

**DEPARTMENT OF EDUCATION- WESTERN PROVINCE**  
**DETAILED MARKING SCHEME AND GUIDELINES TO ANSWERS**  
**APPRECIATION OF ENGLISH LITERARY TEXTS**  
**MID YEAR EVALUATION - 2019**  
**GRADE 11**

**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

## Part 1 A

- i) **“How can I try to explain cause when I do he turns away again.  
It's been the same, same old story ”**
  - a) **From where are these lines taken ? who wrote them ?** Father and Son by Cat Stevens.
  - b) **What is the situation referred here ? Who is the speaker?** Clash of ideas/ father 's inability to understand the child . The son.
  - c) **What do you understand about the speaker from these lines ?** Speaker the son is not content with the conventional ways of thinking of his father Emotions of the speaker are projected through these lines. ( Use your discretion. Be examinee friendly).

ii) "Once upon a time, son,

They used to laugh with their hearts"

- a. **Name the work from which these lines are taken? Who wrote them?** Once Upon a Time by Gabriel Okara.
- b. **Who are referred as 'They' ? Who is the speaker?** The people of the old times who were honest and sincere. Father
- c. **What does the speaker try to convey through these lines ?** The speaker reminisces and conveys his overall satisfaction of the early values of the people.

iii) " The water rising now, filling the jeep. It came upto our chests. Steeve and I lifted the boys as high as we could"

- a. **a. From where are these lines taken? Who wrote them?** An extract from 'Wave'- A memoir of Life after the Tsunami by Sonali Deraniyagala
- b. **Who are referred to as 'boys' To which occasion does the narrator refer to?.**Boys- Sons/ Vik /Vikram and Malli/ Mal.  
The engine of the jeep was trouble making. They were in the jeep and were tilting from side / Just before the jeep rocked/ was floating.
- c. **What character traits of the narrator are brought out through these lines ?**Love /concern of a mother towards her children./ The Importance of her children's lives/ The heartwarming nature of a mother even at a moment of calamity.

iv) " 'Don't talk nonsense,' said the prisoner in the tank;' go and fetch the ladder.' "

- a. **What is the source of this extract ? Who wrote them?** The Lumber Room by Saki.
- b. **Who speaks these words ?To whom are they spoken ?**The aunt to Nicholas
- c. **Explain why the speaker speaks in this manner ?** Witty Nicholas objects to help aunt pretending that he was speaking to the Evil One. Since aunt wanted to come out of the rain water tank she speaks in this manner.

(v)"You are casting your lot with those malicious, terrible people who shot me with an arrow. "

- a. **From where are these lines taken? Who wrote them?** Twilight of a Crane. Yu Zuwa Junji Kinoshita.
- b. **Who speaks these words ?To whom are they spoken ?**Tsu to herself (monologue).
- c. **What do you think are the feelings of the speaker at this moment ?**Tsu's sadness/ dissatisfaction over Yohyo that he was trapped.

(vi) "How angry I am with myself! I'm in love like a student, I've been on my knees... ."

- (a) Name the work from which this extract is taken. Who wrote it? The Bear by Anton Chekov.
- (b) Who speaks these words ? To whom are they spoken to? Smirnov to Popova.
- (c) What character traits of the speaker do you think are revealed through these lines? Inconsistent/ determined to get what he wants/ immature

## **SECTION B - Answer questions in *either* (a), (b) or (c)**

Read the following extracts and answer the questions given below it.

(a) These 'vagaries' were soon on exhibition before them; but they only moved their compassion and their sorrow, not their mirth. It was a heavy affliction to them to see the beloved prince so stricken.

Poor Tom ate with his fingers mainly; but no one smiled at it, or even seemed to observe it. He inspected his napkin curiously, and with deep interest, for it was a very dainty and beautiful fabric, then said with simplicity:

'Prithee take it away, lest in mine unheedfulness it be soiled.'

(i) What is the situation given in the passage? Tom's first Royal dinner where the servants have been told that the prince is ill and not to be surprised by his strange behavior. **Where does it take place?** In the fancy dining room (2 marks)

(ii) What did 'they' do, when 'vagaries' were on exhibition? They moved their compassion and sorrow

(iii) Give the meaning of the following word and phrase ? (2 marks)

(a ) affliction-pain

(b) soiled- unclean

(iv) Why do you think Tom behaves in this manner? ( Use your discretion in marking be examinee friendly )

(b) "The suitcase mother carried in one hand and the reed bag -'pan malla' which i carried and which smelled of onions and mildchard rice - were deposited on the ground and Tony settled down among them, panting happily and giving us grateful looks, for he was never allowed to follow us this far from home. I squatted by his side in the gloom of late evening, and I felt him warm, and my fingers were moving through the soft light brown coat and I kissed him lightly on the forehead..."

(i) What is the situation described in the passage ? When the narrator and his mother and sister are moving from Depanama Tony follows them too. **Where does it take place?** "Alut Para" where they were waiting for the bus

(ii) Why did Tony give grateful looks? because he was never allowed to follow far like this present day.

(iii) Explain the following words in your words .

(a) were deposited on the ground-were kept on the floor

( b) in the gloom of late evening- When the sun has set.

(iv) what does the extract reveal about the relationship of the narrator to Tony?(Use your discretion in marking, be examinee friendly )

(c) " I didn't gather much about you from him.' He let his clumsy imagination soar.' He only wrote that he was going to marry. I didn't know much about you; even now. I don't know much about you except that you are a good girl'.

' That's all one should bother about, don't you think? Why should we ask or know more?

(i)Who is the speaker'? Jagan Who is referred to 'you' .Grace (2 marks)

(ii) What is the only aspect 'I' knew about 'You'? ( 2 marks) that 'you' is a good girl

(iii)Give the meaning of the following words? (2 marks)

(a) clumsy -awkward

(b) soar -rise

(d)Explain the narrator's feelings towards 'you' in this extract (4marks)

## 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.**