

G.C.E. (O/L) Examination -2025 (2026)
46- Appreciation of English Literary Texts -1

Section A: Poetry, Prose and Drama

I Poetry

I (i) "We call **thee fruitful**, and that very while,
A desert fills our **seeing's inward span**;"

- a) Name the poem from which these lines are taken? Name the poet. (01 mark)
- b) Who is referred to as 'thee' in these lines? (01 mark)
- c) Why is 'thee' considered 'fruitful'? (01 mark)
- d) Explain the phrase '**seeing's inward span**' in your own words? (02 marks)

- I (i) a) To the Nile by John Keats.
b) the Nile / the river Nile
c) because the Nile brings fertility and prosperity/it nurtures or fertilizes the land/it makes trees grow and it helps trees to produce fruits/It nurtures or sustains people. *quenching thirst x*
d) one's wide imagination / one's reflection / in one's expanded vision
no need explanation

I (ii) "I want to be what I used to be
when I was like **you**. I want
to unlearn all these **muting things**."

- a) From which poem are these lines taken? Name the poet? (01 mark)
- b) Who is referred to as 'you' in this excerpt? (01 mark)
- c) What do you understand by 'muting things' according to the poem? (01 mark)
- d) What is the attitude of the speaker towards 'muting things'? (02 marks)

d - no need explanation

I (ii) a) Once Upon a Time by ^{Gabriel ✓} Gabriel Okara

- b) the son / the young one / the infant son / speaker's son ✓
- c) insincere, ingenuine, pretentious or fake values/ behaviour, matters or ways which had affected/destroyed/silenced communications; hypocrisy that had affected communication fake false perceptions.
- d) He has critical, disappointed, unhappy, regretful or remorseful attitudes as they destroy the good values and morals of people and society. doesn't like/dislike attitude.

II Prose

II (i) "They were both lying on the ground now, but I didn't call out to the driver to wait for them".

- a) From which text are these lines taken? Name the author. (01 mark)
- b) Who are referred to as 'they' in these lines? (01 mark)
- c) Why did not the narrator call out to the driver to wait for them? (01 mark)
- d) How do you feel about the behavior of the narrator at this moment? (02 marks)

behaviour

II (i) a) Wave by Sonali Deraniyagala

- b) Anton and Beulah Orlanta's parents X
- c) to prioritise/protect the family/the beloved; She is panicked and confused; She senses the danger of waiting; There was no time to lose. excitement X hurry X
- d) the narrator is panicked, and as a result she is governed by her instincts /she prioritises her family/ selfish/ panic ✓

(This is an open question for the candidates to come out with their own opinions.

Examiners are requested to accept any if they make sense)

Self centred

II (ii) "I told you not to, and now I tell you that you may" came the voice from the rainwater tank, rather impatiently."

- Name the text from which these lines are taken. Name the author? (01 mark)
- Who speaks these words? (01 mark)
- To whom are they spoken? (01 mark)
- What characteristics of the speaker are reflected in these words? Name two. (02 marks)

II ii) a) The Lumber Room by Saki/ H.H.Munro

- Nicholas' aunt / the aunt of Nicholas / the aunt Aunt X
- to Nicholas
- untrustworthy / inconsistent / rude/ unprincipled / opportunistic/hypocritic/ authoritative /changes her mind quickly/fickle cunning / commanding / controlling

II Drama

III (i) "... Yes, I've forgot when it was but some night when I was going to bed, she'd dropped in and said she wanted to be my wife".

- From which text are these lines taken? Name the author? (01 mark)
- Who speaks these words? (01 mark)
- When are they spoken? (01 mark)
- Comment on the key dramatic technique used at this point in the drama? (02 marks)

III i) a) Twilight of a Crane by Yu Zuwa Junji Kinoshita

b) Yohyo

c) When Sodo asks how he met his wife, Tsu/ how Tsu came to him/his place
(especially after Yohyo refused to ask Tsu to weave more cloth)

d) It is flashback to connect the past movements with the present of the drama / Dramatic irony / Suspense irony X commentary → ✓(01)

III (ii) "I gave him my youth, my happiness, my life, my fortune, I breathed in him, I worshipped him as if I was a heathen".

