

**ISC 2023**

# **ANALYSIS OF PUPIL PERFORMANCE**

## **ENGLISH LANGUAGE**



*Empowering Minds & Transforming Lives since 1958*

**Research Development and Consultancy Division**

**Council for the Indian School Certificate Examinations  
New Delhi**

November 2023

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## Council for the Indian School Certificate Examinations (CISCE)

### MISSION STATEMENT

*The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.*

### ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:  
**Excellence** - The Indian and Global experience.  
**Values** - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

# FOREWORD

The Analysis of Pupils' Performance document for ICSE (Class X) and ISC (Class XII) Examinations stands out as a unique and indispensable resource. Over the years, it has evolved to become a valuable tool for schools, shedding light on both the strengths and challenges faced by candidates as they navigate these Examinations.

We would like to extend our heartfelt appreciation to the Research Development and Consultancy Division (RDCCD) of the CISCE for their painstaking efforts in creating this analysis. Furthermore, our gratitude goes out to the examiners who have generously provided feedback on candidates' performance during the examinations, along with suggestions for teachers and students to enhance their curriculum.

We hope that the schools find this document to be of value. We also invite schools to share their sincere thoughts on its utility and quality.

**November 2023**

**Sangeeta Bhatia**  
**Deputy Secretary**

# PREFACE

The Analysis of Pupil Performance documents have been prepared by the CISCE since the year 1994, with the objective to facilitate the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the CISCE website [www.cisce.org](http://www.cisce.org). These documents are being released after a two-year gap, understandably caused by the challenges in conducting examinations during the pandemic.

The documents for the ICSE and ISC Examination Year 2023 include a detailed qualitative analysis of the performance of students in various subjects. The Analysis of Pupil Performance document for ICSE for the Examination Year 2023 covers the following subjects - English Language, Literature in English, History and Civics, Geography, Mathematics, and Computer Applications.

The subjects covered in the ISC Analysis of Pupil Performance document for the Year 2023 are English Language, Literature in English, Mathematics, History, Accounts, and Physics.

The relevance of this question-by-question analysis lies in the valuable insights into the performance of candidates on each question in the subject paper. The *Comments of Examiners* section is based on inputs provided by examiners from examination centers across the country. It comprises of question wise feedback on the performance of candidates in the form of the common errors made by candidates. The *Suggestions for Teachers* section along with, provides pedagogical interventions that teachers can utilize to rectify/ reduce these errors. The criteria used for marking each question has been provided for both teachers and students to understand in the *Marking Scheme* section. Certain topics in the question paper that were found to be challenging or confusing for the majority of the candidates have been listed, along with general recommendations for candidates to prepare for the subject paper to perform better in the examination.

I humbly acknowledge and appreciate the pivotal contributions of all the ICSE and the ISC examiners who have enriched the document with their valuable insights on each question.

My gratitude and best wishes to the RDCD team of Dr. Manika Sharma, Ms. Parul Kohli and Ms. Mansi Guleria, who have worked tirelessly towards the meticulous preparation and timely release of this document.

We are sanguine that this document will empower teachers to support their students towards efficacious preparation for the upcoming ICSE/ ISC Examinations.

November 2023

**Bhawna Taragi**  
**Deputy Head - RDCD**



# ENGLISH LANGUAGE (PAPER-1)

*Attempt all **four** questions.*

## Question 1

Write a composition (in approximately 400 – 450 words) on **any one** of the following subjects: [20]

(You are reminded that you will be rewarded for orderly and coherent presentation of matter, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (i) You had to cycle home through the town on the day of a festival. Describe the sights, the sounds and the mood of the people around you. What were your feelings at the end of the ride?
- (ii) Life is a series of choices that we make every day. Narrate an incident when you had to make a difficult choice. Elaborate on the positive impact it had on you.
- (iii) A college degree is needed to succeed in life. Argue **FOR** or **AGAINST** this statement.
- (iv) Humour
- (v) One cannot always get what one wants and sometimes it is for the best. Present your reflections on this statement.
- (vi) Write an original short story that begins with the following words:  
My mother stopped suddenly at the doorway and stared in amazement at  
.....

