

1. General Instructions for Marking

1.1 Objectives for question 1 (part 1)

Question 1 is divided into parts

Section A: Poetry, Prose and Drama

Section B Fiction

1.1.1 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 mark |
| b) Intra-textual references (comprehension) | 2 marks |
| c) Inference / reference to text | 2 marks |

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

Question 1 Section B is a paragraph/ passage selected from the novels 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 Marks |
| b) Comprehension | 2 Marks |
| c) Application | 2 Marks |
| d) Critical evaluation/ response | 4 Marks |

Overall mark is 10

Context Questions carry 40 marks

1.2 Objectives for PART 11 – Essay-type Questions

The section attempts to test the following skills

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

Focus is more on **the last four** as attention had been paid to the other three in Question 1.

Candidates must be able to demonstrate that they are/ have

- a) Able to analyze and address the question
- b) Select relevant content and organize an answer relevant to the question
- c) Familiar with the text and quote relevantly and at appropriate moments to build up an argument
- d) Comprehend and appreciate the text and so can write with understanding and confidence
- e) Able to write with correct grammar and spelling
- f) Relate the experience they gained to the world around them
- g) Look critically at the text and experience gained by it

Part 11 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. Examiners are expected to be sensitive to students' personal/ independent ideas which are relevant to the questions.

Part 1	Section A	5× 6	30
	Section B	2+2+2+4	10
	Total		= 40 Marks

Section A

1. a). To the Evening Star by William Blake

- b). alliteration, personification, figurative language
- c). calm, quiet, tranquil, beautiful, romantic, serene

2. a). Farewell to Barn and Stack and Tree by A. E. Housman

- b). Maurice and the speaker/ the murderer
- c). Maurice is killed/ murdered and the other son/ speaker is leaving the village.

3. a). The Huntsman by Edward Lowbury

- b). the guards/ the royal guards and Kagwa
- c). looking for the talking skull.

if the talking skull is found, Kagwa can survive and if not Kagwa is killed

4. a). The Lumber Room by Saki

- b). Nicholas' thoughts in the Lumber room admiring the objects
- c). clever, imaginative, creative

5. a). The Lahore Attack by Kumar Sangakkara

b). a soldier at a check point to Kumar Sangakkara / Sangakkara

c). admiration, respectfulness

6. a). The Nightingale and the Rose by Oscar Wilde

b). the professor's daughter

when the student criticized the professor's daughter for being ungrateful

c). cynical, sarcastic, mocking / materialistic , selfish, snobbish,

Section B

a).

i. he – Tom Canty the priest – Father Andrew

ii. for the fun of it

iii. lament- expressing sorrow, moan, feel sad

better clad - finely clothed/ attired

iv. As Tom reads more about the life of Royalty, he understands a difference between his miserable life and the life of the rich. Before being exposed to father Andrew's teaching, Tom's perception of life was limited. Now he knows that there are rich people and they live a luxurious life which is very much different to his pathetic life.

b).

i. Jagan, when Jagan is having a conversation with cousin at his sweet shop, he thinks about it.

ii. Jagan was happy/ thrilled / contented

iii. needs of clothes

feeling happy tenderly / feeling happy in a touching manner

iv. Jagan is a follower of Gandhi. He is a traditional Indian who lives a simple life. He values his effort in weaving clothes even though it is a simple task.

c).

i. After completing the movie Pitagamkarayo, how he felt about one of his childhood experiences and the movie

the narrator, Tissa Abeysekara

ii. an event that had happened forty years back in his childhood

iii. montage of images –piecing of different pictures

lingered on – remained / stayed on

iv. The narrator is in twilight of reality and fantasy. The fantasy is his movie Pitagamkarayo and reality is his childhood experience. How his childhood memory has influenced him even in his adult life shows how strongly he is influenced by it.

PART II

Criteria for marking Essay questions

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

Content	1-7
Organization	1-4
Language	1-4

(Use your discretion and be examinee friendly in marking)

1.1 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
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.

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(provided evidence from the 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 paragraph. 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/ point of view/ argument. 1
- d). Does not address the 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 /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 and tense. Misuse of vocabulary. A few uncoordinated sentences but communicates meaning	1
(v)	Uncoordinated sentences. Many errors in tense, number and 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.

Total marks

Part 1	section A	5x6	= 30
	Section B	2 + 2 + 2+ 4	= 10
	Total		40
Part II	questions 2-13	15x 4	
	Content	-7	
	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.