

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2019
MARKING SCHEME

ENGLISH (ELECTIVE) (N)

CLASS XII
CODE NO. 28

GENERAL INSTRUCTIONS

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. Even 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. **Evaluation is a 10-12 day mission for all of us. Hence, it is desired from you to give your best in this process.**
2. 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 and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and are innovative may be assessed and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator 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.
4. 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.
5. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
6. If a student has attempted an extra question, answer of the question, deserving more marks should be retained and other answer scored out.
7. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
8. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.
9. 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.

10. 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.
11. Every examiner should stay full working hours i.e. 8 hours every day and evaluate 25 answer books.
12. Avoid 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 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 figure 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 part of an 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 (X) and awarded zero (0) Marks.
14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.
15. 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.
16. As per the order of the Hon'ble Supreme Court, the candidates are now permitted to obtain photocopy of the Answer Book on request on payment of the processing charges.
17. Q1 under Section A (Reading) and Q5 (a) under Section C (Literature) have been designed to test students' ability to comprehend the given lines / passage. As such, the examinees need not be unnecessarily penalised for language errors.
18. 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.
19. Wherever the word limit is given, no marks be deducted for exceeding it. However, due credit should be given for precise answers.

20. 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.

[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 must conduct a mock evaluation exercise on the first day of evaluation to ensure that the evaluation has been carried out as per the norms and instructions of CBSE. Formal evaluation is to begin from Day-2 (group evaluation) only after ensuring that there is no significant variation in the marking of evaluators, as per the exercise carried out during mock evaluation.

	SUGGESTED VALUE POINTS	
	SECTION A: READING	20 marks
1(A)	OBJECTIVE: Testing comprehension of an unseen passage	
	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.	10 marks
(a)	- the home of money lender/ Lala Ram Lal - sikh temple - mosque (any two)	$\frac{1}{2} + \frac{1}{2} = 1$ mark
(b)	at the western end of the village	1 mark
(c)	goods trains/ slow passenger trains	1 mark
(d)	the local deity, the 'deo'	1 mark
(e)	rivers change their moods with seasons/ change their course without warning	1 mark
(f)	food, betel leaves, cigarette, tea, biscuits and sweetmeats	1 mark
(g)	waves a green flag, lights the lamps in the evening and brings them back in the morning	$\frac{1}{2} + \frac{1}{2} = 1$ mark
(h)	the whistle of and puffing of engines, the banging of buffers, the clanking of iron couplings	$\frac{1}{2} + \frac{1}{2} = 1$ mark
(i)	narrow	1 mark
(j)	sluggishly	1 mark
1(B)	OBJECTIVE: Interpretation and appreciation of an unseen poem	
	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.	10 marks
(a)	change is constant and inevitable; the old is replaced by the 'new' the world is moving	$1 + 1 = 2$ marks
(b)	pray for his soul to rest in peace remember his behaviour and good deeds etc	$1 + 1 = 2$ marks
(c)	Simile	2 marks
(d)	humans have brains/ wisdom they can pray	$1 + 1 = 2$ marks
(e)	yielding friend	2 marks

	Section-B : Creative Writing and Applied Grammar	30 marks
2	Objective: To test the ability to think logically and express oneself clearly.	
(a)(i)	SPEECH WRITING	
	<p>Word limit: 80-100 words</p> <ul style="list-style-type: none"> - Greeting and thanking 1/2+1/2= 1 mark - Content and logical development of thought 3 marks - Expression and style 1 mark <p>TOPIC: NEED TO INTENSIFY SWACHH BHARAT MISSION</p> <p>Suggested value points</p> <ul style="list-style-type: none"> - launching of international and state level media campaign for publicity and awareness - goal oriented approach - incentives to people involved - involving local, sports and social icons to spread awareness <p>(any other relevant points)</p>	5 marks
(ii)	ARTICLE WRITING	
	<p>Word limit: 80-100 words</p> <ul style="list-style-type: none"> - Format (Title and Writer's name) 1 mark - Content and logical development of thoughts/ ideas 3 marks - Expression and style 1 mark <p>TOPIC- Plant More Trees</p> <p>Suggested value points</p> <ul style="list-style-type: none"> - trees important source of oxygen - clean the air - reduce carbon dioxide and emission from power plants - improves water quality and reduces erosion - makes cities look more beautiful, liveable - help control sound pollution - source of food and shelter <p>(any other relevant points)</p>	5 marks
3	DEBATE	
	<p>Word limit: 150-200 words</p> <ul style="list-style-type: none"> - Format: Greeting and thanking, introduction 1 mark - Content 4 marks - Expression 5 marks Grammatical accuracy, appropriate words and correct spelling [2 1/2] Coherence and relevance of ideas and appropriate style [2 1/2] 	10 marks