## Comments of Examiners

- (i) Many candidates attempted a composition on the topic, which required them to describe a cycling experience through a town during a festival. However, several candidates missed out on one or more aspects of the composition, such as the sights, sounds, mood of the people, and their feelings. Some candidates focused too much on the cycle or the festival itself, neglecting the fact that the ride took place through a town. The descriptions of sights and sounds were generally good, but the people's moods and the candidates' personal feelings were often overlooked. Some candidates wrote about a general festival day without involving themselves, while others provided flashback accounts, which may not have been age-appropriate. Overall, most students attempted this topic, and those who paid attention to the key points mentioned in the topic had the opportunity to score well. However, a few students misunderstood the concept of a festival and wrote about competitions or other unrelated topics.
- (ii) The topic required the candidates to write a first-person narrative describing a specific incident where they had to make a difficult choice and emphasize its positive impact on them. However, most of the candidates failed to narrate a single incident and instead wrote general essays about life or various choices they encountered. They often neglected to mention the positive impact resulting from the change. Some essays were not age-appropriate, discussing experiences in the job market or reflecting on years of professional success. Many candidates mistakenly wrote about a series of choices instead of focusing on one decision. Additionally, some candidates wrote about others making the choice instead of their own experiences. Furthermore, candidates made errors by elaborating on becoming

### Suggestions for teachers

- Students should undergo training to develop the skill of thorough topic analysis and inclusion of all relevant aspects in their compositions.
- Students should be advised to carefully read and comprehend the question, as it enables them to understand its specific requirements. Ample practice should be provided to students for writing on various topics.
- Students should be taught to logically plan their essays before commencing the writing process.
- Train students on attentively reading the question and addressing each aspect of a given descriptive composition, rather than approaching it as a generic single-word composition. Emphasis should be placed on personal engagement within the description. Additionally, it is crucial to highlight the significance of the composition being age appropriate.
- Students should be encouraged to write essays on narrative topics, focusing on essential components. These components include ensuring age-appropriate narration, maintaining a consistent first-person perspective, avoiding the use of flashbacks, and emphasizing logical essay planning before commencing writing.
- Tell students that ideas should be organized and presented in separate paragraphs.
- Students should be engaged in regular writing exercises, at least one topic per week, which will enable them to grasp the significance of structuring their compositions with a clear beginning, middle, and conclusion.

successful professionals with happy families, which was not relevant to their age group. In terms of linguistic ability, many candidates displayed poor skills.

(iii) Candidates were expected to take a clear and definitive stand on a given topic in this composition. However, many candidates failed to do so and instead presented arguments from both sides without taking a firm position. Those who did take a stand often struggled to provide proper reasons to support their views. They frequently mentioned examples of successful individuals like Sachin Tendulkar, Virat Kohli, and Mark Zuckerberg, who achieved success without college degrees but failed to effectively justify their stances. The composition often became discursive rather than argumentative due to the lack of a clear stand. In some cases, candidates attempted to contradict their initial stand and return to their original position, but their arguments became confusing, making it difficult to understand their final standpoint. Consequently, students lost marks in this topic for the following reasons: writing about both sides of the topic, failing to take a clear stand, providing inadequate examples to support the stand, and not providing four proper examples.

(iv) In this topic, some candidates misunderstood the word "humour" as "rumour" and wrote about rumour instead of humour. Many candidates provided numerous examples of humour as random incidents, resulting in a collection of incidents rather than a well-structured composition. Only a few candidates attempted this topic, and their misunderstanding of the topic led to incorrect essays.

(v) The topic required candidates to explore two aspects: "One cannot always get what one wants" and "Sometimes it is for the best." While this was the most popular topic, many candidates

