

**ISC SEMESTER 2 EXAMINATION**  
**SAMPLE PAPER - 3**  
**ENGLISH PAPER 2 (LITERATURE IN ENGLISH)**  
**(Prescribed Textbooks)**

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*Maximum Marks: 40*

*Time allowed: One and a half hour*

*Candidates are allowed an additional 10 minutes for only reading the paper.*

*They must **NOT** start writing during this time.*

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*Answer **all** questions in **Section A** and **Section B**.*

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**Section-A**

**Question 1.**

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

(A) O Ferdinand,

Do not smile at me that I boast of her,  
For thou shalt find she will outstrip all praise,  
And make it halt behind her

(i) Why is Prospero feeling guilty?

- (a) Because he punished Caliban harshly
- (b) Because he has lost to Ferdinand in a game
- (c) Because he punished Ferdinand harshly
- (d) Because he wants to leave the island

(ii) What did Ferdinand say when Prospero bragged about Miranda?

- (a) He doubted it
- (b) He wanted to clarify it after marriage
- (c) He considered it as a joke
- (d) He believed it even if God said differently

(iii) What was the thing Prospero reminded Ferdinand about the holy institution of marriage?

- (a) To not have sex before marriage
- (b) To not look at Miranda before marriage
- (c) To do a holy ceremony before marriage
- (d) To poison their marriage bed

(B) My mother said when I got home, /"Where you was? You think you is a man now and could go all over the place? Go cut a whip for me? She beat me rather badly, and I ran out of the house swearing that I would never come back. I went to B. Wordsworth's house. I was so angry,....."

- (i) What made the narrator's mother beat him?
  - (a) Because he ate mangoes
  - (b) Because he spoiled his clothes
  - (c) Because he wandered around where he liked
  - (d) Because he did not study
- (ii) What exactly had the mother said to the boy when he asked whether she wanted to buy a poem?
  - (a) "Ask that cursed man to take his frame out of my house".
  - (b) "Tell the man to tuck up his tail and disappear".
  - (c) "Tell that blasted man to haul his tail away from my yard".
  - (d) "Tell the damned poet to make himself scarce".
- (iii) Apart from walking, what else was suggested by Wordsworth to make the boy feel better?
  - (a) Wandering over the green grass
  - (b) Reclining on the sand and watching birds
  - (c) Lying on grass and speculating on stars
  - (d) Watching ship in the harbour

(C) Sophocles long ago

Heard it on the Ægean, and it brought  
 Into his mind the turbid ebb and flow  
 Of human misery; we  
 Find also in the sound a thought,  
 Hearing it by this distant northern sea.

- (i) "Sophocles long ago/ Heard it on the Ægean, and it brought" is an example of which figure of speech?
  - (a) Allusion
  - (b) Illusion
  - (c) Invocation
  - (d) Personification
- (ii) What did the same note of Ægean Sea inspire Sophocles to do?
  - (a) To write poetry about human misery
  - (b) To write plays about human misery
  - (c) To write short stories about human misery
  - (d) To write fiction about human misery

## Section-B

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

**Question 2.**

- (i) How does Prospero treat Miranda and Ferdinand's relationship?
- (ii) Describe the blessings showered by Ceres and Iris on Miranda and Ferdinand. What is the significance of these blessings?

**Question 3.**

- (i) Why did Basil break off his engagement with Miss Meadows? What was its impact?
- (ii) Give instances of symbolism used by Katherine Mansfield in the short story.

**Question 4.**

- (i) With reference to the story, *The Sound Machine*, answer why did Klausner take the machine to the park next day? What happened to the machine?
- (ii) With reference to the short story, *B. Wordsworth*, answer why did the poet negate his own story at his death bed?

### Question 5.

- (i) Artists have the ability to make society move ahead and further. Explain with reference to *We are the Music Makers*.
- (ii) How does the celebration of nature's beauty and the lamenting for the absence of faith come together in the poem, *Dover Beach*?