	<p><u>TOPIC- “In Today’s world only wealthy people can afford to be healthy”</u></p> <p>Suggested value points</p> <p>FOR THE MOTION</p> <p><u>Rich People</u></p> <ul style="list-style-type: none"> - better access to medical care - safer homes and neighbourhood - eat healthier food, only rich can afford better medical care - money helps access to all good facilities <p><u>Poor People</u></p> <ul style="list-style-type: none"> - generally do not enjoy good health - live in unhygienic conditions - lack basic facilities - lack of nutritious food, sanitation, clean water <p>AGAINST THE MOTION</p> <ul style="list-style-type: none"> - a lot is being done to improve the living condition of the poor people - emphasis on sanitation, cleanliness, better healthy environment - free nutritious food to students - free medical facilities available to the poor people - health insurance schemes - health consciousness among the poor 	
	OR	
3	ARTICLE WRITING	
	<p>Word limit: 150-200 words</p> <ul style="list-style-type: none"> - Format: Title and Name - Content - Expression <p>Grammatical accuracy, appropriate words and correct spelling</p> <p>Coherence and relevance of ideas and appropriate style</p>	<p>1 mark</p> <p>4 marks</p> <p>5 marks</p> <p>[2 ½]</p> <p>[2 ½]</p> <p>10 marks</p>
	<p><u>TOPIC: THE RISING CRIME OF CHILD LIFTING</u></p> <p>Suggested value points</p> <ul style="list-style-type: none"> - abduction for ransom/ easy money - child abuse/ sale of organs - children-vulnerable and easy target - trafficking of girls - involvement of unemployed youth in crimes - lack of harmony in family - run away from homes - poor economic condition - migration - lack of communication between parents and children 	

	<ul style="list-style-type: none"> - lack of awareness among parents of missing children - lack of legal knowledge and help - lack of proper coordination among different agencies and role of social media <p>(any other relevant points)</p>	
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4(a)	(APPLIED GRAMMAR)	5 marks (1X5=5 Marks)
	<p><u>Transformation of Sentences</u></p> <p>OBJECTIVE: Application of grammatical skills</p>	
(i)	The teachers said that the earth rotates around the sun.	
(ii)	By whom was the table broken?	
(iii)	No sooner did I enter the room than the alarm went off.	
(iv)	It is a very sweet voice./ The voice is very sweet.	
(v)	As the conjunction 'unless' is wrongly printed as 'lest', all candidates who have attempted this question should be awarded one mark each.	
4(b)	<p><u>Narration</u></p> <p>OBJECTIVE: To test the ability to report in indirect speech</p>	1x5=5 Marks
	i) where he was	1 mark
	ii) where his uncle lived	1 mark
	iii) seemed to be very	1 mark
	iv) his uncle had returned from	1 mark
	v) he had brought a few gifts	1 mark
	SECTION C: LITERATURE TEXTBOOK: Kaleidoscope	30 marks
5(A)	<p>OBJECTIVE : To test comprehension, interpretation, appreciation, expression</p> <p style="text-align: center;">(ANY TWO)</p>	4x2=8 marks
a)	(i) to show that he was shorter than the required height for the ticket.	(1+1=2) marks
	<p>(ii)</p> <ul style="list-style-type: none"> - did not want to buy ticket for him/ to save money - did not have faith in his mother's measurement - thought she would avoid buying ticket to save money and to prove him to be shorter <p>(any two)</p>	(1+1=2) marks
(b)	<p>(i)</p> <ul style="list-style-type: none"> - Frau Frieda - met her in Vienna 	(1+1=2) marks
	<p>(ii)</p> <ul style="list-style-type: none"> - used to wear the ring on her right forefinger. - the shape of the ring resembles a serpent with emerald eyes. 	(1+1=2) marks

