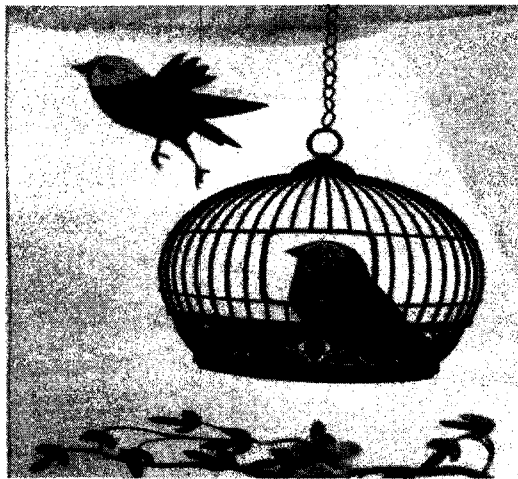




Department of Examinations, Sri Lanka  
G.C.E. (O/L) Examination 2018

46 – Appreciation of English Literary Texts

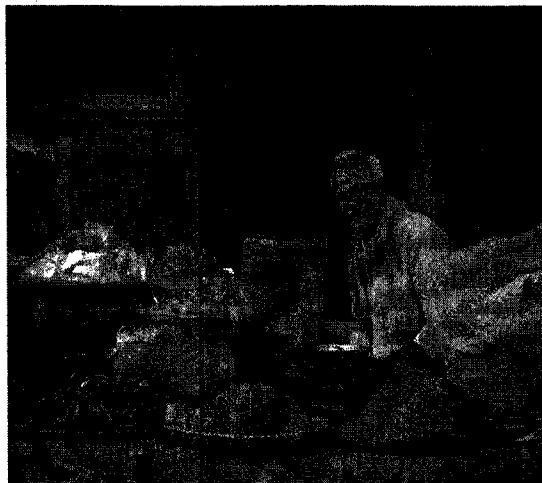
Marking Scheme



"The free bird thinks of another breeze"



"It was a storehouse of unimagined treasures".

