

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Term II Examination, 2022**  
**Marking Scheme – ENGLISH CORE (301)**  
**(PAPER CODE – 1/5/1)**

**General Instructions: -**

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2. **“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC.”**
3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to.
4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
5. Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators should not put ( ✓ ) kind of mark while evaluating a wrong answer which gives an impression that answer is correct and no marks are awarded.
6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10. A full scale of marks (0-40 marks) as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.

11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totalling of marks awarded on a reply.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totalling on the title page.
  - Wrong totalling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying.
  - Wrong transfer of marks from the answer book to online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark ( ✓ ) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for incorrect answer.)
  - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. 'Zero' should be mentioned both in figures and words.
14. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charge
15. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.
17. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.

**MARKING SCHEME**  
**Senior Secondary School Examination TERM–II, 2022**  
**ENGLISH CORE (Subject Code–301)**  
**[Paper Code : 1/5/1]**

**Maximum Marks: 40**

**IMPORTANT INSTRUCTIONS:**

1. The answers given below are suggestive. Credit should be given for any relevant point which is not included in the value points listed below. However, any independent interpretation should be discussed with the HE before awarding marks.
2. No marks shall be deducted for exceeding the word-limit.
3. If a spelling error is recurring, it should be penalized only once.

	<b>Section-A (Reading)</b>	<b>14 MARKS</b>
	<b>NOTE:</b> The objective of the reading section is to focus on testing a candidate's ability to comprehend. No mark(s) should be deducted for mistakes in usage and grammar, spelling or word-limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this, as long as it is relevant.	
	<b><u>PASSAGE-1</u></b>	
<b>Q.NO.</b>	<b>SUGGESTED VALUE POINTS</b>	
<b>1</b>	Based on your understanding of the passage, answer <b>ANY EIGHT</b> questions from the nine given below:	<b>8 MARKS</b>
<b>Q.(i)</b>	<b>Why don't we take the first step towards a good cause?</b>	
<b>Ans.(i)</b>	(i) because we say to ourselves that the task is too big to be done alone	1
<b>Q.(ii)</b>	<b>What is a two-uses-attitude?</b>	
<b>Ans.(ii)</b>	using an article again / a second use of any article	1
<b>Q.(iii)</b>	<b>What can we do to avoid the abuse of paper? (any two points)</b>	
<b>Ans.(iii)</b>	-use clean side of envelopes -avoid the use of paper plates -avoid paper napkins <b>(any two)</b>	1
<b>Q.(iv)</b>	<b>What is the result of an effective way of garbage disposal?</b>	
<b>Ans.(iv)</b>	Neighbourhoods look clean and beautiful	1
<b>Q.(v)</b>	<b>What procedure can one adopt for kitchen waste?</b>	
<b>Ans.(v)</b>	collect kitchen garbage separately / turn it into manure	1
<b>Q.(vi)</b>	<b>How can making of garden manure be done as community project?</b>	
<b>Ans.(vi)</b>	digging a large pit in colony and putting kitchen waste into it / taking help of all members	1