(c)	(i) - both are interconnected - the poet exhorts the people to be kind and compassionate to the poor	(1+1=2) marks
	(ii) - a society where no one is poor/ unhappy - no role of pity when all are happy and there is no poverty	(1+1=2) marks
6	OBJECTIVE: To test appreciation, interpretation, fluency, coherence Word limit : 80-100 words each (ANY TWO)	5x2=10 marks
(a)	<ul style="list-style-type: none"> - Raizel and Dr. Margolin loved each other and wanted to marry - war disrupted their plan and they drifted apart - Dr Margolin learnt she had died in the war but did not confirm the details of her death - Dr.Margolin attended the wedding of Mekheles' daughter - imagined that Raizel was there - had a long imaginary conversation with her - it appears Dr.Margolin was in a state of hallucination - carousing at the wedding and his old longing for Raizel may have caused hallucinatory effect any other relevant point/points	Content- 3 Expression-2 = 5 marks
(b)	<ul style="list-style-type: none"> - freedom is always restricted and curbed - humans slaves to their necessity - enforcement of laws by the government - restriction on freedom by laws of the land - work under others for the living - working for almost 12 hours a day - leaves only four hour for personal freedom - compulsion to pay taxes to the Government - imprisonment for not obeying the laws any other relevant point/points	Content- 3 Expression-2 = 5 marks
(c)	<ul style="list-style-type: none"> - tradition of joint family - strong bonding among members of the family - religion, rituals, rites, old customs etc. played an important role in life - people lived close to nature - weakening of ties and bonds due to change - customs and traditions gradually being ignored - the three hundred year old house in a dilapidated state - the grandmother- a lively, luxury loving woman-now old with bleary eyes suffering from physical ailments; dejected and disillusioned - decline of royal families any other relevant point/points	Content- 3 Expression-2 = 5 marks
7	OBJECTIVE : To test global comprehension Word limit : 120 – 150 words (ANY TWO)	6x2=12 marks

(a)	<ul style="list-style-type: none"> - argumentation is positive and often substantive - not a new concept to India - the questioning and arguing is integral part of Sanskrit epics - Gita, an excellent example of argumentation - even public discussion etc. in politics leads to strengthening democracy etc. any other relevant point/points	Content- 4 Expression-2 = 6 marks
(b)	<ul style="list-style-type: none"> - on her daughter's request the mother cast spell on the monk Ananda - advised her daughter to be sensible and curb her desire - told her daughter that it could be fatal for her - made her realise that Chandals had no right to love a Bhikshu - sacrificed her own life for her daughter Parkariti any other relevant point/points	Content- 4 Expression-2 = 6 marks
(c)	<ul style="list-style-type: none"> - Eveline was in dilemma to elope with his lover Frank - dreamt about her happy married life in Buenos Aires - was also concerned about the promise to her dying mother - responsibility of looking after her father and siblings after the death of her mother - decided not to leave them - sacrificed her love and life for the welfare of her family -any other relevant point/points	Content- 4 Expression-2 = 6 marks
	SECTION D- (FICTION)	20 marks
	Note: Attempt either Question No.8 or No. 9	
8	Novel : A Tiger for Malgudi by R.K. Narayan	
(a)	OBJECTIVE: Seeking comments and interpretation Word limit : 80 – 100 words (ANY TWO)	5 x 2 = 10 marks
i)	<ul style="list-style-type: none"> - villagers began losing their animals regularly - got frightened and worried about the safety of their cattle - started guarding their cattle - approached the authorities for help - adopted defensive measures to save their animals - contacted the collector through their spokesmen - the collector's advice to file a written petition for official action any other relevant point/points	Content- 3 Expression-2 = 5 marks