### *Suggestions for teachers*

- Random exercises focusing on these topics should be assigned for additional practice.
- Students should possess a clear understanding of the topic to successfully attempt a reflective composition.
- Students should be educated about the distinction between a debatable topic and a reflective topic.
- Students should be advised to discourage lengthy essays to minimize grammatical errors. Interactive sessions focusing on such topics can greatly assist students.
- Reflective compositions often yield higher scores than argumentative ones, therefore students should be trained to excel in writing them. A clear understanding of the topic is crucial, hence additional practice is essential.
- Emphasis should be placed on understanding all aspects of the topic.
- Students should receive training in writing original short stories that encompass plot, characterization, and setting. These stories should demonstrate a logical connection to the given words in the question. The short stories must be authentic and not plagiarized.
- In-class exercises for short story writing should be conducted. However, before engaging in written exercises, storytelling exercises involving the whole class should be performed, where each student adds one sentence to a story with an opening sentence provided by the teacher.
- The various aspects of short story writing must be taught. It is important to distinguish between a narrative composition and a short story.



struggled to convey the idea. Some wrote about things they want, while others focused on not getting what they want, often centring around mobile phones as a common theme. The second part of the question was often ignored. Additionally, many candidates wrote stories instead of providing examples to support their views, including life stories or stories about others. Despite these challenges, there was a variety of interesting essays, and most candidates attempted this topic.

- (vi) In response to the given topic, many candidates mistakenly wrote a narrative essay instead of a short story. They often missed a few words from the beginning of the sentence or failed to connect their story with the given opening line. The stories lacked the essential elements of a short story, such as plot, setting, characters, dialogue (not compulsory), and a logical ending. The narratives often took the form of a first-person account rather than a structured story. Additionally, plagiarism was observed, with some candidates copying from sources like 'B. Wordsworth' or 'Fritz.' Overall, the topic was not well answered, and students would have performed better if they had understood the distinction between a narrative composition and a short story. The endings of the stories frequently lacked a connection to the beginning, further highlighting the difficulties faced by the candidates in addressing the topic appropriately.

MARKING SCHEME	
Question 1	
(i)	This is a descriptive topic. The candidates are required to describe the cycle ride through the town on a festival day, their observations about what they <u>saw</u> , the different <u>sounds</u> they heard and the <u>mood</u> of the people. They should also describe their own feelings at the end of the ride.
(ii)	This is a narrative topic. Candidate must write as himself / herself following the rubrics of the question.
(iii)	This is an argumentative topic. Candidate must take a clear stand for or against the topic. At least four distinct points supporting the stance must be brought out. Sitting on the fence is not permitted, neither moving from one stand to the other.
(iv)	This is a one word or expository topic. Any type of composition, even a short story may be written, as long as it is connected with the word.
(v)	This is a reflective topic. Candidates must provide their views or reflections on the topic. They may be for or against the given topic or even sit on the fence. Short stories are not allowed for this question. They could, however, narrate an anecdote from their life or others'. Can be a first person narrative but must be a reflection/s.
(vi)	The candidate must write an original short story for this question, beginning with the given words. The story must contain all essential elements such as plot, setting, characters and beginning which continues logically.

## Question 2

- (i) You are the editor of your school magazine. You want to bring about awareness among the students on the topic – Noise Pollution: A threat to all life forms. Write an article in about 300 words based on the following points: [15]

Causes of noise pollution — effects on humans — effects on other living creatures — measures to reduce noise pollution — role of authorities — conclusion.

- (ii) As a member of the Student Council of your school, you wish to set up a Food Club to promote healthy eating habits among students. Write a proposal in not more than 150 words, outlining the steps that you will take to make this club a success. [10]

## Comments of Examiners

- (i) Many candidates could not distinguish between measures to reduce noise pollution and the authorities' role in addressing the issue. Some candidates did not understand the difference between a report and a narration, resulting in incorrect responses. A number of candidates merely copied the points given in the question without expanding on them or providing additional information. Some candidates did not adhere to specified word limit, resulting in either too short or excessively long responses. Common errors included omitting either the measures to reduce noise pollution or the role of authorities in the response. Some candidates even wrote about pollution in general instead of focusing on noise pollution. Although many candidates answered the question adequately, a few wrote about air and water pollution instead of addressing the topic of noise pollution. Furthermore, the effects on other living creatures were not adequately addressed.