- a) Name the text from which these lines are taken? Name the author? (01 mark)
 b) Who speaks these words? (01 mark)
 c) To whom are they spoken? (01 mark)
 d) How would you describe the emotional reaction ^{to} of the speaker in the person spoken of? (02 marks)

III (ii) a) The Bear by Anton Chekhov

- b) Popova
 c) to Smirnov
 d) She is feeling betrayed, disappointed / passionate and full of self pity / angry and sorrowful/sad and regretful ~~pretentious~~ ~~sad~~
~~pretending~~ → explained ✓

Section B - Novels

1. Read the following extract from *The Prince and the Pauper* and answer all the questions given below it.

"I tell ye again, you pack of unmannerly curs, I am the Prince of Wales! And all forlorn and friendless I be, with none to give me word of grace or help me in my need, yet will not I be driven from my ground, but will maintain it!"

"Though thou be prince or no prince, 'tis all one, thou be'st a gallant lad, and not friendless neither! Here stand I by the side to prove it; and mind I tell thee thou might'st have a worser friend than Miles Hendon and yet not tire thy legs with seeking. Rest thy small jaw, my child, I talk the language of these base kennel-rats like to a very native".

The speaker was a sort of Don Caesar de Bazan in dress, aspect, and bearing. He was tall, trim-built, muscular. His doublet and trunks were of rich material, but faded and threadbare, and their gold-lace adornments were sadly tarnished; his ruff was rumpled and damaged; the plume in his slouched hat was broken and had a bedraggled and disreputable look; at his side he wore a long rapier in a rusty iron sheath; his swaggering carriage marked him at once a ruffler of the camp. The speech of this fantastic figure was received with an explosion of jeers and laughter. Some cried, 'Tis another prince in disguise!' 'Ware thy tongue, friend, belike he is dangerous!' 'Marry, he looketh it-mark his eye! 'Pluck the lad from him – to the horse-pond wi' the cub!"

- (i) When and where does the incident occur? (02 marks)
- (ii) How does Miles Hendon introduce himself to the prince? (02 marks)
- (iii) Write the meanings of the following phrases as they occur in the passage.
- a) talk the language of these base kennel-rats (01 mark)
 - b) had a bedraggled and disreputable look (01 mark)
- (iv) What impression of Miles Hendon do you get from his appearance and words? To what theme of the novel can you relate this impression (04 marks)

- I. At the gate of Guildhall, when Edward was attempting to enter the Guild Hall (to reclaim his position) /where Tom Canty had partaken of a banquet, and the crowd was celebrating.
- II. That he is a true and faithful friend to a hapless/friendless boy.
(*If they have just copied the sentences from the passage, offer 01 mark only)
- III. a) talk the language of these base kennel-rats - speak the language of the lower class / follow the same speech of the rude/ disrespectful people
b) had a bedraggled and disreputable look - had an untidy/not respectable/disorderly/disrespectful/ messy/ beggarly look/looked like a bad character
- IV Miles' appearance gives the impression of being poor and untidy and a bad character, but his words are kind, and he is sensitive to the poor and weak. This shows the themes of appearance vs. reality or illusion vs. reality/ friendship.

II Read the following extract from *Bringing Tony Home* and answer all the questions given below it.

"I set off immediately after lunch and once more my heart started pounding because at a particular point in the gravel road along which I had to walk to reach the macadam road, I could see across another compound to the rear of Proctor Gunawardana's house, and I looked down and walked briskly, and I was sick with tension. I had cleared the little climb just before the path joined the main road and was feeling relieved, when it happened. First I heard a faint whining sound and I closed my eyes immediately, and then there was the sound of rushing dog's feet and something fell heavily against my legs. I opened my eyes and there at my feet lay Tony with upturned paws in that gesture of canine loyalty and affection. It was Tony and also not Tony. The dog who lay at my feet wriggling and moaning in a trance of affection was not the Tony I knew, not the dog with that beautiful coat who always smelled good and clean; this was a sick dog with sores all over; tufts of fur stood among patches of red skin through which the bones showed. I squatted by his side and stroked his head; only the face remained the same as ever, the fluffy ears, the cream coloured head with a light brown shadow over the perfectly sculptured muzzle, and the same soft and gentle eyes which now kept looking at me eagerly and expectantly in pools of bubbling love."