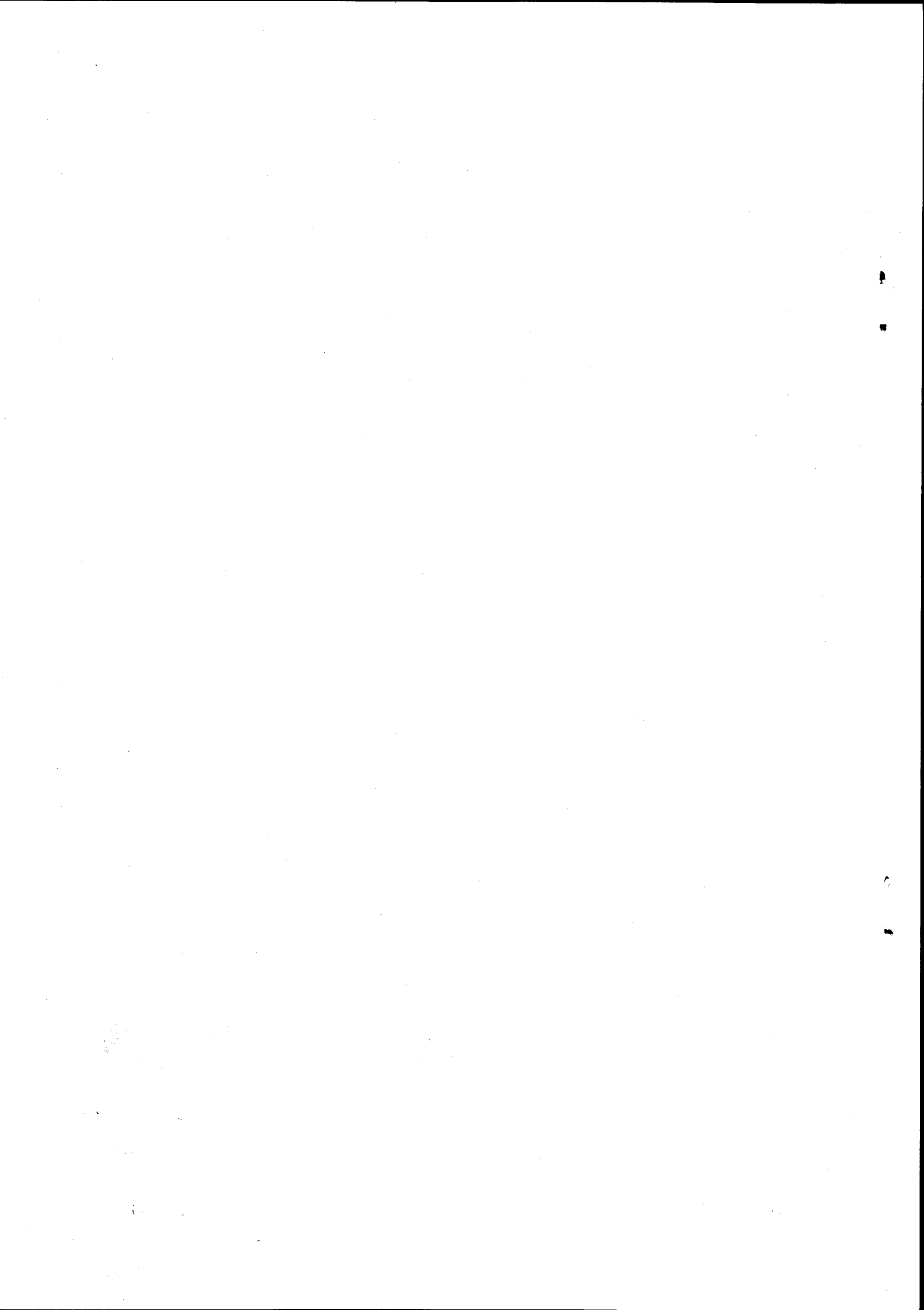


"Conquer taste"



"Tony always smelled good"

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.



**G.C.E. (O/L) Examination - 2018****46 - Appreciation of English Literary Texts****Distribution of Marks (New Syllabus)****Part I**

Section A	-	30 marks
Section B	-	<u>10 marks</u>
		40 marks

**Part II**

Poetry	-	15 marks
Drama	-	15 marks
Prose	-	15 marks
Fiction	-	<u>15 marks</u>
		60 marks

**Total Marks :**

Part I	-	40 marks
Part II	-	<u>60 marks</u>
		<u>100 marks</u>

**G.C.E. (O/L) Examination - 2018**  
**46 - Appreciation of English Literary Texts**  
**Distribution of Marks (New Syllabus)**

**Part I**

Q. 1

**Section A**

Q. i ——— 5 marks

Q. ii ——— 5 marks

Q. iii ——— 5 marks

Q. iv ——— 5 marks

Q. v ——— 5 marks

Q. vi ——— 5 marks $5 \times 6 = 30$  marks**Section B**

Q. (a) 10 marks

Q. (b) 10 marks

Q. (c) 10 marks

 $10 \times 1 = 10$  marks

Total marks for Part I = 30 + 10

= 40 marks**Part II****Poetry**

Q. 2 15 marks

Q. 3 15 marks

Q. 4 15 marks

Q. 5 15 marks

Q. 6 15 marks

One Question only —  $15 \times 1 = 15$  marks

**Drama**

Q. 7 15 marks

Q. 8 15 marks

One Question only —  $1 \times 15 = 15$  marks**Prose**

Q. 9 15 marks

Q. 10 15 marks

Q. 11 15 marks

Q. 12 15 marks

One Question only —  $1 \times 15 = 15$  marks**Fiction**

Q. 13 15 marks

Q. 14 15 marks

Q. 15 15 marks

One Question only —  $1 \times 15 = 15$  marksTotal marks for Part II =  $4 \times 15$ = 60 marks**Calculation of Final marks**

Part I = 40 marks

Part II = 60 marksFinal marks = 100 marks

### Common Techniques of Marking Answer Scripts.

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

1. Use a red color ball point pen for marking. (Only Chief/Additional Chief Examiner may use a mauve color pen.)
2. Note down Examiner's Code Number and initials on the front page of each answer script.
3. Write off any numerals written wrong with a clear single line and authenticate the alterations with Examiner's initials.
4. Write down marks of each subsection in  $\triangle$  and write the final marks of each question as a rational number in a  $\square$  with the question number. Use the column assigned for Examiners to write down marks.

