**TEMPLATE 6**

University of Kerala  
UoK -FYUGP  
Pedagogical Approaches and Evaluation - 2024

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| **University of Kerala** | | |
| Discipline: Politics |  | Time: 1 Hour (60 Mins) |
| Course Code: UK1AECENG109 |  | Total Marks: 28 |
| Course Title: **Literature, Law and Culture 1** |  |  |
| Type of Course: AEC |  |  |
| Semester: 1 |  |  |
| Academic Level: 100-199 |  |  |
| Total Credit: 3, Theory: 2 Credit, Practical: 1 Credit |  |  |

Part A. 4 Marks. Time: 5 Minutes Objective Type. 1 Mark Each. Answer All Questions (Cognitive Level: Remember/Understand)

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| **Qn. No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| 1. | What is meant by affirmative action? | Remember | 2 |
| 2. | Who is disguised as the lawyer Balthasar in the courtroom scene? | Remember | 2 |
| 3. | What metaphor does Khalil Gibran use for laws in the passage? | Understand | 3 |
| 4. | Mention any two Latin terms related to law. | Understand | 1 |

Part B. 8 Marks. Time: 15 Minutes  
Short Answer. 2 Marks Each. Answer All Questions (Cognitive Level: Understand/Apply)

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| **Qn. No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| 5. | Explain how Portia uses the law to turn the case in Antonio’s favour in the courtroom scene. | Understand | 3 |
| 6. | Describe the background of the song *Hurricane.* | Understand | 3 |
| 7. | In the light of reading Gibran’s views on laws to a real-life scenario, how would you interpret the actions of those who strictly adhere to outdated laws? | Apply | 2 |
| 8. | Describe the setting of the novel *To Kill A Mocking Bird.* | Apply | 3 |

Part C. 16 Marks. Time: 40 Minutes

Long Answer. 4 Marks Each. Answer all 4 Questions, choosing among options within each question.

(Cognitive Level: Apply/Analyse/Evaluate/Create).

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| **Qn. No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| 9.  9a. | Write a critical appreciation of Harper Lee’s work, *To Kill a Mocking Bird* .  Or  What is the significance of language in the life of a Law student? | Apply | 3 |
| 10.  10a. | Analyse the impact of the protest song *Hurrican*e in the real world.  Critically analyse the poem *Law like Love* by W H Auden. | Analyze | 4 |
| 11.  11a. | Evaluate Khalil Gibran’s critique of man-made laws in the passage *On Laws*. How relevant is his philosophy in contemporary society , particularly regarding the balance between following laws and embracing personal freedom?  Or  Evaluate the significance of courtroom scene in upholding law and justice. | Evaluate | 2 |
| 12.  12a. | Suggest an alternate ending to the courtroom scene where Shylock does not lose the case. How would this outcome change the dynamic between the character s and the moral message of the play?  Or  Write an appreciation of the poem *On Laws* by Khalil Gibran. | Create | 2 |

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| **Cognitive Level** | **Marks** | **Percentage** |
| Remember | 2 | 7.1 |
| Understand | 6 | 21.4 |
| Apply | 8 | 28.6 |
| Analyse | 4 | 14.3 |
| Evaluate | 4 | 14.3 |
| Create | 4 | 14.3 |
| **TOTAL** | 28 | 100.0 |