- (i) When and where does this incident take place? (02 marks)
- (ii) How did Tony look? (02 marks)
- (iii) Write the meaning of the following phrases as they occur in the passage:
- a) gesture of canine loyalty (01 mark)
 - b) perfectly sculptured muzzle (01 mark)
- (iv) Explain the statement, "It was Tony and also not Tony". To what theme in the novel can you relate this statement? (04 marks)

- (i) When the narrator was sent to Depanama for the second time to return some money borrowed from Mrs Lawrence, he left them ^{when} (after lunch) to the rear of Proctor Gunawardane's compound (first week of April / Exactly one month after they left Depanama/ When he meets Tony at Proctor Gunawardane's compound.) ^{not a key word} where
- (ii) Tony looked sick, deeply suffering from mange, half-starved and neglected
- (iii) a) gesture of canine loyalty – signs of faithfulness of a dog / faithful action / greatfulness ^{honesty}
b) perfectly sculptured muzzle – well-shaped/ carved/formed nose and mouth / beautiful head
- (iv) Tony had changed a lot. He had become sick and mangy, half-starved and neglected. /His physicality has changed, but it was the same dog. The theme of change/friendship/love, and emotional attachment/ bond between humans and animals/nature of change/impermanency ^{Theme 1 - 02}

Explanation 02.

III. Read the following extract from *The Vendor of Sweets* and answer all the questions given below it.

"The doctor made an impatient gesture, and said, 'Go back, go back to your wife for the few hours left. Your son is watching us. Protect him.'

Turning back from the car, Jagan saw Mali at the door with bewilderment in his eyes. It was harrowing to look at his thin, scraggy frame (he developed and grew tall and broad suddenly after his eighteenth birthday). The boy asked, "What did the doctor say?" He had been attending on his mother for many weeks now. In her rare moments of lucidity she beckoned to him, and accepted the diet if he fed her. He came running home from school in order to feed her, rarely going out to play with his friends. At the boy's question, Jagan lost his nerve completely, held his son's hands, and broke into a loud wail. Mali had shaken himself off and watched his father from a distance with a look of dismay and puzzlement.

Even with the passage of time, Jagan never got over the memory of that moment. The coarse, raw pain he had felt at the sight of Mali on that fateful day remained petrified in some vital centre of his being. From that day, the barrier had come into being. The boy had ceased to speak to him normally."

- (i) When and where does the situation take place? (02 marks)
- (ii) How did Mali look after his mother? (02 marks)
- (iii) Explain the meaning of the following phrase as they occur in the passage.
- a) rare moments of lucidity (01 mark)
- b) with a look of dismay and puzzlement (01 mark)
- (iv) How does this situation affect the ^{02 marks. (Explain)} relationship between Mali and Jagan? To what ^{02 marks. Theme only ✓} theme in the novel does this relate? (04 marks)

- (i) At Jagan's house, after the doctor has visited Ambika and acknowledged that she is terminally ill/about to die.
- (ii) Being close to her physically and emotionally, sacrificing his play time and friends. (He came home quickly after school without going to play. He fed his mother whenever she accepted food.
- (iii) a) rare moments of lucidity – brief / occasional/short period of consciousness/clear thinking
- b) with a look of dismay and puzzlement -a look of disappointment/distress and
- (iv) Mali loses faith/trust in his father, and this has created an ^{shocked} emotional separation/^{be confused} distance in their relationship. ^{confusion /sorrow}
- Theme -conflict/gap between the father and the son. Causes/impact of Communication.

generation gap – or
c/o need elaboration)



PAST PAPERS
WIKI

G.C.E.O/L Examination 2025 (2026)**46- Appreciation of English Literary Texts II****Important:**

Please note that the candidates **DO NOT** need to use in their answers, the exact words given in this marking key. Examiners use this key as a guide for marking.

Poetry

1. Describe how the poet presents the power and majesty of the eagle in 'The Eagle'.

A good answer may include a brief introduction which may include the poet, question and poem and **some** of the following points with examples from the poem, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary. *the nature*

Points:

1. The poet uses vivid imagery and strong diction to emphasize the eagle's dominance and grandeur.
2. The isolated setting on a mountain height symbolizes power, independence, and supremacy over nature.
3. Personification and metaphor elevate the eagle to a majestic, almost royal status.
4. The contrast between stillness and sudden motion reveals both control and strength.
5. The final image of the eagle's fall shows graceful power, not weakness: a majestic decent, an amount of ferocity, agility and strength.
6. The short compact structure mirrors the eagle's precision and self-contained might.