<b>Q.(vii)</b>	<b>How long does it take to make good garden manure?</b>	
Ans.(vii)	three months / six months / three to six months / three or six months	1
<b>Q.(viii)</b>	<b>Select a suitable word from the passage which means- being concerned or interested. (Para 3)</b>	
Ans.(viii)	conscious	1
<b>Q.(ix)</b>	<b>Pick out the word from the passage which means-completely necessary? (Para 4)</b>	
Ans.(ix)	imperative	1
<b>PASSAGE-2</b>		
2.	<b>Read the passage: Based on your understanding of the passage answer ANY SIX out of the seven questions given below:</b>	6 MARKS
<b>Q.(i)</b>	<b>What does the writer mean by 'visible source of annoyance'?</b>	
Ans.(i)	something that is an eye sore / something that hurts the eye / overuse of plastic bottles for soft drinks seen everywhere	1
<b>Q.(ii)</b>	<b>Why did people demand a ban on plastics?</b>	
Ans.(ii)	because it became a visible source of annoyance / concerned about public sanitation	1
<b>Q.(iii)</b>	<b>What created a demand for plastics in India?</b>	
Ans.(iii)	rapid urbanization / spread of retail chains / plastic packaging	1
<b>Q.(iv)</b>	<b>With reference to the graph write one conclusion that can be drawn about the production of plastics in 2019 (approximately).</b>	
Ans.(iv)	graph slightly flattened / not a steep rise in annual production of plastics observed / annual global production of plastics was more than 400 million tons	1
<b>Q.(iv)</b>	<b>For the visually impaired Candidates(in lieu of Q. No. iv) What accelerated the plastic waste in India?</b>	
Ans.(iv)	rapid urbanization / spread of retail chains / plastic packaging / a huge increase in global plastic production	1
<b>Q.(v)</b>	<b>What does the upward trend of the graph indicate?</b>	
Ans.(v)	indicates trajectory/a huge increase in the global plastic production/global plastic production is expected to continue to rise	1
<b>Q.(v)</b>	<b>For the visually impaired Candidates (in lieu of Q. No. v) How are certain states in India recycling plastic waste productively?</b>	

Ans.(v)	sending to cement plants for co-processing / using in polymer bitumen road construction / using it for waste-to- energy plants and oil production	1
Q.(vi)	<b>What does the line, oceans turning 'irreversibly into a thin soup of plastic', suggest?</b>	
Ans.(vi)	that the ocean will get filled with plastic waste	1
Q.(vii)	<b>What step must be taken to combat the challenges of plastic waste management? What will be its impact?</b>	
Ans.(vii)	<b>Step-</b> - formulation of robust and inclusive National Action Plans (1/2 mark) <b>Impact-</b> - establishes greater transparency / makes it more sustainable and holistic (1/2 mark)	½ + ½
	<b>SECTION-B (WRITING SKILLS)</b>	<b>8 marks</b>
	<b><u>OBJECTIVE:</u></b> To test the ability to think logically and express oneself clearly. <ul style="list-style-type: none"> <li>To use a style appropriate to the given situation</li> <li>To plan, organize and present ideas coherently</li> </ul>	
Q.3	<b>St. Joseph School, Dehradun is celebrating 'World Disability Day' on December 3<sup>rd</sup>, 2022. The Minister of Social Welfare, Dr. Sudha Menon has consented to be the Chief Guest. Draft an invitation for the event to be sent to parents and other guests in about 50 words.</b>	3 marks
	<b>FORMAT – 1/2 mark</b> <b>CONTENT – 2 marks</b> <b>EXPRESSION – 1/2 mark</b>	
Ans. 3	<b>FORMAL INVITATION - CARD</b> <b>Value Points :</b> <ul style="list-style-type: none"> <li>– Name of Host-St. Joseph School, Dehradun</li> <li>– Formal phrase of invitation</li> <li>– Occasion / Event-World Disability Day</li> <li>– Date, Venue, Time</li> <li>– Chief Guest-The Minister of Social Welfare, Dr. Sudha Menon</li> <li>– RSVP</li> </ul> <b>(input given in the question to be included)</b>	½+2+½