## Section-A

### Answer 1.

- (A) (i) (c) Because he punished Ferdinand harshly
- (ii) (d) He believes it even if the God says differently
- (iii) (a) To not have sex before marriage
- (B) (i) (c) Because he wandered around where he liked
- (ii) (c) "Tell that blasted man to haul his tail away from my yard"
- (iii) (c) Lying on grass and speculating on stars
- (C) (i) (a) Allusion
- (ii) (c) To write short stories about human misery

## Section-B

### Answer 2.

- (i) Prospero loves his daughter very much but he also leads her according to his whims and fancies. He brings Miranda and Ferdinand together and then creates a distance between the two.

Prospero chooses to isolate Ferdinand from his father and works the separation 'anxiety' to suit his need by making Ferdinand fall in love with Miranda and at the same time seek revenge upon Alonso. Prospero puts a price on Miranda by asking Ferdinand to carry logs for him to earn her hand. He uses the card of humiliation in retaliation of his own humiliation and exile. Though Prospero wants the best for his daughter, yet he does things that cannot be applauded but leave the audience appalled. However, in the end, love conquers all.

- (ii) In order to celebrate the betrothal of Miranda and Ferdinand, Prospero entrusts Ariel to organise a masque. Goddesses are invited to celebrate "a contract of true love" and grant blessings to the couple.

Juno, the goddess of all goddesses confers honour, riches, all happiness in married life, and the continuance of all these throughout Ferdinand and Miranda's lives. She wishes that their happiness will double and multiply day by day. Secondly, Ceres, the goddess of agriculture, promises an abundance of all earth's produce. She blesses that their barns will never be empty, thick bunches of grapes will always grow on their vines, and trees will be overloaded with fruits throughout the year. She wishes, "Spring come to you at the farthest/In the very end of the harvest", so that there cannot be winter in their lives. In other words, scarcity or lack of anything will never trouble them, and that is assured by the goddess of plenty.

The significance of this most "majestic vision/and harmonious charmingly", as Ferdinand describes, is that this is a father's gift to her daughter and her betrothed, a most befitting way to shower his blessing through the words of the divine beings. These are the divine gifts every parent wants their children to have. Also, he sends through it a very clear message to his future son-in-law about the kind of responsible behaviour he expects from him with regard to his marriage to Miranda. Prospero only presents the masque after a frank discussion of sexuality, as he feels Ferdinand may feel tempted by his attraction towards Miranda. It is pertinent to note that, these two deities symbolise family and prosperity, giving the couple a blessing that moves away from any suggestion of physicality.

### Answer 3.

- (i) Miss Meadows, the central character of Mansfield's story, 'The Singing Lesson', was engaged to be married to Basil, five years his junior. Miss Meadows, a maiden of thirty, was a singing teacher at a girl's school. The story begins with Miss Meadows reflecting upon the dreadful news of Basil breaking

off his engagement with her. The reason attributed by him for breaking off this engagement was that he was disgusted with the idea of settling down as he had come to realise that he was not marrying Miss Meadows out of love and he regretted his hasty decision to marry her.

The impact of Basil's decision can be felt by Miss Meadows and those surrounding her. She was despaired and was in a constant state of lament over the loss of this relationship. She wanted her sense of gloom and despair to be adopted by everyone she encountered. She wanted her students, the ambience and everyone around her to take part in the sorrow that she was feeling. Her hope to live and continue in life had been snatched with the news of her engagement being broken.

- (ii) Katherine Mansfield's story, 'The Singing Lesson' is a poetic work of art. The story at the outright level is about a teacher whose engagement has been broken and the subsequent upheaval brought about by it. The story that seems so simple, is laced with Katherine's fine symbolism, which readers will have to deduce to understand the layers of issues that Katherine scathingly attacks in her story. She employs the symbols to highlight the plaguing issues of the society prevalent in her times.

Mansfield sets the beginning of her story in "cold corridors", that clearly indicates the coldness within Miss Meadows. Her cold feelings and emotional turmoil have imprisoned her into a state of confusion, with only bitterness for people with whom she comes into contact. The time of the year when the story is based is autumn, another symbol used to highlight the coldness that is prevalent within and without.

The noise by the students is stopped only at the arrival of Miss Meadows. She ironically is a symbol of noise and chaos herself, considering the turbulent times she is going through in her relationship. She brings an apprehension with her which makes the noise of the students to die. She beats the baton asking for silence. The baton is a sign of her power, like a magician's stick or a magic wand. However, her power is limited to her class as she has nothing that could silence her own disturbed mind.