Example Images / Details from the Poem:

1. "He clasps the crag with crooked hands" – suggests strength and firm control over his domain. He is holding the power not letting it go.
2. "Close to the sun in lonely lands" – Elevates the eagle's position, linking him to celestial power. "lonely lands" also implies inaccessibility.
3. "Ring'd with the azure world he stands" – Creates a majestic, almost divine atmosphere around the bird.
4. "The wrinkled sea beneath him crawls" – Contrast the eagle's grandeur with the insignificance of the sea below.
5. "He watches from his mountain walls" – Implies vigilance, command, and authority. This metaphorically enhances the image of royalty.
6. "And like a thunderbolt he falls" – Ends with an image of power and speed, reinforcing the eagle's majestic force.

2. Describe how the speaker's feelings and attitudes towards the barn, the stack, and the tree are presented in 'Farewell to Barn and Stack and Tree'.

A good answer may include a brief introduction which may include the poet, question and poem and some of the following points with examples from the poem, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points

1. The title suggests the farewell to everything of the speaker's life.
2. The poem expresses the speaker's deep regret and sorrow at leaving his familiar home and surrounding.
3. His tone shifts between remorse, nostalgia and acceptance, revealing emotional complexity.
4. The barn, stack, and tree serve as symbols of his lost innocence, comfort, and belonging. The barn represents rural farmlands and farming community. The "stack" represents agricultural life, self-sufficiency and rural prosperity. The tree represents nature around the speaker's life. His farewell is not simply a physical departure but a painful separation from memory, identity, and belonging.
5. The poem's repetitive farewell emphasizes guilt and emotional outpouring detachment after wrongdoing.
6. The natural and rural imagery reflects his affection to the simple life he must now abandon.
7. The speaker's sense of exile and self-blame reveals both personal loss and moral reflection.

Details from the poem:

1. "Farewell to barn and stack and tree" – This repeated farewell shows sorrow and emotional weight in parting.
2. "Look your last at me" – indicates uncertainty and loneliness as he leaves home.
3. "Lammastide" – a symbol of prosperity / nostalgic longing for past innocence.
4. "Tonight she will be alone" – expresses finality and guilt, suggesting emotional closure mixed up with pain.
5. The poem's steady rhythm and melancholic tone mirror the speaker's quiet grief and resignation.

* The answers should prioritize the references related to barn, and stack and tree

3. Describe the gap between how people perceive Richard Cory and the truth of his life in 'Richard Cory'.

A good answer may include a brief introduction which may include the poet, question and poem and some of the following points with examples from the poem, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. The poem contrasts public admiration with private despair, revealing the illusion of external perfection.
2. People view Cory as wealthy, graceful, and superior, symbolizing their ideal of success.
3. The narrator's tone shows envy and admiration, reflecting society's obsession with appearance and class.
4. The truth of Cory's loneliness and inner emptiness is hidden behind his charm and composure.
5. The sudden, shocking ending exposes the difference between what others see and what Cory feels.
6. The poem criticizes society's shallow judgements and misconceptions about happiness.

Some evidence from the poem:

1. "We people from the pavement looked at him" - shows distance and admiration; Cory is seen as above others.
2. "Clean favored and imperially slim" - describes his physical grace and royal bearing, symbolizing perfection.
3. "And he was always quietly arrayed" - suggests dignity and restraint, reinforcing his public image of refinement.
4. "And he was rich-yes richer than a king" - highlights material success that people equate with happiness.
5. "And Richard Cory, one calm summer night, went home and put a bullet through his head" - reveals the tragic reality beneath appearance.
6. The contrast in tone between admiration and shock deepens the emotional impact of this revelation.

4. Describe how the poem 'The Clown's Wife' shows the difference between a person's public image and private life.

A good answer may include a brief introduction which may include the poet, question and poem and **some** of the following points with examples from the poem, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. The poem reveals a clear contrast between the clown's joyful public image and his sad private life.
2. The clown's public role is to entertain others, hiding his true emotions behind humour.
3. Through the wife's narration, the poet exposes the clown's vulnerability and emotional exhaustion.
4. The home setting becomes a space where the clown drops his mask and shows his real self. Even though the caring wife attempts to make him happy, she fails.
5. The poem highlights human loneliness and the strain of maintaining appearance.
6. The tone of sympathy and quiet sadness contrasts with the expected cheerfulness of a clown's life.