(ii)	<ul style="list-style-type: none"> - Captain started his career in Dadhaji's circus when he was hardly twenty - Dadhaji imparted to him all his knowledge and skill in training animals - also taught him about business methods - Dadhaji depended more and more on Captain - Captain became Dadhaji's working partner - Captain had been working virtually running the show for years <p>(any other relevant point/points)</p>	<p>Content- 3 Expression-2 = 5 marks</p>
(iii)	<ul style="list-style-type: none"> - panic among people caused by the tiger's presence in the school - shouting by crowd gathered in the school - the frightened headmaster hid himself in the loft seeing the tiger in his room - the Master suggested that the door be opened - offered to take the tiger out of the school - the headmaster could then come down - the Master took the tiger away - the headmaster came down the loft and felt greatly relieved <p>-any other relevant point/points</p>	<p>Content- 3 Expression-2 = 5 marks</p>
8(b)	<p>OBJECTIVE: Appreciation of character, event, episodes etc.</p> <p>Word limit : 150 – 200 words</p> <p>(ANY ONE)</p>	<p>10 marks</p>
i)	<ul style="list-style-type: none"> - tiger lost his freedom - was put in a cage - felt cramped in a small cage ; unable to move - harsh training ; tortured - used to be starved - whipped to become obedient on the command of trainer - felt utterly miserable <p>any other relevant point/points</p>	<p>Content- 6 Expression-4 = 10 marks</p>
(ii)	<ul style="list-style-type: none"> - empty veranda as the frightened people disappeared - only Alphonse was present at the gate with his gun - petrified crowd was on the street - street dogs forgot to bark/ silent - all vehicles moved on the side of the road - discussion among people in the market road about the tiger <p>any other relevant point/points</p>	<p>Content- 6 Expression-4 = 10 marks</p>
(iii)	<ul style="list-style-type: none"> - previous life spent in Malgudi - lived in Ellaman street - was student in a college - took part in the freedom movement - was sent to prison many times - his actual name was Govind, Gopal or Gund 	

	<ul style="list-style-type: none"> - abandoned his wife and children and disappeared - fled from family, home possessions - wandered through forest , mountains and valleys - never bothered about his future <p>any other relevant point/points</p>	
9	Novel : The Financial Expert by R.K. Narayan	20 marks
(a)	<p>OBJECTIVE: Seeking comments, interpretation, appreciation of episodes, interpersonal relationship</p> <p>Word limit : 80 – 100 words</p> <p>(ANY TWO)</p>	5x2=10 marks
i)	<ul style="list-style-type: none"> - Margayya visited a priest who prescribed an elaborate puja; asked him to bring a red lotus - Margayya went beyond Saryu to a secluded area - arrived at the pond and was delighted to see a red lotus - surprised to see Dr. Pal sitting near the pond - requested him to get the lotus flower from him - Dr. Pal, a journalist , correspondent, and author spent his leisure time near the pond to do his serious writing work - he told him about his book ‘Domestic Harmony’ and even offered it to him almost for free <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
(ii)	<ul style="list-style-type: none"> - looking for his lost son Balu in Madras - met a policeman who took him to the madman’s house - he used to write letters to people - Margayya asked about his son - he told him that his son was alive and worked in a theatre <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
(iii)	<ul style="list-style-type: none"> - wanted his son Balu to be educated - sent him to a good school - fulfilled all his wishes - Balu became stubborn and careless towards his studies - left home after argument with his father - worried Margayya went to Madras to find him - brought him home and tried to keep him happy <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
9(b)	<p>OBJECTIVE : Appreciation of characters, events, episodes etc.</p> <p>Word limit : 150 – 200 words</p> <p>(ANY ONE)</p>	10 marks

i)	<ul style="list-style-type: none"> - wanted to be rich - used unfair means to earn money - lent money to illiterate, simple villagers and charged exorbitant interest; exploited them in other ways too - published Dr. Pal's book 'Domestic Harmony' - became very rich - launched a ponzi scheme - finally greed ruined them. <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks
ii)	<ul style="list-style-type: none"> - <u>Dr. Pal was responsible for Margayya's ruin</u> - Dr. Pal played an important role in helping Margayya rise in life-Domestic Harmony and Dr. Pal's wide circle of friends helped him a lot - his influence on Balu - Margayya thought Dr. Pal was spoiling his son - seeing Balu in the company of women and Dr. Pal at night, he lost his temper and even thrashed Dr. Pal. - Dr. Pal decided to take revenge - spread rumours that Margayya's business was not doing well - investors panicked and started demanding their money back - the process of Margayya's decline began and he soon found himself completely ruined - <u>Margayya was himself responsible for his downfall</u> <ul style="list-style-type: none"> - overambitious, greedy and unscrupulous - arrogant - little control over temperament - lack of worldly wisdom - these weaknesses brought about his financial ruin <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks
(iii)	<ul style="list-style-type: none"> - a submissive devoted hardworking housewife - never interfered her husband's profession - accepted all the challenges of her life - was not happy with her husband's attitude to life - also did not like his treatment of their son Balu - believed Margayya was responsible for Balu's failure in life - accepted everything as it came - a typical Indian housewife <p>any other relevant point/points</p>	