### Suggestions for teachers

- Students should be provided with ample opportunities to practice writing reviews, reports, feature articles, and similar forms of writing. It is crucial to instil in them a strict adherence to the specified word limit.
- Students should understand the distinction between a report and an essay, as well as the significance of amplifying key points.
- Students should avoid digressions and irrelevant details in their writing. Reports should be written in the appropriate format, following the established rules.
- Students should be trained to count points and ensure coverage of each point by underlining keywords or phrases. They should be cautioned against unnecessary verbosity in their compositions.
- Students must be taught the correct format for proposal writing, as outlined by the CISCE.

- (ii) Many candidates who wrote proposals lacked proper structure and elements. They failed to include subheadings and concluding sentences, resulting in a loss of marks. Confusion arose between the 'Heading/Introduction' and 'Objectives' sections, with candidates often mixing them up. Moreover, some candidates mistakenly continued to write in letter or email format instead of following the proposal format.

Specific issues identified in the proposals include:

- Inadequate knowledge of the correct format for proposal writing.
- Difficulty in writing four distinct aims or objectives.
- Repeating points.
- Lack of understanding regarding the difference between 'objectives' and a 'list of measures.'
- Neglecting to include subheadings in the proposals.

### *Suggestions for teachers*

- Sufficient practice should be provided for different types of proposals.
- Teachers should ensure that students learn to include headings, subheadings, and the concluding line specified in the proposal, to avoid losing marks.
- Students should also be trained to structure their points according to the assigned marks for each section.
- In class exercises, it is advisable to discuss four distinct purposes of the proposal and categorize them into headings and objectives.

## MARKING SCHEME

### Question 2

(i)	This is an exercise in amplification. All points must be included and amplified.
(ii)	<p>The proposal must have a short introduction about promoting healthy eating habits among students, two objectives and four measures to be taken. It must also have a short concluding line.</p> <p>Heading/Introduction</p> <p>Two objectives</p> <p>Four measures</p> <p>Conclusion</p> <p>Linguistic ability</p>

## Question 3

Answer sections (i), (ii) and (iii).

- (i) In each of the following items, sentence **I** is complete, while sentence **II** is not. [5]  
Complete sentence **II**, making it as similar as possible to sentence **I**. Write sentence **II** in each case.

Example:

(z) (I) The heavy showers of rain revived the plants.

(II) The plants.....

Answer: (z) The plants were revived by the heavy showers of rain.

(a) (I) Sushil's attitude towards work has always puzzled me.

(II) I have \_\_\_\_\_

(b) (I) As soon as I solved one problem, the teacher gave me another.

(II) No sooner \_\_\_\_\_

(c) (I) He was too gentle to have committed the crime.

(II) He was so \_\_\_\_\_

(d) (I) Not only was he a famous actor but also a renowned director.

(II) Besides \_\_\_\_\_

(e) (I) Robin said, "It gives me great pleasure to be here this evening."

(II) Robin said \_\_\_\_\_

- (ii) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

(a) The judge turned \_\_\_\_\_ the defendant's appeal for a postponement.

(b) He turned \_\_\_\_\_ for the programme earlier than usual.

(c) There is an urgent need \_\_\_\_\_ a bus stop in this village.

(d) He has poor eyesight and is in need \_\_\_\_\_ glasses.

(e) The speeding driver was asked to pull \_\_\_\_\_ by the traffic police.

(f) She is very ill, but the doctors think she will pull \_\_\_\_\_.

(g) She set \_\_\_\_\_ a little money each week for the child's education.

(h) I would not even know how to set \_\_\_\_\_ mending a watch.

(i) One should not give \_\_\_\_\_ hope despite the hurdles.

(j) The mother gave \_\_\_\_\_ to the persistent demands of her child.

- (iii) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

The rain approached like a dark curtain. I \_\_\_\_\_ (1) (see) it marching down the street, heavy and remorseless. It \_\_\_\_\_ (2) (drum) on the tin roof and swept across the road and over the balcony of my room. I \_\_\_\_\_ (3) (sit) there without \_\_\_\_\_ (4) (move), letting the rain soak my sticky shirt and gritty hair.

Outside, the street rapidly \_\_\_\_\_ (5) (empty). Buses, cars and bullock carts \_\_\_\_\_ (6) (plough) through the suddenly rushing water. A group of small boys came jumping along a side street, which was like a river in spate. A garland of marigolds, swept off the steps of a temple, came \_\_\_\_\_ (7) (float) down the middle of the road.