Her thoughts are wavering at this point of time and she is unable to concentrate on the singing lessons. She channelises her lament for the lost relationship through the lament sung by her students. The lament is an expression of her own lovelorn condition.

The telegram that comes at the end, bringing her the news of reconciliation with her lover, brings back her life with it. As she crosses the labyrinth of the corridors, it is almost that life has eluded death and the music of life wins the battle in the end.

#### Answer 4.

- (i) The 'Sound Machine' by Roald Dahl explores the obsession of Klausner with sound. He invents a sound machine in order to allow humans to hear the high-pitched voices otherwise inaudible to the human ear. According to him, there is a whole world of sound that humans cannot hear due to the high frequency of notes emitted. Klausner is eager to tap on the unheard powerful music produced with its sound machine that would enable people to hear these unheard sounds which would ideally drive them mad if they were to hear it with their ears. Klausner decides to take this machine to the park for experiment and prove it to others with concrete evidence that what he harped about was in fact true. Klausner takes the machine to the park at six in the morning, with a view to hear the sound emanated by the tree that he was going to axe. The first blow that he aims at the beech tree, Klausner believes he heard a 'harsh, noteless, enormous noise, a growling, low-pitched, screaming sound...loudest at the moment when the axe struck, fading gradually fainter and fainter until it was gone.'

Klausner believes that he heard the voice and calls his friend, the doctor to validate his experiment. However, on his second attempt to axe the tree, Klausner hits the roots of the tree making the sixty feet long branch fall off, which destroys the sound machine into pieces.

- (ii) The poet's negating his own story at the death bed is his way of shielding the little boy from the harsh realities of life. The poet could see the brimming talent within the little boy to be a poet. He saw his early life in the little boy. The fire and curiosity to understand the little things in life was explicitly visible in the boy. The reflection of a poet in making, who would have to invariably face the same trials and rejections as a poet, hurts the poet to no end. So, he wants to save the little boy from the misery and tragedy of the real life where there are no buyers and appreciators of a poet's words. Poets are considered to be worthless, churning out nonsensical content for the sake of appreciating beauty.

People fail to see through the deep meaning of a poet's words and feel the enlightening experience by reading it. Thus, to save the boy from the fate that he met in his life as a poet, he negates his own story at the end, making a mockery out of his own existence.

**Answer 5.**

(i) In the poem, the poet highly praises the efforts and contributions of artists throughout all realms. O'Shaughnessy goes into detail about the boon that is artistry and about what artists have done for society. He states the majesty and greatness of what artists manage to do – 'with wonderful deathless ditties, we built up the world's great cities, and out of a fabulous story, we fashion an empire's glory'. Thus, the poem celebrates something that is innate to creation, fantasy, and the wielding of stories to push society forward. Above all, this poem wants to make it very clear that artists have been the cause of society moving forward. It almost seems to imply that the myth-makers of the modern world are to be considered as the leaders of that world, for it is a myth, story, fantasy, and legend that survives after all civilisation has been eaten up by tragedy. The lasting effect of art outlives most societies. It is this, therefore, that must be celebrated and enjoyed. The poet places great emphasis on the fact that art is man's greatest achievement and nothing else created by man has lasted so long as art has survived.

The artists, the true face of society, make society think about its progress and betterment. It is the artists who first raise questions about the shortcomings of society, later on, become the seed for a revolution

(ii) In the poem, the poet brings the narrative to a point where the reader is stuck between the celebration of beauty and lament for humanity. The time and background of the poet needs to be taken into account to understand this. Ironically, the tumult of nature, on the ocean, is nothing compared to the tumult of this new way of life. It is this latter tumult that frightens the speaker and makes him beg his lover to stay true to him. He worries that the chaos of the modern world will be too great and that she will be shocked to discover that even in the presence of great beauty like that outside their window, mankind is gearing up for destruction.

The poem signifies a certain type of poetic experience, in which the poet focuses on a single moment in order to discover profound depths. Here, the moment is the serenity the speaker feels in studying the landscape, and the contradictory fear that serenity then leads him to feel. To accomplish that end, the poem uses a lot of imagery and sensory information.

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