

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2016
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
15. AS PER ORDERS OF THE HON'BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

[FOR THE HEAD EXAMINERS ONLY]

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE **90** MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

88 AND ABOVE

72-74

28-32

SUGGESTED VALUE POINTS

| | | | SECTION A: READING | |
|-----|-----|-----|--|------------------|
| 1 | 1 | 1 | COMPREHENSION PASSAGE | |
| | | | NOTE: 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. | |
| (a) | (a) | (a) | (ii) he added a lot of grandeur to Mewar / (iii) of his valour, sacrifice and patriotism / (iv) both (ii) and (iii) (any 1) | 1 mark |
| (b) | (b) | (b) | (iii) its small area and small population | 1 mark |
| (c) | (c) | (c) | (i) the flag of Mewar seemed to be lowered / (iii) the people of Mewar showed gallantry (any 1) | 1 mark |
| (d) | (d) | (d) | (ii) most of its people were competent (iii) most of its rulers were competent (iv) only a few of its people were incompetent (any 1) | 1 mark |
| (e) | (e) | (e) | Bappa Rawal | 1 mark |
| (f) | (f) | (f) | – gave new stature through victories and development work / literature and art progressed / his writing revered even today (any 1) | 1 mark |
| (g) | (g) | (g) | – pleasant nature / cheerful / liberal character / gallant / brilliant (any 1) | 1 mark |
| (h) | (h) | (h) | – peace and prosperity over long period of time / liberal attitude of rulers / rulers inclined towards art and culture (any 1) | 1 mark |
| (i) | (i) | (i) | – cooperation existed between nobles and subjects / rulers built public utility buildings / people lived peacefully and had prosperous lives / built the Vijaya Stambha and Kirti Stambha (any 1) | 1 mark |
| (j) | (j) | (j) | – proximity between King and subjects of Mewar / along with winning wars rulers patronised art (any 1) | 1 mark |
| (k) | (k) | (k) | i) astonishing ii) testimony / sample | 1 mark 1 mark |
| 2 | 2 | 2 | COMPREHENSION PASSAGE | |
| | | | NOTE: 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. | |

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|-----|-----|-----|---|-----------------------------|
| (a) | (a) | (a) | (i) among rocks | 1 mark |
| (b) | (b) | (b) | (iv) is impulsive and impatient | 1 mark |
| (c) | (c) | (c) | – five | 1 mark |
| (d) | (d) | (d) | – may drift from the place of safety / expose themselves to danger (any 1) | 1 mark |
| (e) | (e) | (e) | – not to disturb the tigress / to be away from the sight of the panther (any 1) | 1 mark |
| (f) | (f) | (f) | – to make them come back to mother's heels / to train / discipline / teach them / was furious (any 1) | 1 mark |
| (g) | (g) | (g) | – she is patient / caring / protective / strict / mother on guard / disciplining / vigilant (any 1) | 1 mark |
| (h) | (h) | (h) | – enjoys wider distribution / procreates sufficiently / litters 4–5 cubs (any 1) | 1 mark |
| (i) | (i) | (i) | i) drifting ii) descended | 1 mark 1 mark |
| 3 | 3 | 3 | Note <ul style="list-style-type: none"> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for the title be given, even if a student has written the title either in Q3(A) or Q3(B) • Content must be divided into headings and sub-headings <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences are not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p> | |
| (A) | (A) | (A) | NOTE MAKING Distribution of Marks Title Content (minimum 3 headings and sub-headings, with proper indentation and notes) Abbreviations / Symbols (with /without key) – any four | 1 mark 3 marks 1 mark |
| | | | Suggested Notes NOTE: Accept the notes and summary in the third person. | |
| | | | Title: Collecting / Collecting: A Hobby / any other word / phrase connected with collecting | |

