

The letter he wrote to his uncle Hertford was also genuine.

Finally, he was rewarded for his truthfulness on his coronation day.

After that, he was honest enough to keep his promises proving his honesty.

Tom Canty

Honestly speaks about himself and his poor social background to all in the palace including the king.

His behavior at the recognition procession was not genuine but finally he regrets and become genuine and honest again.

"She was my mother"

He honestly helps the Prince to revive his memory of where he kept the great seal.

Miles Hendon- Honestly reveals his identity at the Hendon Hall though Hugh rejected him.

Blake Andrews- Reveals all the incidents that happened at the Hendon Hall in the absence of Miles Hendon.

Margery and Prissy- Genuinely tried to help the boy. They believed what the boy (Prince Edward) said was true because they two were truthful.

Whipping Boy- Honestly helps Tom get used to the Royal life.

Yokel- He truthfully reveals his tragic past, which was due to consequences of King Henry Viii decisions.

Lady Edith- Hesitated to reveal the truth out of love for Miles Hendon.

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13. "Tissa Abeysekara's Bringing Tony Home is a depiction of the bond among human beings and animals." Comment on this statement.

The novella is a depiction of the bond among human beings and animals.

The relationship between the narrator and Tony is a 7 - year-old one.

Tony was given as a gift to the narrator and seemed to have given him emotional support.

The relationship between the narrator and his parents seems to be distant and strained after their economic implosion. (the father becoming poor and moving into a poor rural location.) It is Tony that provided the narrator with love-almost a passionate dedicated love.

Tony was his constant companion and in his dumb animal way comforted him.

When the narrator was forced to leave Tony, he was psychologically disturbed.

In spite of his parents' disapproval, the narrator brings back Tony home.

However, the re-union is short lived, Tony either escapes or is chased away when the narrator is sick.

The narrator does not attempt to bring back Tony again- he understands the reality of his situation.

The loss of Tony leaves the narrator as a disoriented person-he wanders meaninglessly and in school behaves as a sadistic child.

He is left with a traumatized memory-last time he saw Tony was as a mange affected, starving dog. He doesn't claim him- But in his memory he seems to hear the cry of the dog.

The relationship between the narrator and Tony is typical of strong, positive, loving relationships between humans and animals;

Animals provide love unconditionally

They too need love in return

When their bonds are broken both humans and animals are traumatized.

Both the narrator's and Tony's lives are shattered by the separation.

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14. "R. K. Narayan's The Vendor of Sweets is a representation of the conflict between the older and the younger generation." Comment on this statement.

In the novel the older generation is represented mainly by Jagan-an orthodox Hindu and seemingly staunch Gandhian whereas the younger Mali-Jagan's son who appreciates the American culture more than his own represents the younger generation. but it could also be discussed in relation to Jagan's wife and Mali's wife as well.

Jagan's attire way of life, occupation, beliefs and customs reveal his traditionalism whereas Mali prefers western clothing and life style.

He even takes to eating beef, which is against his culture and the sacred scriptures.

Mali as a representative of the younger generation finds fault with Jagan's traditional business, and he rejects Jagan's offer to hand over his business.

"I tell you once and for all I don't want to be a vendor of sweets. I have better plans."

Attitude towards education and marriage also brings conflict between the older and younger generation.

"But a wife must be with her husband, whatever happens."

Grace has been getting funny notions.

That's why I told you to pack her off....."

Mali wants flare or pomp in life.

Eg. Buying the automobile and the telephone.

Whereas Jagan lives a modest traditional life.

When the conflict aggravates between the two, Jagan seems to find solace in his religious teachings and practices whereas Mali gets into the habit of taking alcohol and finally goes to prison.

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