Some evidence from the poem:

1. The clown makes others laugh on the stage – represents his public image of happiness and fun.
2. At home, he is silent and withdrawn – shows the emotional toll behind his profession.
3. The wife's calm and understanding tone reflects affection and quiet sadness.
4. Her patience and empathy reveal the support needed behind the façade of laughter.
5. The contrast between laughter in public and silence in private emphasizes the theme of hidden sorrow.
6. The narrative voice of the wife allows readers to see the clown's humanity beyond his performance.

5. Describe how the author uses humour to draw a parallel between the camel's behaviour and the events in 'The Camel's Hump'.

A good answer may include a brief introduction which may include the poet, question and poem and some of the following points with examples from the poem, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. Humour is used to highlight the camel's laziness and stubbornness in exaggerated ways.
2. The camel's reactions to instructions create comic situations, showing his mischievous personality.
3. The story's events are narrated in a playful tone, making ordinary incidents amusing.
4. The author uses irony and exaggeration to emphasize the gap between what the camel should do and what he actually does.
5. Humour engages readers while delivering moral lessons about work, responsibility, and cleverness.
6. The camel's behaviour drives the story, and the humour makes his actions memorable and entertaining.
7. Parallel is drawn between the camel's behaviour and the lazy behaviour of children and adults to create humour.

Key examples from the poem:

1. The camel refuses to work at first – His laziness is exaggerated to create comedy.
2. Attempts to motivate the camel – The camel's clever avoidance of tasks makes the situation humorous.
3. The camel's ridiculous excuses or reactions – show personality and comic timing.
4. Final resolution – The camel learns a lesson, but the humour remains in the narration of his behaviour.
5. Exaggerated narration of his stubbornness – emphasizes the playful tone and keeps readers amused.
6. Interaction with other characters – their frustration contrasts with the camel's antics, enhancing humour.

*Candidates who have highlighted the parallel should be awarded.

(15 Marks)

Drama

6. Analyse how *Twilight of a Crane* shows the conflicts between duty and personal desire through the actions of its **two** main characters.

A good answer may include a brief introduction which may include the dramatist/playwright, question and drama and **some** of the following points with examples from the play, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. The drama explores the tension between moral duty and selfish desires within human relationships.
2. Yohyo's inner conflict represents the struggle between love (duty to Tsu) and greed (desire for wealth)
3. Tsu's sacrifice and purity highlights devotion and moral responsibility, contrasting with human weakness.
4. The merchant characters embody worldly temptation, encouraging Yohyo to betray his moral duty.
5. The story's tragic ending reflects the cost of abandoning duty for personal gain.
6. Through symbolic contrast – the human vs. the crane – the play critiques how desire corrupt innocence and love.
7. Yohyo at the beginning was dutiful, but later changes and desire overpowers his duties and responsibilities as a husband.

Key examples from the drama:

1. Tsu's return as a crane woman – She fulfills her duty to Yohyo, showing love's selflessness.
2. Weaving the cloth – a physical act of devotion; Tsu sacrifices her health to bring Yohyo happiness.
3. Yohyo's curiosity and greed – He feels pressure to sell the cloth, symbolizing personal desires overtaking moral duty.
4. Influence of the merchants – They tempt Yohyo with promises of wealth, deepening his conflict.
5. The breaking of Tsu's secret – Yohyo's failure to respect her trust marks the triumph of desire over love.
6. Tsu's departure – The emotional climax where duty and love are defeated by human weakness, leading to loss and regret.

*The boundary between duty and desire may vary. Candidates may identify duty as a personal desire. If they have written the answers with proper arguments they should be awarded.

7. Analyse how the **two** main characters in *The Bear* reveal the clash between their pride and attraction towards each other.

