



## ENGLISH PAPER II (Reading and Literature)

*Three hours and a quarter*

(The first fifteen minutes of the examination is for reading the paper **only**.)

Candidates must **NOT** start writing during this time.)

*Instructions:*

1. This paper has four sections, **Section A** for Short Stories, **Section B** for Essay, **Section C** for Poetry and **Section D** for Drama.
2. In each section, there are two sets of questions: Set I and Set II. Set I comprises of **Question nos. 1a and 1b** and Set II corresponds to **Question no.2** across all sections.
3. You are required to answer **four sets** of questions in all, **one set from each section**. Your choice **must** include **one Set II question** (question no.2) from any section.
4. The choices offered are between the sets and not among the questions within the sets.
5. The intended marks for each question is given in brackets.
6. You are reminded to mention the section, question set number and question numbers before writing your response.
7. **You should begin each answer on a fresh page.**
8. No marks will be awarded for any extra questions attempted.

### Section A: Short Stories

**Direction:** From the TWO SETS of questions under this genre, choose ONE SET and write your responses in your answer sheet. Answer the questions from the CHOSEN SET in this section with reference to the short stories “Leaving” by Moyez G. Vassanji.

#### Set I

#### Question 1a

**Direction:** For each of the following questions there are four possible responses. Choose the correct response and write it in your answer sheets. **[1X5]**

- (i) Kichwele Street was now \_\_\_\_\_ Street
  - A Uhuru
  - B Upanga
  - C Uganda
  - D Uberaba
- (ii) The new neighbourhood had \_\_\_\_\_ trees
  - A tall birch
  - B weak banyan
  - C large wattles
  - D scary baobab
- (iii) Aloo wrote to numerous universities, culling their names from books at the \_\_\_\_\_
  - A USAS
  - B USIS
  - C USSIS
  - D USAIS
- (iv) Which university offered Aloo scholarship?
  - A California Institute of Arts
  - B California Institute of Science
  - C California Institute of Mechanics
  - D California Institute of Technology

- (v) At the end of the story, Aloo was explaining the beauty of which city?  
A Miami  
B Athens  
C London  
D California

**Question 1b**

[20]

**Direction:** Read the questions carefully. Copy the question number onto your answer sheets and answer them briefly.

[5x4]

- (i) How many members were there in Aloo's family? Describe each of them. [5]  
(ii) Who was Mr. Datoos? How does he play an important role in Aloo's life? [5]  
(iii) Do you think Aloo was selfish to only think about himself? Justify your answer. [5]  
(iv) If you were Aloo's mother, would you stop your child from going abroad for further studies? [5]

**Set II**

**Question 2**

[25]

**Direction:** Read the questions carefully. Copy the question number onto your answer sheets and answer them accordingly.

- (i) Why do you think sacrifice is an important element to strengthen the family bond? Justify your answer with reference to the story "Leaving" by M.G Vassanji. [10]  
(ii) "Women start caring less about themselves after they are married." Do you think this statement is true? Has any female figure in your family changed after they are married? Is it the same with Aloo's mother in the story? Elaborate your answer. [15]

**Section B: Essay**

**Direction:** Read the essay given below carefully. From the TWO SETS of questions on this text, choose ONE SET and write your responses in your answer sheet.

**Improve the Conditions for Girls**

The findings of a recent study on menstrual hygiene management of adolescent schoolgirls and nuns are worrying. Our girls and nuns are skipping school from one to four days. The rate of absenteeism of about 50 percent together for the adolescents is as discomfoting as the factors contributing to it.

Discussing menstruation remains a taboo with almost 56 percent believing that it is important to buy sanitary pads without being seen by others. Religious taboo has nuns to believe that menstruation is a curse of god and that they should not enter shrines during their menstruation cycle.

The run up to the menstrual hygiene management day saw many Bhutanese, including policy makers, politicians and public figures joining the movement to break the silence and shame about menstruation.

Funds were collected to buy and distribute sanitary napkins in schools to observe menstrual hygiene management day on May 28. But the movement doesn't stop and should not end with sporting of red ribbons on the arm or with the observation of the day. The study has shown that menstruation is still perceived as a personal issue and the efforts to break the silence has to be sustained.