**Example: Question No. 03**

(i)		✓	$\triangle$ $\frac{4}{5}$
(ii)		✓	$\triangle$ $\frac{3}{5}$
(iii)		✓	$\triangle$ $\frac{3}{5}$

03	(i)	$\frac{4}{5}$	+	(ii)	$\frac{3}{5}$	+	(iii)	$\frac{3}{5}$	=	<table style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="padding: 0 5px;">10</td></tr> <tr><td style="padding: 0 5px;">15</td></tr> </table>	10	15
10												
15												

#### MCQ answer scripts: (Template)

1. Mark the correct options on the template according to the Marking Scheme. Cut off the marked windows with a blade. 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. Cut off a blank space to the right of each options column to mark the answers. 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 'v' 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.

**Structured essay type and assay type answer scripts:**

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers. Show areas where marks can be offered with check marks.
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 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 this time. Therefore add separate mark sheets for each of the question paper. Write paper 01 marks in the paper 01 column of the mark sheet and write them in words too. Write paper II Marks in the paper II Column and right the relevant details. For the subject 43 Art, marks for Papers 01, 02 and 03 should be entered numerically in the mark sheets.

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, paper I marks once entered numerally should be written in words. For the papers II and III enter the detailed marks separately and put the total in each paper in the relevant column.

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 values.

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# DETAILED MARKING SCHEME AND GUIDELINES TO ANSWERS

## 2018

### 1. Introduction

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

### 2. General Instructions for Marking

#### 2.1 Objectives for Question 1

Question 1 is divided into 2 parts.

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

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

Candidates must be able to :

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

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

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

(1B) is graded higher in difficulty.

### 2.1.1 Context Questions

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

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

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

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

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

Overall Mark is 10

Context Questions carry 40 marks.

### 3. Part 2 of the Question paper (Questions 2-13)

#### Essay Type Questions

#### 3.1 Objectives of Part II - Essay Type Questions

This section attempts to test the following skills

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

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

Candidates should be able to demonstrate that they are/ have

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

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

#### 3.2 Criteria for marking long answers.

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

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

The marking criteria and their parameters are explained below:

### CONTENT

#### Descriptors

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

**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     |
| (r) 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)

**Bandings**

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

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

**Total marks**

Part I	Section A	5×6	= 30
	Section B	2+ 2+ 2+ 4	= 10
	<b>Total</b>		<b>40</b>

Part II	Questions 2-13,	15×4	
	Content	7	}
	Organization	4	
	Language	4	
	<b>Total</b>		<b>15×4</b>
			<b>60</b>

**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.

**Marking Scheme -2018**  
**46 - Appreciation of English Literary Texts**

**Note:** Answer five questions only.

\* Answer question 1 and four others, selecting one from each section - POETRY, DRAMA, PROSE and FICTION.

**1. Section A – Answer all questions.**

Read the given extracts and answer the questions given below them:

(i) “And rowed him softer home  
Than oars divide the ocean”

- (a) From where are these lines taken? Name the poet.  
 (b) Who is referred to as ‘him’ in these lines? What is the action described?  
 (c) What is the literary device used in these lines?

(05 marks)

(a) - A Bird Came Down the Walk  
-Emily Dickinson

(1 mark)

(b) -The bird / The bird that came down the walk  
-The movement of the bird / The flight of the bird / Flying of the bird

(2 marks)

(c) Metaphor / personification

(2marks)

(ii) “I have learned to wear many faces like dresses – homeface, officeface, streetface, hostface...”

- (a) Name the work that carries these lines. Name the writer.  
 (b) What life experience does the speaker refer to in these lines?  
 (c) What is the effect created by the images the poet uses?

(05 marks)

(a) - Once Upon a Time  
- Gabriel Okara (Gabrial Okara)

(1 mark)

(b) pretentious behaviour of people / insincere behavior / deceptiveness / fake behavior /changeableness of people / moving in the western society

(2 marks)

(c) consciousness of human hypocrisy / Practices of opportunism / aware that people are insincere.