	<b>Attempt ANY ONE from A and B given below:</b>	<b>5 marks</b>
<b>Q.4A.</b>	<p><b>You are Prem / Prabha of College Road, Bhopal. You read the following advertisement in the local daily. Write a letter of application in 120-150 words for the post.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>SITUATION VACANT</b></p> <p>WANTED a qualified and experienced Physical Education Coach for Glen Public School, Bhopal. Minimum 5 yrs. Experience M.P.Ed. with specialization in any one sport preferred. Mention additional skills and interests. Apply with full bio-data.</p> </div>	
<b>Ans.4.A</b>	<p><b>LETTER-WRITING-JOB APPLICATION</b></p> <hr/> <p><b>FORMAT</b> – 1 mark (sender's address, date, receiver's address, subject, salutation, closing)  <b>CONTENT</b> – 3 marks  <b>EXPRESSION</b> – 1 mark</p> <hr/> <p><b>Cover Letter:</b>          -Introduction          -Reference to the advertisement given</p> <p><b>Bio-Data / Resume / CV:</b>          -Personal Profile          -Qualifications: Educational and Professional qualifications-M.P. Ed, specialization in any one sport          -Experience-5 years          -Skills          -References</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>No marks to be deducted if the Resume is in the letter or under a separate heading.</li> <li>No marks to be deducted if the two styles of the format are mixed.</li> </ul>	<b>1+3+1</b>
<b>Q.4(B)</b>	<p><b>You are Sunil / Megha, School Leader of Sudheer Public School, Chennai. On the completion of 25 years of meritorious service to the cause of education, your school celebrated its Silver Jubilee with great pomp and show. The celebrations lasted three days and in the true tradition of the school, each day was devoted to a noble cause of service. Special attention was paid to Children With Special Needs, Old Age Homes and Orphanages. Students shared experiences of voluntary service and the Theatre Club put up short skits highlighting social concerns. Write a report in 120-150 words about the event to be published in your school magazine.</b></p>	

	<b>REPORT WRITING (Magazine Report)</b>	
	<b>FORMAT – 1 mark</b> <b>-Title / Heading</b> <b>-Name</b> <b>CONTENT – 3 marks</b> <b>EXPRESSION – 1 mark</b>  <b>Note: No marks to be deducted if the byline is written at the bottom of the report.</b>	
<b>Ans.</b> <b>4 (B)</b>	<b>Value Points :</b> <p style="text-align: center;"><b>SILVER JUBILEE CELEBRATION</b></p> <ul style="list-style-type: none"> <li>• What-Silver Jubilee Celebration of Sudheer Public School</li> <li>• When-three days</li> <li>• Where-in the school premises</li> <li>• Theme of the event</li> <li>• Activities-sharing experiences, short skits</li> <li>• mention of events for Children With Special Need, Old Age Home and Orphanages.</li> </ul> <b>Any other relevant points / details</b>	1+3+1
	<p style="text-align: center;"><b>SECTION—C</b>  <b>( Literature )</b></p>	<b>18 marks</b>
	<b>NOTE:</b> The objective of this section is to test a candidate's ability to understand, evaluate, interpret and respond according to the prescribed text through short & long answer type questions. All responses may be accepted as correct with consultation of the HE, if they have been duly supported by the facts drawn from the text. The student should be able to justify his / her viewpoint.	
<b>5.</b>	<b>Attempt ANY FIVE of the six questions given below within 40 words each.</b>  <b>Content-1 mark</b> <b>Expression-1 mark</b> <b>(Deduct 1/2 mark for three or more grammatical / spelling mistakes)</b>	2 X 5 = 10
<b>Q(i)</b>	<b>The iron master accuses the peddler of not being quite honest.</b> <b>What does the peddler say to justify the situation?</b>	

Ans. (i)	<b>Value Points:</b> -had not pretended to be anything else but a poor trader -had pleaded and begged to be allowed to stay in the forge -he could put on rags again and go away (any one)	1+1
<b>Q.(ii)</b>	<b>Gandhi effectively managed to redress the problems of the indigo sharecroppers with the Lieutenant Governor. What did he achieve?</b>	
Ans.(ii)	<b>Value Points :</b> -Gandhi was able to get the Lieutenant-Governor to appoint an official commission of inquiry into the share croppers situation -assembled a crushing amount of evidence -to get the planters to agree to make 25% refund to the peasants -made the peasants realize that they had rights and defenders -peasants learned courage / self-reliance (any one)	1+1
<b>Q.(iii)</b>	<b>Explain the irony at the end of the poem, 'Aunt Jennifer's Tigers'.</b>	
Ans.(iii)	<b>Value Points :</b> -Aunt Jennifer was suppressed by her husband whereas the Tigers are chivalric -even after her death, she carries the scars of her sufferings -the tigers she created will remain proud and unafraid -an antithesis to their creator -creator dies and the tigers (her creation) are immortalized on the screen (any one)	1+1
<b>Q.(iv)</b>	<b>After mother Skunk and Roger Skunk return home, she hugs him before he sleeps. What does this show about mother Skunk?</b>	
Ans.(iv)	<b>Value Points :</b> -mother Skunk loved her child as she was caring/protective -she wanted him to accept himself the way he was -got back his natural smell / had done away with the smell of roses (any one)	1+1
<b>Q.(v)</b>	<b>How did Mr. Lamb's conversation and company change Derry's desire to isolate himself from the world?</b>	