Menstrual hygiene movement is no more a personal issue confined to the girls and her family. It is an institutional responsibility, which means it is about targeting pre-pubescent girls as a

priority population for public health attention. It is about reframing the societal construct and broadening the issue on sexual and reproductive health risks. It is about our children and their right to access sanitation facilities so that they don't feel dirty and cursed during menstruation.

The solidarity that our policymakers including the prime minister have shown towards menstrual hygiene management must translate into policies and actions. If we take pride on high enrolment of girl students in schools, we must be troubled that the girl to toilet ratio today stands at 66:1. Our schools do not meet the national standard of 1 toilet compartment for every 25 girls. The recent study found that about 25 percent girls cited lack of facilities and 21 percent said there was nowhere to dispose of used sanitary pads in schools. For a section of girls, even access to sanitary napkin is a problem.

A majority of adolescents said that they were unaware of the reproductive tract infection related to poor menstrual hygiene is worrying; our children are still not informed about menstrual hygiene and associated risks. Efforts of school health coordinators and authorities should be supplemented with proper WASH facilities. It is important that the education ministry and the nunneries worked together to educate the students in breaking the taboos. In issues such as this, our efforts have to be collective and sustained.

[Source: KUENSEL /May 31<sup>st</sup>]

### Set I

#### Question 1a

*Direction:* For each of the following questions there are four possible responses. Choose the correct response and write it in your answer sheets. [1X5]

- (i) The word "Taboo" means  
A Allowed  
B Difficult  
C Prohibited  
D Acceptance
- (ii) Almost \_\_\_\_\_ percent of women believe in buying sanitary pads secretly  
A 46  
B 56  
C 66  
D 76
- (iii) Menstrual hygiene management  
A is only a woman's responsibility  
B is the responsibility of the school  
C is the responsibility of the Health Ministry  
D is the joint responsibility of women, family and public health
- (iv) Schools in Bhutan have  
A access to sanitary pads.  
B proper facilities for dumping the sanitary pads.  
C limited facilities for proper menstrual management.  
D more than 50% of girls attending school during menstruation.
- (v) Nuns are \_\_\_\_\_  
A group of women leaders  
B group of women fighting for feminism  
C religious community consisting of women  
D religious community consisting of both men and women

**Question 1b****[20]**

*Direction: Read the questions carefully. Copy the question number onto your answer sheets and answer them briefly.*

**[5X4]**

- (i) According to a recent study almost 50 percent of nuns and girls skip school during their menstruation. Discuss some reasons for this absenteeism. [5]
- (ii) How was the Menstrual Hygiene Management Day celebrated on May 28, 2018 in the country? Do you think it had any positive affect? [5]
- (iii) Menstrual hygiene is no more a personal issue but a collective responsibility of the society. Justify. [5]
- (iv) Most of the adolescent girls claim that there is lack of proper menstrual management in their schools. Suggest some of the menstrual management initiatives in your school. [5]

**Set II****Question 2**

*Direction: Read the questions carefully. Copy the question number onto your answer sheets and answer them accordingly.*

**[25]**

- (i) The world has progressed, times have changed but in Bhutan discussing menstruation is still a taboo. "It is an embarrassment to buy sanitary pads openly. Religiously, nuns and women believe that it is a sin to enter shrines during their menstruation cycle". Do you agree with the above statement? Justify your answer. [10]
- (ii) As an adolescent yourself, how would you empathize with the difficulties faced during menstruation in our society. What effective measures would you suggest to convert our society into an effective menstrual friendly? [15]

**Section C: Poetry**

*Direction: Read the poem given below carefully. From the two sets of questions on this poem, choose ONE SET and write your responses in your answer sheet.*

**Sympathy**

I lay in sorrow, deep depressed...  
My grief a proud man heard...  
His looks were cold. He gave me gold.  
But not a kindly word.  
My sorrow passed – I paid him back.  
The gold he gave me.  
Then stood erect and spoke my thanks  
And blesses his charity...  
I lay in want, in grief and pain.  
A poor man passed my way.  
He bound my head. He gave me bread.  
He watched me night and day.  
How shall I pay him back again  
For all he did to me?  
Oh! Gold is great. But greater far  
Is heavenly sympathy!