The rain \_\_\_\_\_ (8) (stop) as suddenly as it had begun. The day was \_\_\_\_\_ (9) (end), and the breeze \_\_\_\_\_ (10) (remain) cool and moist.

## Comments of Examiners

- (i) Many candidates struggled with punctuation and grammar in their responses. They often failed to use capital letters, commas, and full stops correctly. Some specific errors included missing commas and full stops and failing to follow the rules of direct-to-indirect transformation in the last sentence. Spelling errors were also common among the candidates. Overall, very few candidates were able to answer all the questions correctly.
- (ii) Many candidates have written two or three options, indicating that they were unsure about the correct answer. However, very few candidates were able to answer the question (h) correctly. Additionally, the use of phrasal verbs was not clear to a significant number of candidates. Most of the candidates had a hit-and-miss approach, suggesting that their responses were inconsistent or unreliable.

(iii) There were various errors made by candidates. Some of the common errors included:

- incorrect numbering of the blanks.
- writing two options instead of selecting a single answer.
- errors in subject-verb agreement.
- overlooking the tense structure of the paragraph and providing answers based on a single sentence.
- spelling errors, with specific examples being "emptied," "stopped," and "drummed."

Overall, the errors consisted of both grammatical and spelling mistakes, indicating a lack of attention to detail, and understanding of the language rules.

## Suggestions for teachers

- Students must be given rigorous and regular practice in the transformation of sentences and the rules of grammar.
- Ask students to specifically focus on the following areas:
  - Active to Passive Voice and vice versa
  - Direct to Indirect Speech and Vice versa
  - Degree of comparison
- Familiarise students with the rules governing specific sentence structures.
- Emphasize to the students that they should provide only one correct answer when practising these transformations.
- Reiterate the rules of grammar to ensure students have a solid understanding of the concepts and apply them correctly in their writing and speaking.



## MARKING SCHEME

### Question 3

(i)	The opening word/phrase of each answer (part II) must be given as in the question paper.		
	(a)	(II)	I have always been puzzled by Sushil’s attitude towards work.
	(b)	(II)	No sooner did I solve one problem than the teacher gave me another.
	(c)	(II)	He was so gentle that he could not have committed the crime.
	(d)	(II)	Besides being a famous actor, he was a renowned director.
	(e)	(II)	Robin said that it gave him/her great pleasure to be there that evening.
(ii)	The candidates have been advised not to copy the sentences. This is done to save time.		
	(a)	down	
	(b)	up	
	(c)	for	
	(d)	of	
	(e)	over	
	(f)	through	
	(g)	aside	
	(h)	about	
	(i)	up	
	(j)	in	
(iii)	The candidates have been advised not to copy the sentence.		
(1)	saw		
(2)	drummed		
(3)	sat		
(4)	moving		
(5)	emptied		

(6)	ploughed
(7)	floating
(8)	stopped
(9)	ending
(10)	remained

## Question 4

Read the passage given below and answer the questions (i), (ii) and (iii) that follow:

- (1) Something happens to cats after we have enjoyed a delicious meal. Call it a feline sugar hit or a rush of good feeling. Abandoning our usually sedentary nature, we transform into crazy beasts who thunder down corridors, spring from one piece of furniture to another, or pounce from behind half – closed doors to attack the shoelaces of unsuspecting passersby. It is as though we are temporarily possessed. 5
- (2) That, at least, is my excuse, dear reader – and the only explanation I can offer for my entirely unplanned global TV debut.
- (3) To be fair, I had no way of knowing that my master was receiving visitors that particular afternoon. Nor that he was being interviewed live, let alone by one of America’s most famous journalists. 10
- (4) All I knew was that, a few minutes after gorging myself on a favourite treat of creamy pudding, I felt that sudden, primal explosion of energy. I made my way back to the suite of rooms that I shared with my master and felt an overpowering compulsion to do something completely mad. I wanted to run like a furious jungle cat, at that particular moment. 15
- (5) Bursting through the door of the room in which my master received visitors, I tore up the carpet as I raced towards the sofa opposite where he was sitting. I ripped its fabric as I scrambled up its side like a savage creature clawing its way up a perilous cliff. Then with a final, frenzied burst, I launched myself off one arm of the sofa, leaping towards the other. 20
- (6) It was only at this point that I realised the sofa was occupied by the journalist. She was halfway through a sentence, and my abrupt appearance caught my master’s guest completely by surprise.
- (7) You know, when something truly unexpected happens, time can seem to slow down. Well, that’s how it was. As I flew past the woman’s face, her expression turned from one of calm engagement to that of total surprise. 25