A good answer may include a brief introduction which may include the dramatist/playwright, question and drama and **some** of the following points with examples from the play, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. Pride drives both main characters, shaping their behaviour and dialogue throughout the play.
2. Smirnov's pride as a self-proclaimed strong man prevents him from showing vulnerability or patience.
3. Popova's pride stems from her loyalty to her late husband and her sense of dignity, which hides her emotional longing. *bottle up feelings*
4. Their heated confrontation exposes the struggle between emotional impulses and social pride. *heated arguments*
5. The transformation from anger to affection shows emotion overpowering pride.
6. The play uses humour and exaggeration to expose the absurdity of human pride when confronted by genuine feelings.
7. Their attraction to each other is reflected through their repulsion/anger/aversion.

Some examples from the play:

1. Popova's mourning – She isolates herself out of pride and fidelity, yet her emotions reveal loneliness and suppressed desire for connection.
2. Smirnov's demand for repayment – He bursts into Popova's home, showing arrogance and pride in his masculinity and independence.
3. Their argument about men and women – Both defend their pride fiercely, showing how ego blinds them to reason.
4. The duel scene – A comical turning point where pride turns into attraction; emotions begin to overcome hostility.
5. Smirnov's attraction is shown through his repulsion.
6. Smirnov's confession of love – His pride crumbles as his genuine emotion surfaces.
7. Popova's final acceptance – She surrenders to her feelings, revealing that emotion ultimately triumphs over pride.
8. Popova's pride – "I do not receive"

(15 Marks)

Prose

8. Examine the Nightingale's actions to highlight the contrast between selflessness and human indifference in "The Nightingale and the Rose".

A good answer may include a brief introduction which may include the author, question and prose and **some** of the following points with examples from the prose, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. The Nightingale's actions represents selflessness pure selfishness and ideal love.
2. She believes the power of true love and sacrifices her life to make it real.
3. Her dedication contrasts sharply with the student's shallow understanding of love.
4. The Nightingale's death symbolizes genuine emotion, while human characters show cold reasoning.
5. The story exposes how human beings value materialism and social status over real feeling.
6. The ending emphasizes the tragedy of the Nightingale's sacrifice being ignored and wasted.

Some examples from the prose:

1. The student's complaint – He weeps for a want of a red rose, showing his self-centred idea of love.
2. The Nightingale overhears him – She feels pity and decides to help, believing his love is true.
3. The rose trees' conversation – She learns that a red rose can only be made with her heart's blood, yet agrees without hesitation.
4. The Nightingale's sacrifice – She presses her breast to the thorn and sings through the night until she dies, giving her life for love.
5. The student's reaction – He takes the rose but quickly loses interest when the girl rejects him, showing emotional shallowness; he was indifferent to the bird's dead body.
6. The final scene – The Professor's daughter's rejection of the rose and the student throwing away the rose symbolize human indifference to selfless love.

9. Examine the speaker's choice and dedication which reveal courage and professionalism in critical situations in "The Lahore Attack".

A good answer may include a brief introduction which may include the author, question and prose and **some** of the following points with examples from the prose, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points

1. The speaker displays strong professional commitment even in the face of extreme danger.
2. His sense of duty overweighs fear and personal safety.
3. His quick decisions and calm reactions during the attack demonstrate true courage.
4. He continues to protect others and maintain composure amid chaos.
5. His dedication to his profession symbolizes the selfless nature of public service.
6. The story conveys heroism through ordinary actions performed under extraordinary circumstances.

Some examples from the prose:

1. Morning routine and calm demeanor – He goes about his duties as usual, unaware of the impending crisis, showing discipline.
2. Sudden attack on the bus – Despite shock and danger, he remained composed and assesses the situation.
3. Attempts to save colleagues – He helps others to safety instead of escaping alone, showing bravery and teamwork.
4. Communication and control – He maintains professional focus, providing clear instructions despite panic.
5. Aftermath of the attack – His actions are remembered as a sign of courage and devotion to duty.
6. The narrative tone – Highlights not emotional outburst but quiet strength and responsibility in crisis.
7. The interviews after the attack – highlights the emotional intelligence.
8. His meeting the soldier at a check point in Colombo, after the attack – highlights his humanity.

10. Examine Nicholas's cleverness and curiosity and their effects on the story of "The Lumber Room".

A good answer may include a brief introduction which may include the author, question and prose and **some** of the following points with examples from the prose, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. Nicholas's cleverness allows him to outsmart the strict and controlling aunt.
2. His curiosity leads him to explore the forbidden lumber room, the story's central event.
3. His intelligence and imagination contrast sharply with the aunt's lack of understanding.
4. His actions expose the hypocrisy and foolishness of adult authority.
5. His curiosity drives the humour and irony in the story.
6. Nicholas's clever responses lead to the aunt's humiliation and create the story's satisfying ending.