Ans.(v)	<b>Value Points :</b> -Derry no longer care about his burnt / scarred face / his disability is no longer important -In the end Derry tells his mother that he doesn't care about what people say about his face anymore. -wanted to go back to Lamb's garden and feels if he did not go back, he would never go anywhere into the world again / ready to face the world -clearly shows that Lamb influenced him -became expressive/ confident / positive (any one)	1+1
Q.(vi)	<b>How did Evans manage to smear himself with blood? What effect did it have on the officers?</b>	
Ans.(vi.)	<b>Value Points :</b> <b>How:</b> -Imposter Mc Leery carried a rubber tube containing pig's blood -Evans smears it onto himself and looked wounded <b>Effect:</b> -officers mistook him for Mc Leery -managed to divert attention -situation was chaotic (any one)	$\frac{1}{2} + \frac{1}{2} + 1$
6.	<b>Answer ANY TWO of the following in about 120-150 words each:</b> <b>Distribution of Marks:</b> CONTENT – 3 marks EXPRESSION - 1 mark	4 X 2 = 8
Q.6(i)	<b>In Edla's dealing with the peddler, she was compassionate and generous. Discuss with reference to the story 'The Rattrap'.</b>	
Ans.6.(i)	<b>Value Points :</b> <b>Compassionate and Generous</b> -compassion shown by Edla gave confidence and the peddler accompanied her to the manor house -Edla assures the peddler that he can leave as freely as he had come -pleads for the peddler- says that they should not chase him away and let him have Christmas cheers - gifts him her father's suit as a Christmas gift -treated him with good food -invites him for Christmas in the coming year as well (any three)	3+1

<b>Q.6(ii)</b>	<b>Gandhi not only alleviated the economic conditions of the Champaran people but also their social and cultural background. Justify.</b>	
<b>Ans.6(ii)</b>	<p><b>Value Points :</b></p> <ul style="list-style-type: none"> <li>-the peasants became self reliant</li> <li>-were saved from spending money on court cases</li> <li>-land reverted to peasants</li> <li>-Indigo sharecropping disappeared</li> <li>-primary schools opened</li> <li>-disciples / family / volunteers to teach</li> <li>-Kasturbai taught the ashram rules on personal cleanliness and community sanitation</li> <li>-A doctor volunteered his services</li> <li>-helped them stand on their own feet and thus make India free</li> </ul> <p>(any three)</p>	3+1
<b>Q.(iii)</b>	<b>What impression do you form of Jack as a father? Support your answer.</b>	
<b>Ans.(iii)</b>	<p><b>Value Points:</b></p> <p><b>Jack as father:</b></p> <ul style="list-style-type: none"> <li>-conscious of his duty as a father</li> <li>-telling story to Jo since she was two years old in the evenings and for Saturday naps</li> <li>-concerned father / wanted best for children</li> <li>-hated being contradicted or questioned</li> <li>-did not want Jo to take anything for granted-extends the story and changes the ending</li> <li>-though a loving father, finds it difficult to accept the facts that Jo has a mind of her own</li> </ul> <p>(any three)</p> <p style="text-align: center;">*****      *****</p>	3+1