- (8) As she pushed back in her seat to avoid me, the shock on her face could not have been more evident.
- (9) But, dear reader, she was not more shaken than me. I had not been expecting anyone on the sofa, let alone a TV celebrity, nor one who was mid – interview. As I headed towards the opposite end of the sofa, for the first time I observed the lighting, the cameras and the crew watching the action from the shadows. By the time I landed on the other arm of the sofa, all the energy that had propelled me was gone. 30 35
- (10) I was, no longer, a furious jungle cat.
- (11) The journalist looked at me. I looked at her. Both of us were taking in what had just happened. I was also conscious of the cameras still rolling as well as many pairs of eyes watching me at that moment. My moment of global glory.

**Adapted from:** *The Dalai Lama's Cat Omnibus*

By David Michie

- (i) (a) Given below are three words and phrases. Find the words which have a similar meaning in the passage: [3]
- (1) inactive
  - (2) eating in a greedy manner
  - (3) dangerous
- (b) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]
- (1) thunder (line 3)
  - (2) spring (line 3)
  - (3) past (line 26)
- (ii) Answer the following questions in your own words as briefly as possible:
- (a) What is the usual nature of the narrator's kind? How is it differently presented in the passage? [2]
  - (b) What did the 'favourite treat of creamy pudding' do to the narrator? [2]
  - (c) Describe the actions of the narrator after bursting into the visitors' room. [2]
  - (d) How did the journalist react when the narrator 'flew past' her face? [2]

- (iii) Summarise how the narrator became a global celebrity (paragraphs 4 to 11). You [6] are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalised.

## Comments of Examiners

- (i) (a) Most candidates made errors and were unable to score full marks on this question. A few candidates wrote two or three options. They failed to locate the word 'perilous' and wrote 'furious' instead.
- (b) Some candidates did not pay attention to the instruction given in the question paper. They wrote sentences with the same meaning of the words as in the passage or changed the form of the words while making sentences. Some could not construct grammatically correct sentences.
- (ii) (a) Many candidates were able to answer this question correctly. Some candidates lifted the answer verbatim from the passage. Some did not answer both parts of the question.
- (b) Most of the candidates simply copied large portions of the given passage.
- (c) Many candidates seemed to have not understood the question properly and so copied paragraphs from the passage without points or sometimes gave irrelevant information.
- (d) Many candidates wrote a general answer and not about the journalist's reaction.
- (iii) Candidates were required to write the answers in a grid. Despite the question stating paragraphs 4 to 11, many candidates wrote points from the entire passage, which were irrelevant. Many candidates failed to write in the grid

## Suggestions for teachers

- Train students to comprehend the meaning of words within the context of a passage.
- Students should be advised not to alter the form of the word or use a different meaning that deviates from its intended usage in the sentence.
- Encourage students to write sentences with a maximum of 10 words. It will help them focus on conveying the meaning clearly and concisely.
- Students should be taught the importance of expressing answers in their own words.
- Emphasize the significance of carefully reading and understanding the keywords in a question.
- Students should be encouraged to be specific in their answers and include all relevant details to provide a comprehensive response.
- Regular practice should be given to students in rewriting content in their own words. This exercise helps them improve their paraphrasing skills and enhances their ability to express ideas using different vocabulary and sentence structures.
- Ask students to write summaries in a grid form. They should be trained to limit themselves to one word per box in the grid and strictly adhere to the specified word limit.
- Clear instructions should be provided to the students, highlighting the specific paragraphs from which they should extract the summary points.

format. A few candidates did write the precis in the grid but went over the word limit.