(Sarcasm/irony - mere mention of these words can be offered only 1 mark)

(2 marks)

(iii) "It was like rain on a tin roof. The bus was at a standstill..."

- (a) Name the work from which these lines are taken? Name the writer.  
 (b) Why was the bus at a standstill? What caused this situation?  
 (c) What is the literary device used in the first line? What is the effect created? (05 marks)

(a) - **An Extract from Colin Cowdrey Lecture / The Lahore Attack**  
 - **Kumar Sangakkara / Sangakkara** (1 mark)

(b) - **Because the driver was excited / frightened, he stopped the bus**  
 - **The terrorist attack / The terrorists started shooting at the bus**  
 (2 marks)

(c) - **Simile**  
 - **noise and fear / deafening noise and fear / sense of danger / threat / suspense**  
 (2 marks)

(iv) "Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?"

- (a) Name the work from which these lines are taken? Name the author.  
 (b) Who is the speaker? To whom are the words spoken?  
 (c) What future action of the speaker is indicated by these words? (05 marks)

(a) - **The Nightingale and the Rose**  
 - **Oscar Wilde** (1 mark)

(b) - **The Nightingale / Nightingale**  
 - **To the red Rose bush / red Rose tree / red Rose plant**  
 (To the bird itself / herself) (2 marks)

(c) **The Nightingale's decision to sacrifice her life / The Nightingale's willingness to give up her life / her death is imminent**  
 (2 marks)

- (v) "Well, now, its very nice to have got two pieces of the cloth - God bless us!"
- (a) From which work are these lines taken? Who is the writer?  
 (b) Who utters these words? Who are 'us'?  
 (c) What feature of the speaker is reflected through these lines? (05 marks)

- (a) - **Twilight of a Crane** (1 mark)  
 - **Yu Zuwa Junji Kinoshita / Kinoshita**
- (b) - **Sodo** (2 marks)  
 - **Sodo and Unzu / Sodo and his friend**
- (c) **money mindedness / greed for money / profit minded /** (2 marks)  
**avarice / greed for wealth**

- (vi) "I can't even see one of these poetic creatures from a distance without breaking out into a cold sweat out of sheer anger."
- (a) From which work are these lines taken? Name the author.  
 (b) What is meant by 'breaking out into a cold sweat'?  
 (c) Who are the 'poetic creatures' referred to? What is the speaker's attitude to them? (05 marks)

- (a) - **The Bear** (1mark)  
 - **Anton Chekhov**
- (b) - **reacting physically / showing dislike/ expressing anger** (2 marks)
- (c) - **women**  
 - **contemptuous / condemning / sarcastic / satirical / insulting /**  
**mocking (negative)** (2 marks)



**In section B: Answers to question No: (iv) in each passage must be described and elaborated with evidence from the text**

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

**Either**

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

“Tush, he *must* be the prince! Will any he in all the land maintain there can be two, not of one blood and birth, so marvellously twinned? And even were it so, 'twere yet a stranger miracle that chance should cast the one into the other's place. Nay, 'tis folly, folly folly!”

Presently he said:

‘Now were he impostor and called himself prince, look you *that* would be natural; that would be reasonable. But lived ever an impostor yet, who, being called prince by the king, prince by the court, prince by all, *denied* his dignity and pleaded against his exaltation? *No!* By the soul of St. Swithin, no! This is the true prince, gone mad!’

- (i) What is the situation presented in the passage? Who is referred to as ‘he’? (02 marks)
- (ii) What is the speaker's problem? (02 marks)
- (iii) Write the meanings of the following in your own words:
- (a) marvellously twinned
- (b) *denied* his dignity (02 marks)
- (iv) How is the character of the speaker reflected by this passage? (04 marks)

**I. -The doubt / suspicion that Lord Hertford had regarding the identity of the prince. / After St. John raises the point about the identity of the prince, the Lord Hertford starts thinking about it.**

**-Tom Canty (2 marks)**

**II. Judging the correct person from two people in close resemblance/ The true identity of the boy before. (2 marks)**

**III. (a).Marvelously twinned = resembled very closely (2 marks)**  
**unbelievably similar in appearance**  
**very similar in appearance**

**(b). refused to accept the honour /status**

**iv. confused / puzzled / conventional /traditional (4 marks)**