- Charles Mackay

## Set I

### Question 1a

[1x5]

*Direction: Each question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.*

- i. How did the poor man take care of the poet?
  - A. The poor man gave money and kind words.
  - B. The poor man gave him some money and food.
  - C. He took the poet home and bound his head which was hurt.
  - D. The poor man gave food to the poet and took care of him day and night.
  
- ii. Which word in the poem means “giving money to the person who is in need”?
  - A. Charity
  - B. Distress
  - C. Kindness
  - D. Sympathy
  
- iii. Which of the following statements is not true?
  - A. The poor man blessed the charity of the poet.
  - B. When the poet was in sorrow he was given money.
  - C. The poet repaid his debt to the proud man by thanking him.
  - D. The poet says he cannot repay the poor man for his sympathy.
  
- iv. What was wrong with the poet?
  - A. He didn't have money.
  - B. He was not feeling well.
  - C. He was left by his family.
  - D. He had not energy to continue his journey.
  
- v. How many types of help does the poet compare in the poem?
  - A. One
  - B. Two
  - C. Three
  - D. Four

### Question 1b

[20]

*Direction: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.*

- i. Why did the poet stand erect and convey his gratitude to the proud man? [5]
- ii. What is the difference between the help provided by the proud man and poor man? [5]
- iii. Do you appreciate the poet's vision on sympathy and its impact to other person who receives help? [5]
- iv. What does sympathy mean to you? Have you ever sympathised others? [5]

## Set II

### Question 2

[25]

*Direction:* Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.

- i. Paraphrase the poem in your own words. [10]
- ii. To achieve peace and harmony in the society, is sympathy necessary and important amongst people? Relate your answer with the poem. [15]

### Section D: Drama

*Direction:* From the two sets of questions under this genre, choose one set and write your responses in your answer sheet. Answer the question in this section with reference to the **'The Merchant of Venice'** by **William Shakespeare**.

#### Set I

### Question 1a

[1x5]

*Direction:* Each Question below is followed by four responses. Choose the correct answer or response that best fits the given question and write it in your answer sheet.

- (i) When the play **"The Merchant of Venice"** begins, Antonio and Portia can be best described as \_\_\_\_\_
  - A. happy.
  - B. irritated.
  - C. ambiguous.
  - D. depressed and sad.
- (ii) The word **"Argosies"** means
  - A. a disease.
  - B. a respected gentleman.
  - C. a merchant of Venice.
  - D. a large merchant ship.
- (iii) What is Portia's reason for feeling *"awearry of this world"*?
  - A. Portia has no freedom to choose her husband.
  - B. Portia is apart from Bassanio, and she misses him.
  - C. Portia does not know who to choose as her husband.
  - D. Portia's abundance of wealth makes her blind to little happiness.
- (iv) What does Bassanio want from Antonio?
  - A. To lend money.
  - B. To borrow money.
  - C. To invite him for supper.
  - D. To invite him for friendly gathering.
- (v) The biggest reason that attracts Bassanio to Portia is
  - A. Portia's virtue.
  - B. Portia's beauty.
  - C. Portia's money.
  - D. Love for Portia.

**Question 1 b****[20]**

*Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them briefly.*

- (i) What are the various reasons advanced by Antonio's friends Salerio and Solanio for his melancholy? What does Antonio say? [5]
- (ii) How is Antonio related to Bassanio? Under what circumstances does Antonio agree to stand surety for borrowing money from Shylock? What are Shylock's terms of the loan? [5]
- (iii) Portia's father, even though he is dead, has power over his daughter's choice of husband- "*the will of a living daughter is curbed by the will of a dead father*". Do you think that parents – alive or dead- should have any influence over their children's marriages? [5]
- (iv) Describe any **FOUR** suitors of Portia portrayed in Act I Scene II and explain Portia's attitude towards them. [5]

**SET II****Question 2****[25]**

*Directions: Read the following questions carefully. Copy the number of the questions onto your answer sheets and answer them accordingly.*

- (i) Portia mocks each of her potential suitors in turn in Act I Scene II. List down the SIX suitors and what faults does she see in each one. [10]
- (ii) Bassanio lives well beyond his means. Why, then, does Antonio continue to lend him money willingly, even though Bassanio has yet to pay him back? Would you lend money to him? Why or why not? [15]

**GOOD LUCK**