MARKING SCHEME			
Question 4			
(i)	(a)	Candidates are required to find words, from the passage which has a similar meaning to those given in the question paper.	
		(1)	sedentary
		(2)	gorging
		(3)	perilous
	(b)	Candidates are required to use given words in sentences of their own but <u>with a different meaning from that used in the passage.</u>	
		(1)	Thunder is used in the passage as a verb to mean run with great force. It can be used as a noun to mean the sound which follows lightning. It can also be used as an adjective, For eg: He came in with a face as black as thunder. (showing anger)
		(2)	Spring in the passage is used as a verb to mean jump. It can be used as a noun to mean the season, the place where water comes from, the metal wound round.
		(3)	Past is used in the passage as a preposition. It can be used as an adjective or an adverb.
(ii)	Candidates must answer the questions as briefly as possible and in their own words. Candidates should draw their material only from the passage.		
	(a)	The usual nature of the narrator's kind is to be sedentary. In the passage, the narrator seems possessed with tremendous energy.	
	(b)	She felt that sudden, primal explosion of energy. She made her way back to the suite of rooms that she shared with her master and felt an overpowering compulsion to do something completely mad. She wanted to run like a furious jungle cat.	
	(c)	The narrator tore up the carpet, raced up the sofa, ripped its fabric, scrambled up its side and launched from one arm of the sofa leaping towards the other.	
	(d)	Her expression turned from one of calm engagement to that of total surprise. She pushed her seat back to avoid the narrator, the shock on her face could not be more evident.	



(iii)	<p>Summary: Special Instructions</p> <p>Content: A minimum of eight points are required</p> <p>Linguistic ability: Marks are awarded for the candidate's ability to express the points clearly.</p>
	<p><b>POINTS:</b></p> <ul style="list-style-type: none"> <li>• The sugar rush from the creamy pudding caused a sudden explosion of energy.</li> <li>• The narrator burst through the door of the room where my master was being interviewed/ visitor's room.</li> <li>• The narrator jumped on the sofa occupied by a famous journalist.</li> <li>• As the narrator flew past the woman's face, realisation dawned that this was mid-interview.</li> <li>• The camera crew watched the action from the shadows.</li> <li>• The journalist and the narrator looked at each other.</li> <li>• The narrator was conscious of the camera still rolling and the many pairs of eyes intently watching.</li> <li>• This was the narrator's moment of global glory.</li> </ul>

## GENERAL COMMENTS

### Topics found difficult by candidates

- Question 1 : (ii) Positive impact on self and not on others  
(iii) Rambling and not taking a stand  
(iv) Could not comprehend an easy word like 'Humour'  
(v) Confusion regarding reflections on the statement  
(vi) Lack of knowledge of the requirements of an original short story, and not building up on the beginning sentence.
- Question 2: Writing an article without proper amplification.
- Question 3: (i) Transformation of sentences
- Question 4: (i) (a) Failure to locate the correct word.  
(b) Changing the form of the given word or using the word with the same meaning as used in the passage.  
(ii) Writing entire paragraphs as points.  
(iii) Not writing in a grid, writing irrelevant points, not adhering to the paragraphs asked and writing more than 100 words.

### Concepts in which candidates got confused

- The idea of crafting argumentative essays.
- The concept of writing short stories.
- Converting sentences using transformation techniques.
- Confusion in phrasal verbs and writing two or more answers instead of one.
- Confusion regarding proper tenses.
- Formulating sentences that include homonyms.
- Writing in a grid format.
- Creating a summary in a sequential manner.



## Suggestions for candidates

- Practice past years' question papers
- Engage in regular reading of books and newspapers. It is crucial to read classics, newspapers, periodicals, and articles covering various topics.
- Actively participate in class discussions and debates to enhance language skills.
- Practice writing essays and reviews consistently throughout the year.
- Listen to the English news and actively engage in English conversations to develop linguistic proficiency.
- Regularly practice grammar exercises.
- Consistently practice grammar and composition.
- Utilize the reading time wisely.
- Thoroughly read and understand all questions and instructions.
- Thoughtfully select a topic that aligns with their understanding and writing proficiency.
- Effectively manage time during the exam.
- Review paper upon completion to avoid any careless errors.