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| | | | <p>1 Reasons</p> <p>1.1 a delightful surprise</p> <p>1.2 old people lack energy</p> <p>1.2.1 phy.</p> <p>1.2.2 mental</p> <p>1.3 sentimental values</p> <p>1.4 mania</p> <p>2 Advantages</p> <p>2.1 avoid wastage</p> <p>2.2 saves money</p> <p>2.3 provides</p> <p>2.3.1 relxtn.</p> <p>2.3.2 joy</p> <p>2.3.3 amusement</p> <p>2.4 educational value</p> <p>3 Other Benefits</p> <p>3.1 meet like-minded collectors to</p> <p>3.1.1 advise</p> <p>3.1.2 compare notes</p> <p>3.1.3 exch. articles</p> <p>3.1.4 show off latest find</p> <p>3.2 socialise / make friends</p> <p>3.3 become an authority</p> | |
| (B) | (B) | (B) | <p>Summary The summary should include all the important points given in the notes.</p> <p>Content Expression</p> | <p>2 marks 1 mark</p> |
| | | | <p>SECTION B: ADVANCED WRITING SKILLS</p> <p>NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</p> | |
| 4 | – | 4 | ADVERTISEMENT | |
| | | | Format - Heading | 1 mark |
| | | | Content | 2 marks |
| | | | Expression | 1 mark |
| | | | <p>Suggested value points [SITUATION VACANT / VACANCY / any other appropriate heading]</p> <ul style="list-style-type: none"> – by whom – Sunrise Global School Agra – what - receptionist – qualification – experience – skills (shorthand/computer savvy/fluency in languages) (optional) – salary & perks | |

Suggested Abbreviations:

phy. – physical
relxtn. – relaxation
exch. – exchange
/ - or

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| | | | <ul style="list-style-type: none"> – how to apply – to whom (contact details) – any other relevant details <p>(due credit should be given to economy of words)</p> | |
| | | | OR | |
| 4 | – | 4 | NOTICE | |
| | | | Format The format should include: NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box . | 1 mark |
| | | | Content | 2 marks |
| | | | Expression | 1 mark |
| | | | Suggested value points [WATER SUPPLY TO BE SUSPENDED / any other relevant title] <ul style="list-style-type: none"> – what - suspension of water supply for 8 hours – when - 6th March; 10am – 6pm – where - Society – reasons for cut - cleaning of water tank – steps to be taken - store water – any other relevant details | |
| – | 4 | – | ADVERTISEMENT | |
| | | | Format - Heading | 1 mark |
| | | | Content | 2 marks |
| | | | Expression | 1 mark |
| | | | Suggested value points [ACCOMMODATION / FLAT WANTED / PURCHASE / PROPERTY] (any other appropriate heading) <ul style="list-style-type: none"> – location – type - flat – size – facilities – cost – contact details – any other relevant details <p>(due credit should be given to economy of words)</p> | |
| | | | OR | |
| – | 4 | – | FORMAL INVITATION | |
| | | | Format (letter format) The format should include: NAME OF THE INSTITUTION AND ADDRESS, RECEIVER'S NAME AND ADDRESS, DATE & SALUTATION, SUBJECT, NAME OF EVENT, | 1 mark |

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| | | | COMPLIMENTARY CLOSE, SUBSCRIPTION and WRITER'S NAME WITH DESIGNATION. | |
| | | | Content | 2 marks |
| | | | Expression | 1 mark |
| | | | Suggested value points <ul style="list-style-type: none"> – invite the artiste – what - school organising one-act play competition – date, time, venue – details of the event - classes involved, theme, category (interschool / interhouse) – request to confirm – any other relevant details | |
| 5 | – | 5 | LETTER WRITING [Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.] | |
| | | | Format 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close. | 1 mark |
| | | | Content | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1] | 2 marks |
| | | | LETTER OF COMPLAINT TO MEDICAL SUPERINTENDENT Suggested value points <ul style="list-style-type: none"> – description of chaotic condition – how victim was attended to – loss of vital & precious time, its result – suggestions to improve the situation (any other relevant details) | |
| | | | OR | |
| | | | LETTER TO EDITOR – MISERABLE CONDITION OF SLUMS Suggested Value Points problem <ul style="list-style-type: none"> – pathetic living conditions – survival difficult – (lack of education, hygiene – burden on resources) causes <ul style="list-style-type: none"> – migration from rural areas – overcrowding / poverty solutions <ul style="list-style-type: none"> – discourage migration / create opportunities in rural areas – adoption of slums by NGOs | |

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| | | | <ul style="list-style-type: none"> – create awareness through media – government policies and better infrastructure – health and sanitation <p>(any other relevant points)</p> <p>(any 3 points)</p> | |
| – | 5 | – | INCONVENIENCE DUE TO HEAVY TRAFFIC Suggested value points description of problem <ul style="list-style-type: none"> – (heavy traffic / jam / inconvenience to students / coming late) suggestions to regulate traffic <ul style="list-style-type: none"> – deputing volunteers to manage traffic – signals to be installed – construction of subways – other suggestions – request to Deputy Commissioner of Police to take adequate action <p>(any other relevant details)</p> <p>(any 3 points)</p> | |
| | | | OR | |
| | | | JOB APPLICATION – POST OF RECEPTIONIST Suggested Value Points <ul style="list-style-type: none"> – reference to the advertisement – post - receptionist – request for consideration – personal details <ul style="list-style-type: none"> ○ address ○ qualification – achievements – experience (optional) – references <p>(any other relevant points)</p> <p>NOTE: the resume can be a part of the letter or as an enclosure</p> | |
| 6 | – | – | DEBATE | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | POLICY OF RESERVATION IN PROFESSIONAL COURSES Note: Student's views to be expressed either for or against the topic Suggested Value Points For <ul style="list-style-type: none"> – inequality in society – opportunities for the deprived | |