Some examples from the prose;

1. The frog incident – Nicholas cleverly uses a fake story about a frog in his breakfast bowl to confuse and frustrate the aunt.
2. The aunt's punishment plan – She locks Nicholas out of the garden, believing she has control over him. Yet he misleads the aunt pretending that he wants to enter the garden.
3. Nicholas's discovery of the lumber room – His curiosity leads him to find the hidden key and enter the forbidden room.
4. Admiration of the treasures inside – He shows imagination and appreciation for beauty, unlike the aunt.
5. The aunt trapped in the rain water tank – Nicholas cleverly pretends not to believe her cries for help, turning her punishment back on her.
6. Ending irony – Nicholas enjoys triumph and satisfaction, showing how cleverness and curiosity can challenge unfair authority. The aunt becomes a failure.

11. Explore how the narrator's disconnected observation reveal her initial state of shock in the extract from *Wave*.

A good answer may include a brief introduction which may include the author, question and prose and **some** of the following points with examples from the prose, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. Ignored warning and false normalcy → Early signs of danger are underestimated or dismissed, maintaining a sense of ordinary calm before disaster strikes.
2. Sudden fear and confusion – The tsunami's arrival triggers panic, chaos, and desperate reactions, reflecting the shock of an unimaginable event.
3. The narrator's emotional shift – Her response moves from panic to numb disbelief, showing the emotional paralysis that follows trauma.
4. Denial and understatement – The narrator's mind refuses to accept the catastrophe at first. Descriptions use mild words like "peculiar" or "odd" instead of terms of danger or destruction.
5. Fragmentation and disconnected rhythm – Short, broken sentences mirror mental disarray. This reflects how the brain processes disjointed sensory fragments under extreme stress.
6. Shifting tense and disorientation – Frequent switching between past and present tense blurs time.
This shows how the narrator relives the event in the present, unable to fully distance from the trauma.
7. Contrast of the mundane – Focus on trivial details heightens the tension. The ordinary moments intensify the horror when the reality of the tsunami hits.
8. Instinct over intellect – Rational thought gives way to pure survival instinct. The narrator runs and clutches the boys without understanding why, acting on instinctive fear rather than reason.
9. Use of language, detached and reporting, ^{but} on clipped sentences, diction,
~~repet~~ repetition, charged words etc. (4th para)

(15 Marks)

Fiction

12. Do you agree that Edward and Tom's experiences show the social inequalities of their world? Discuss with reference to "*The Prince and the Pauper*".

A good answer may include a brief introduction which may include the author, question and novel and **some** of the following points with examples from the novel, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Point:

1. Edward's capture ^{by} with the gang of thieves and detainment – Edward experiences hard treatment and hunger, showing how poor people are punished for minor misdeeds.
2. Exposure to beggars and streets of London – Edward sees the struggles of ordinary people, highlighting the gap between the rich and poor.
3. Tom living in the palace – Tom enjoys fine clothes, luxurious food, and royal privileges, showing the advantages of wealth and birth.
4. Interaction with servants and courtiers – Tom observes the obedience of the palace staff, illustrating how society treats those in power differently.
5. Edward helping the poor and being punished – Demonstrates that kindness is risky for commoners but not for royalty.
6. Tom issuing royal orders – Reveals the authority and respect automatically given to royalty, contrasting with Edward's powerless position. as a pauper.
7. Edward's realization of the law's unfairness – Experiences like being nearly executed for mistaken identity highlight societal injustice. – one law for the privileged, another law for the less privileged.
8. Children were treated differently according to their class.

Some examples from the novel:

1. Tom Canty's experience as a prince.

- Born in Offal Court – a foul place where the air was full of smoke and foul smells.
- Lives in poverty, beaten by his father, John Canty – He got his beating daily.
- When mistaken for the Prince, his life changes instantly – Every head was bowed before him.
- Nobles treat him with fear and reverence though he behaves oddly – They took his wild words for wisdom.
- Shows how status and appearance determine respect, not one's true identity.
- Contrast: From hunger and rags → to silk and banquets.

