

Mock Board Exam
ISC SEMESTER 2 EXAMINATION
ENGLISH PAPER 2 (LITERATURE IN ENGLISH)

ANSWER KEY

Section A- 1 mark for the correct choice. No half marks or negative marks for incorrect identification.

SECTION A – 8 MARKS

Question 1

Read the lines given below and answer the questions given after each:

- i) Who is Alonso? [1]
b) The King of Naples

- ii) How did Alonso treat Prospero cruelly? [1]
a) By helping in the conspiracy to kill Prospero

- iii) How does Prospero punish Alonso? [1]
c) By telling him that his son has drowned

(B) "Oh, no, thank you, Miss Wyatt," blushed Miss Meadows. "It's nothing bad at all. It's"—and she gave an apologetic little laugh—"it's from my *fiancé* saying that . . . saying that—"

- i) Who is Miss Wyatt? [1]
a) The headmistress of the school

- ii) What has Miss Meadows' fiancé sent? [1]
b) A telegram

- iii) What does 'it' say? [1]
d) That he does not want to call off the marriage

(C) World-losers and world-forsakers,
On whom the pale moon gleams:
Yet we are the movers and shakers
Of the world for ever, it seems.

- i) What does "world-foresakers" mean? [1]

- a) One who has renounced worldly pleasures
- ii) Who, according to the poet, has the ability to be a mover and shaker? [1]
- b) An artist

SECTION B (32 MARKS)

Answer the following questions as briefly as possible and with close reference to the relevant text.

Question 2

- i) Referring closely to the beginning of Act IV of *The Tempest*, relate how Prospero shows Ferdinand his magical powers through the majestic vision he creates. [4]

Value Points	Guidance
<ul style="list-style-type: none"> - A majestic vision is created with the goddesses Ceres, Iris and Juno appearing before them - Multiple songs are sung - Then some nymphs are brought down to celebrate the marriage - Reapers come and join the nymphs in a dance 	<p>All these points must be mentioned. If the student takes 1 or 2 points and elaborates on what they do on stage, full marks are not to be given.</p> <p>1 mark per point</p>

- ii) Referring closely to Act V of *The Tempest*, narrate how Alonso finds out about Ferdinand and Miranda's relationship. How does he react? [4]

Value Points	Guidance
<ol style="list-style-type: none"> 1. Alonso thinks Ferdinand has drowned, the spirits on the island tell him so. Prospero also tells him the same 2. After Prospero reveals himself and invites Alonso over to his cell, he removes the curtain and reveals Ferdinand and Miranda playing chess 	<p>3 marks for the first part and 1 mark for the 2nd part</p>

<p>3. He then tells them about their plans to get married</p> <p>2nd part: Alonso is ecstatic to see his son alive and accepts Miranda as his daughter-in-law</p>	
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Question 3

- i) Referring closely to the story *The Sound Machine*, narrate what happens immediately after Klausner hears Mrs. Saunders cutting roses in her garden and how he tries to convince her to stop cutting flowers. [4]

Value Points	Guidance
<ul style="list-style-type: none"> - He hears a frightful, piercing shriek every time she cuts a rose. Baffled by what he was seeing, he asks her to cut one more rose. He again hears the roses shrieking. - He goes to Mrs. Saunders and tells her what he has heard- the rose's cry - Mrs. Saunders does not believe him but he reasons that just because roses do not have a throat or nervous system, does not change the fact that they are living beings and feel pain when injured - Mrs. Saunders goes back inside perplexed by Klausner's behaviour 	<p>Narration should be chronological from the point when Klausner hears the first cry to the end of the conversation.</p> <p>Each point carries 1 mark each.</p>

- ii) Referring closely to the story *The Sound Machine*, discuss how the story ends on a chilling and disturbing note. [4]

Value Points	Guidance
<p>-At the end of the story, Klausner wants the doctor to believe and verify what he had heard the previous day. When Klausner axes the beech tree, the tree is hit so hard that it topples and breaks the sound box</p> <p>-Klausner is visibly irritated by the doctor unable to describe the sound the tree made when it was hit by the axe</p>	<p>The ending should be narrated in brief. The student must also make it clear which line or image or action is chilling and disturbing. For eg. Klausner holding the axe tightly while talking to the doctor creates a sense of threat.</p> <p>Each point carries 1 mark.</p>