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| | | | <ul style="list-style-type: none"> country can progress only if all sections of society contribute must raise the weaker / marginalised communities <p>Against</p> <ul style="list-style-type: none"> misuse of opportunities progress should be only on merit main reason for brain drain / injustice to the deserving increase in inequality / resentment in society disturbs communal harmony standards can't be lowered especially for doctors / engineers (any other relevant point) | |
| | | | OR | |
| 6 | – | – | SPEECH | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | Suggested Value Points BENEFITS OF EARLY RISING <ul style="list-style-type: none"> energising - positive start better time management / increases productivity relieves stress and tension best time to study / meditate / exercise (any other relevant details) | |
| – | 6 | – | DEBATE | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | RISING PRICES CAN BE CONTROLLED ONLY BY THE GOVERNMENT Note: Student's views to be expressed either for or against the topic Suggested Value Points in favour: <ul style="list-style-type: none"> laws made by the government government can control factors responsible for price hike infrastructure, relaxation, subsidies - in government hands against <ul style="list-style-type: none"> natural causes like weather responsible government not solely responsible hoarding / black marketeering gap in demand and supply (any other relevant point) | |

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| | | | OR | |
| – | 6 | – | SPEECH | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | LIBRARY PLAYS AN IMPORTANT ROLE AT SCHOOL Suggested Value Points – important for students as buying books expensive – source of reference – a quiet place – digital libraries – new trend (any other relevant details) | |
| – | – | 6 | DEBATE | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | THE POLICY OF NO DETENTION TILL CLASS VIII IS NOT IN THE INTEREST OF STUDENTS Note: Student's views to be expressed either for or against the topic Suggested Value Points For – no motivation to excel – basics not clear – lack of hard work – everyone gets promoted – life is competitive so children should start young – best not rewarded Against – imparts basic literacy to enhance elementary education – encourages life skills and holistic development – reduces cut throat competition – reduces stress levels – time to explore personality traits of the child (any other relevant point) | |
| | | | OR | |

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| – | – | 6 | SPEECH | |
| | | | Format (opening address and conclusion) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| | | | A STUDENT MUST KNOW HOW TO MANAGE HIS TIME Suggested Value Points – lot of pressure on students – organised work – adds to efficiency – time for self-study and recreation balanced – scope to enhance other skills / hobbies – enhances confidence – must learn to balance time ○ to reduces stress (any other relevant details) | |
| 7 | 7 | 7 | ARTICLE WRITING | |
| | | | Format (heading and writer's name) | 1 mark |
| | | | Content | 4 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½] | 5 marks |
| 7 | 7 | – | Suggested value points: FESTIVALS OF INDIA – bring happiness and joy – important part of our lives – bring family and friends together – unite the country – promote brotherhood (any other relevant details) NOTE: If the student gives an account of festivals it should be accepted | |
| | | | OR | |
| | | | HOW TO PROVIDE PROPER HEALTH CARE TO THE COMMON MAN Suggested value points: problem – health sector commercialised causes – money spinning business – large population | |

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| | | | <ul style="list-style-type: none"> – government hospitals not enough / over crowded solutions – stricter laws for private hospitals – stringent implementation of rules – more government hospitals – creating awareness of healthy lifestyles, nutritious food etc. in rural areas – providing healthcare in schools <p>(any 4 points) (any other relevant details)</p> | |
| – | – | 7 | <p>HOW TO KEEP A CHECK ON POPULATION</p> <p>Suggested value points:</p> <p>problem</p> <ul style="list-style-type: none"> – population explosion leading to <ul style="list-style-type: none"> ○ unemployment ○ poverty <p>solution</p> <ul style="list-style-type: none"> – literacy for all – job opportunities – women empowerment – government policies – creating awareness of disadvantages <p>(any 4 points) (any other relevant point)</p> | |
| | | | OR | |
| | | | <p>HOW TO MAKE WOMEN FEEL SAFE / any other suitable heading</p> <p>Suggested value points:</p> <p>problem</p> <ul style="list-style-type: none"> – women unsafe – domestic violence / rape / eve teasing / lack of safety in public places <p>solution</p> <ul style="list-style-type: none"> – inculcate respect for women – implementation of stringent laws – policing should be vigilant and effective – empower women <p>(any 4 points) (any other relevant details)</p> | |
| | | | <p>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</p> <p>NOTE: The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p> | |