2. Prince Edward's experiences as a pauper

- Thrown out of the palace – The guards laughed and drove him away.
- Experiences poverty and cruelty – He was kicked and cuffed and called a beggar.
- No one believes his identity – They said he was mad.
- Sees injustice firsthand: poor punished for small crimes – A woman was branded for stealing a piece of cloth.
- Witnesses harsh laws and inequality before justice.
- Learns sympathy for the poor – vows as king to change unfair laws.

3. Twain's portrayal of social inequality

- Society values birth over character.
- The rich are respected even when ignorant; the poor are despised even when honest.
- Twain exposes how power blinds people to justice and humanity.
- The boy's exchange of roles reveals the artificial barriers of class.

13. Jagan's relationship with other characters indicates his inability to adapt to his society. Do you agree? Discuss with reference to Jagan and two other characters in "*The Vendor of Sweets*".

A good answer may include a brief introduction which may include the author, question and novel and **some** of the following points with examples from the novel, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Note -Candidates have to bring out Jagan's interaction with two other characters – Mali/Ambika/the Cousin/Grace

Points:

1. Jagan clings to traditional business practices despite his son's modern ideas.
2. He struggles to understand his son's aspirations and lifestyle.
3. Jagan has difficulty adjusting to his wife's changing expectations and social norms.
4. His interactions with customers and friends show tension between old-fashioned values and contemporary attitudes.
5. He experiences frustration and disappointment when his beliefs clash with the younger generation.
6. Key events demonstrate the gap between his worldviews and the changing society around him.

Some examples from the novel:

1. Conflicts with his son, Mali – Jagan's disapproval of Mali's choice to pursue a modern career instead of following the family business.
2. Reaction to Mali's green car – Shows his inability to fully appreciate contemporary gestures and lifestyle changes.
3. Misunderstanding with his wife – Differences in priorities and expectations reflect generational and cultural gaps.
4. Struggles with modern customers or business practices – Illustrates how he finds it hard to adapt to new ways of working or thinking.
5. Emotional conflicts – His disappointment and occasional resentment highlight the tension between tradition and modernity.

14. Do you agree that the interaction between Tony and the narrator shows the values of empathy? Discuss with reference to "*Bringing Tony Home*".

A good answer may include a brief introduction which may include the author, question and novel and **some** of the following points with examples from the novel, where necessary. Candidates are expected to refer to and explain 4 or 5 instances from the text. All examples are not given. Candidates are expected to provide suitable examples where necessary.

Points:

1. Tony's behaviour and needs elicit understanding and care from the humans around him.
2. The humans' responses to Tony's distress demonstrate compassion and emotional sensitivity.
3. Empathy is shown through acts of protection, comfort, and patience.
4. The bond between Tony and humans highlights mutual respect and understanding.
5. Conflicts or misunderstandings reveal the consequences of a lack of empathy.
6. Key incidents show that emotional connection improves relationships and problem solving.

Some examples from the novel:

1. The boy's empathy towards Tony

- The boy immediately feels the affection and compassion for the puppy Tony.
"He smelt of dust and sunshine"
- He cares for Tony despite poverty and limited space -symbol of innocent love and understanding.
- Their bond represents pure, wordless empathy – the boy understands Tony's feelings without language.
He understands Tony's eyes better than people's words. He loves Tony's company.

2. Lack of empathy from adults

- Adults in the story often act without sensitivity or understanding.
- The mother shows some concern but is helpless and practical – worried about survival, not emotions.
- The father and others treat Tony as an inconvenience, reflecting how adults lose compassion through hardship – We can't afford to keep a dog.
- The adult world values necessity over feeling. Highlighting the emotional divide between children and grown-ups. E.g.: not allowing Tony to get into the bus.

3. The painful separation

- When Tony is sent away, the boy experiences deep emotional loss:
- The event shows the cruelty of human indifference and the child's sensitive empathy in contrast.
- The moment becomes a lesson in emotional growth and understanding pain.
- Tony's absence later becomes part of the narrator's reflection on lost innocence and fading empathy.

4. The narrator's adult reflection

- As an adult, the narrator recalls Tony with tenderness and regret.
- Shows how empathy in childhood is pure and uncorrupted, but adulthood brings emotional distance.
- The memory of Tony teaches the narrator that true humanity lies in compassion and emotional connection.

(15 Marks)

**PAST PAPERS
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