<p>-he asks the doctor to stitch up the tree. When the doctor says it's not possible, he gets furious and holding the axe, asks the doctor to paint the tree's wound with iodine and to continue doing so the next day.</p> <p>-the doctor is so scared that he agrees</p> <p>Additional explanation: The story shows Klausner as a man obsessed with what he has found and it seems that he can go to any extent to prove his point. This makes the ending chilling and disturbing.</p>	
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Question 4

- i) Referring closely to the short story, *The Singing Lesson*, relate what Miss Wyatt tells Miss Meadows regarding the reception of personal news in the office? What do you conclude about Miss Wyatt from this conversation? [4]

Value Points	Guidance
<ul style="list-style-type: none"> -She reminds her that she has 15 minutes left in her class -She tells Miss Meadows that she doesn't approve of telegrams within school hours unless it brings bad news -She is a strict, authoritarian person -She likes her employees to be disciplined and focused and not be distracted by personal matters when they are within the school premises 	<p>Both parts of the question must be addressed for the child to receive full marks</p> <p>2 marks for the first question and 2 marks for the second part. Clear demarcation of points necessary in the answer.</p>

- ii) Referring closely to the story *B. Wordsworth*, narrate how the friendship between the boy and the poet comes to an end. [4]

Value points	Guidance
<ul style="list-style-type: none"> - The boy went to meet the poet at the latter's house- he seemed old and weak- he said his masterpiece wasn't going well - He looked out and recalled how keen and enthusiastic he was in his twenties. When he 	<p>The narration should capture the boy's sense of grief on the death of the poet. Narration should capture 4 main points- finding the poet in a weak state, telling the boy that he could be a poet, telling him never to come back</p>

<p>notices the young boy crying, he calls him near and tells him that he was always aware that the boy had a poet's eye</p> <ul style="list-style-type: none"> - He tells the boy to go away and never come back to see him after he has narrated one last funny story - The poet then tells him that all his earlier stories were lies. The boy runs away crying and heart broken and that is the last he sees of the poet 	<p>and telling him that all the earlier stories were made-up.</p> <p>1 mark for each point.</p>
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Question 5

- i) Discuss how, in the beginning of the poem *Dover Beach*, the poet, Mathew Arnold, describes the night and the sea. [4]

Value Points	Guidance
<p>-The sea is described as calm, with the tide full and moon lighting up the straits; on the French coast the light gleams and is gone;</p> <p>the cliffs of England stand, Glimmering and vast, out in the tranquil bay.</p> <p>...sweet is the night-air! Only, from the long line of spray</p> <p>Where the sea meets the moon-blanch'd land, one can hear the grating roar of pebbles which the waves draw back, and fling, at their return, up the high strand, begin, and cease, and then again begin, With tremulous cadence slow, and bring The eternal note of sadness in.</p>	<p>The student should not quote from the poem without any accompanying explanation. The images should clearly be identified.</p> <p>1 mark each for description of the sea as calm, description of moonlight covering the land, the night air being sweet, description of the sound of waves crashing against the rocks.</p> <p>No marks are to be deducted if the learner misses out on mentioning details of the French coast or cliffs of England or the eternal note of sadness because the question does not specifically ask for these details.</p>

- ii) Referring closely to the poem, *We are the Music Makers*, discuss the role of artists in society. [4]

Value Points	Guidance
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<ul style="list-style-type: none"> - Through songs, the poets/musicians can narrate about the building of cities and empires- examples of Nineveh and Babel(they perform the role of historians) - they have the ability to create as well as destroy - they can also bring down empires through revolutionary songs. - Songs will outlive singers and will continue to inform/persuade/inspire people for generations to come. 	<p>The students can express the idea in their own words but clear references to the poem must be visible.</p> <p>1 mark for each point</p>
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