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| 8 | 8 | 8 | [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.] Value points: | |
| (a) | (a) | (a) | – a thing of beauty | 1 mark |
| (b) | (b) | (b) | – pass into nothingness | 1 mark |
| (c) | (c) | (c) | – a pleasant shady place under a tree / a place that offers protection (any 1) | 1 mark |
| (d) | (d) | (d) | – to bear the problems of life / remove the gloom / uplift the mood / remove the sufferings / refresh ourselves (any 1) | 1 mark |
| | | | OR | |
| (a) | (a) | (a) | – pain / fear / pain that mother was growing old / fear of separation (any 1) | 1 mark |
| (b) | (b) | (b) | – her mother would get old / die / final separation from mother (any 1) | 1 mark |
| (c) | (c) | (c) | – loved her / pained at seeing the mother growing old / fear of losing her mother (any 1) | 1 mark |
| (d) | (d) | (d) | – hides her feelings from her mother / reassures herself that mother will be fine (any 1) | 1 mark |
| 9 | 9 | 9 | Short answer type questions Distribution of marks: Content: | 2 marks |
| | | | Expression (deduct ½ a mark for two or more grammatical/spelling mistakes) | 1 mark |
| | | | Value points: | |
| (a) | – | – | – full name : Saheb-e-Alam which means Lord of the Universe – is a rag picker, refugee from Bangladesh | 3 marks |
| – | (a) | – | – others got entrapped whereas he was not lured by temptation / free from the rattrap – gave him joy to think ill of the world in this way | 3 marks |
| – | – | (a) | immediate effect – weak and trembling; shook and cried as he lay on bed – couldn't eat – haunting fear – slightest exertion upset him – wobbly in the knees and sick in the stomach subsequent effect – could not go near water for years / strengthened the fear of water – deprived him of joy of canoeing, boating, swimming and fishing (any 1) | 3 marks |

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| (b) | – | – | <ul style="list-style-type: none"> – in the unequal fight support of Englishmen would show weakness of heart – cause just / wanted Indian to rely on themselves, and not seek a prop / wanted Indians to be self-reliant | 3 marks |
| – | (b) | – | <ul style="list-style-type: none"> – amount less important than the fact that landlords had to surrender money and part of prestige – breaking dead lock was more important than amount of money – lesson in self-reliance for Indians / showed Indians they had rights / Britishers not above the law / conquered fear / learnt courage (any 2) | 3 marks |
| – | – | (b) | <ul style="list-style-type: none"> – received warm welcome / place to stay – porridge for supper – big slice of tobacco roll – played mjois / cards – crofter confided in him (any 2) | 3 marks |
| (c) | (c) | (c) | <ul style="list-style-type: none"> – no escape even after death – terrified hands will be ringed with ordeals she was mastered by / still dominated by uncle / male dominated society | 3 marks |
| (d) | (d) | (d) | <ul style="list-style-type: none"> – education to be related to their life / break open from confined spaces / show children green fields / use nature as teacher / want the rich and powerful (governor, inspector, visitor) to get involved (solve their problems) (any 2) | 3 marks |
| (e) | – | – | <ul style="list-style-type: none"> – he would die – irony – 10 day old infant speaking / everyone who is born has to die – killed by the tiger (100th) – irony death by a toy / wooden tiger's sliver (any 1) | 3 marks |
| – | (e) | – | <ul style="list-style-type: none"> – said all those who are born will one day have to die – they did not require the predictions of the astrologers for that – it would be some sense if the astrologers could tell the manner of that death – said let tigers beware (any 1) | 3 marks |
| – | – | (e) | <ul style="list-style-type: none"> – drank milk of English cow / nursed by English nanny / had English tutor / watched English films – uneventful childhood just like any Indian prince during British rule | 3 marks |
| (f) | – | – | <ul style="list-style-type: none"> – father's chief concern was Sadao's education | 3 marks |
| – | (f) | – | <ul style="list-style-type: none"> – there may be danger to old general's life; might need operation; so Sadao required – Sadao was perfecting a discovery which would render wounds entirely clean (any 1) | 3 marks |

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| – | – | (f) | – in the US; at Professor Harley's house, by chance, Professor and wife anxious to do something for foreign students had invited them | 3 marks |
| | | | Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.] | |
| 10 | 10 | 10 | Distribution of marks: Content | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value points: | 3 marks |
| 10 | 10 | 10 | Neglect of Native Language – M. Hamel blamed himself and natives for neglecting French – had given a holiday when he wanted to go fishing – got his flowers watered – parents sent children to work – elders showed regret – sat quietly at back of classroom – M. Hamel appealed that they hold fast to their language a key to their freedom | |
| | | | OR | |
| | | | – Sophie belonged to weak socio-economic background – escaped from boring working class existence to unrealistic fantasies – reality – earmarked for biscuit factory – dreams of owning boutique / being a manager / actress / fashion designer – dreams and disappointments all in her mind – dream and reality merged when she went to meet Danny Casey – no concrete steps taken to convert dream into reality – lied / fooled everybody with her dreams – dreams are not based on reality – circumstances do not support her (any 3) | |
| 11 | 11 | 11 | Distribution of marks: Content: | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points: | 3 marks |
| 11 | 11 | 11 | – Derry bitter / hates world / isolates himself – Mr Lamb not scared or repulsed by his scarred face – He understands Derry and his anguish and doesn't pity him – doesn't get angry nor is put off by Derry's rudeness / doesn't force him to stay and listen | |

| | | | | |
|----|----|----|--|---------|
| | | | <ul style="list-style-type: none"> – Mr Lamb's views different from those held by others – makes him realise that being handicapped not a drawback – beauty is relative people are important – Mr Lamb is positive – Mr Lamb opens the world to Derry by telling him to wait, watch, listen <p>(any 2)</p> <p>Turning point</p> <ul style="list-style-type: none"> – Derry ready to face the world and overcome obstacles / returns to Mr Lamb against his mother's advice – finds courage and strength to get what he wants <p>(any other relevant point)</p> <p>(any 1)</p> | |
| | | | OR | |
| 11 | 11 | 11 | <ul style="list-style-type: none"> – Jo wanted wizard to hit mommy on head and skunk not to smell bad – wanted stupid mommy to be punished – insisted on changed ending next day – Jo felt mother should not impose her will / her action robbed the son of acceptance of peers – wanted Roger to be allowed to choose his own life / get rid of the stink – story with the sad ending was unacceptable – she was looking at the things from child's perception / friends were more important than family <p>(any 3)</p> | |
| | | | Q12 & Q 13 – Long Reading Text – Silas Marner / The Invisible Man [NOTE: Accept any answer that correlates with the novel and seems relevant] | |
| 12 | 12 | 12 | Distribution of marks: Content: | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points: | 3 marks |
| | | | Griffin <ul style="list-style-type: none"> – unusual appearance, cold, wet, hungry, wanted to be left alone, discouraged Mrs Hall's conversation, abrupt, mysterious, opens himself to speculation Mrs Hall <ul style="list-style-type: none"> – excited at seeing Griffin, smart business woman, hospitable (served Griffin herself), talkative, persistent, friendly, curious, Griffin enigmatic to her – Griffin looks peculiar but has money. Mrs Hall pleased at her good fortune, gives him room | |

| | | | | |
|----|----|----|---|---------|
| | | | OR | |
| | | | <ul style="list-style-type: none"> – Silas honest man – faithful member of religious sect in Lantern Yard – William his closest friend, loved Sarah, Silas' fiancé – had cataleptic fit – William thought that Satan visited him – congregation took turns to look after Deacon – Silas found him dead but was accused of murdering him. William framed him. – disillusioned - decided there was no God – left - a loner <p>(any 3)</p> | |
| 13 | 13 | 13 | Distribution of marks: Content: | 3 marks |
| | | | Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] (deduct ½ a mark for two or more grammatical/spelling mistakes) | 3 marks |
| | | | Value points: | |
| | | | Griffin character sketch <ul style="list-style-type: none"> – genius, scientist gone astray – becomes a menace – aggressive / homicidal / remorseless – no respect for rules / authority – no ethics / looks down upon people – devoid of sense of humanity / conscience – short-tempered / ruthless – went from obsession to fanaticism to greed to insanity (mention incidents to substantiate) (any 3) | |
| | | | OR | |
| | | | <ul style="list-style-type: none"> – daughter of Mr Lammeter – married to Godfrey – pretty and caring – remarkable strength of character and high principles – refuses to adopt child – when she comes to know of Eppie being Godfrey's daughter she willingly welcomes her – says if she had known it she would have adopted Eppie – fine, sensitive woman empathises with others – restores moral order – deals with husband's revelation with dignity – deep regret for husband's action – suffering woman who has not got over child's death <p>(any 3)</p> | |