

## PRACTICE PAPER-3

### Marking Scheme

#### ENGLISH ELECTIVE

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.

**SECTION- A**  
**READING SKILL**

**OBJECTIVE-** testing comprehension of unseen passage comprehension passage

**Q-1 Comprehension Passage**

**6 Marks**

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words 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) The Indian Prime Minister emphasizes that rivers should link and not divide, expressing concern over interstate disputes. He urges state governments to show understanding, consideration, statesmanship, and an appreciation of the other point of view to address these issues.

(b) According to the passage, water conflicts in India impact every level and segment of society, including political parties, states, regions, sub-regions within states, districts, castes, groups, and individual farmers.

(c) The passage suggests that water conflicts in India are likely to worsen before they begin to be resolved due to the absence of proper democratic, legal, and administrative mechanisms to handle the root causes of these conflicts.

(d) The challenges highlighted in the passage regarding the nature of water and its role in conflicts include water being divisible and amenable to sharing, having multiple uses and users, involving trade-offs, inherent problems of excludability, graded scales and boundaries, and the need for understanding around them. These challenges differ from conflicts related to land and forests, which have received greater attention and intervention.

(e) (iii) The poor people are worst affected by water conflicts.

(f) (iv) Make consensual and conscious efforts.

(g) (iii) completely.

(h) (iv) attention.

**Q-2 Comprehension Passage**

**6 Marks**

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words 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) The poet is most impressed by the beauty of the city in the morning, which is described as wearing the beauty of the morning like a garment.

(b) The houses seem asleep because of the quiet and stillness that pervades the city in the morning. It's a metaphorical way of expressing the peaceful and undisturbed nature of the scene.

(c) 'Mighty heart' stands for the city's bustling and vibrant center or core. It is lying still in the sense that it is tranquil and calm in the early morning, before the activities of the day begin.

(d) The city is personified as wearing the beauty of the morning like a garment, which implies a certain grace and adornment. The description of the city's elements lying open to the fields and sky also contributes to its personification.

(e) (iii) Enthusiastic

(f) (i) Ships, towers, and temples

(g) (ii) The houses

(h) (i) Glides

## SECTION- B

### WRITING SKILLS AND GRAMMAR

**Q-3.A OBJECTIVE-** to use an appropriate style to write a letter regarding poor patrolling by the police in your area, organize and present ideas coherently. **6 Marks**

#### Format

sender name
date
receiver address
subject
body of the letter
Closing
sender signature name

**1 Marks**

#### Content

**3 Marks**

#### Expression

**2 Marks**

Grammatical accuracy, appropriate words and correct spelling coherence and the relevance of ideas and style.

#### Suggested value points:

- information regarding admission procedure,
- eligibility criteria,
- fee structure,
- placement opportunities,
- any other relevant point/points

#### Q-3.B Paragraph Writing Marks

**6**

word limit 100-120 words

**1. Title  
Mark**

**1**

**2. Content and logical development of thoughts/ ideas  
Marks**

**3**

**3. Expression in style** **2**  
**Marks**

**Suggested value points:**

- Regular participation in sports promotes physical fitness.
- Reduces the risk of obesity, diabetes, and other health issues.
- Sports contribute to mental health by reducing stress and anxiety.
- Develops discipline, focus, and resilience.
- Fosters teamwork, cooperation, and communication skills.
- Builds camaraderie and friendship among participants.
- Teaches respect for rules, opponents, and authority figures.
- Sports instil values such as discipline, dedication, and perseverance.
- Encourages goal-setting and the pursuit of excellence.
- Teaches important life skills such as leadership, teamwork, and decision-making.
- Helps individuals develop a strong work ethic and a sense of responsibility.
- Translates into valuable skills applicable in various aspects of life.
- Promote tolerance and appreciation for diversity.
- Any other relevant point/ points

**Q3. C Report Writing** **6**  
**Marks**

**OBJECTIVE** To use a style appropriate to the given situation  
To plan, organize and present ideas coherently

**FORMAT**

**1. Title / heading, writer's name** **1**  
**Mark**

**2. Content** **3**  
**Marks**

**3. Expression** **2**  
**Marks**

**Suggested value points:**

- Detail of the event who, what, when, where, why and how
- Details of invites. chief guest other eminent personalities
- Details of campaign
- Harmful effects of tobacco
- Closing of programme
- Any other relevant point/ points/ details

**Q4. OBJECTIVE Application of grammatical skills** **6**  
**Marks**

**To test the ability of grammar topics**

- (a) She said that she would meet me at the library the next day.
- (b) A delicious meal was prepared for the guests by the chef.
- (c) He can speak Spanish fluently.

(d) Each of the students was given their own assignment.

(e) The book is on the shelf.

(f) He is intelligent but lazy.

**Q5. OBJECTIVE- to test comprehension, interpretation, appreciation, expression 5 Marks**

1. These lines are from the poem "The Divine Image" written by William Blake.

2. Pity is described as having a human face to emphasize its inherent connection to human emotions and compassion. The poet suggests that the ability to feel pity is a characteristic that defines humanity.

3. Love is considered a symbol of humanity in the context of the poem because it is portrayed as having a "human form divine." This implies that love is a divine and essential aspect of human nature, elevating it to a sacred and intrinsic quality.

4. The poet refers to Peace as the "human dress" to signify that peace is something that humans can embody or wear. It suggests that peace is not just an abstract concept but something that can be manifested in human actions and behavior.

5. c) Personification

II.

1. It is the tampered or forged line of action suggested by the authorities at the helm especially, the religious heads and missionaries. They are donors of instructions in religious affairs and whim is the misdirection, they give to society.

2. Perennial feuds and seasonal alliances refer to long-standing conflicts and temporary alliances that exist between different religious communities, specifically Hindu, Christian, and Muslim, mentioned in the text.

3. The term "well-managed city of alloy" is a poetic expression and does not directly convey a literal meaning. In this context, it seems to suggest a city with a well-organized and harmonious blend of different elements or components, possibly referring to the diverse communities mentioned earlier.

4. The term "accident distances" is not explicitly mentioned in the text. It seems like a misinterpretation or confusion with the phrase "accidents of alloy," which refers to the unpredictable variations in the composition of the metal used in making the clocktowers.

5. (c) Both A and B.

**Q6. OBJECTIVE- To test comprehension interpretation, appreciation, expression 5 Marks**

1. The meeting of Dr. Margolin with Senciminers as a comfortable intimacy to convey a sense of familiarity and warmth. The use of the term "comfortable intimacy" suggests that Dr. Margolin feels at ease and welcomed in the company of the Senciminers, indicating a close and friendly relationship.

2. Dr. Margolin left his hat and coat and put on a skullcap as a cultural or traditional gesture. The skullcap may be a customary head covering in the context of the event or gathering he is attending, and it symbolizes a form of respect or adherence to the customs of the community.

3. The author mentions that Dr. Margolin knows everybody and yet knows nobody to highlight the paradox of social familiarity in a large gathering. While Dr. Margolin recognizes many faces and

is part of the social scene, the use of "knows nobody" suggests a lack of deep personal connections or meaningful relationships with the individuals present.

4. The musicians in the hall are playing an Israeli march that is described as a hodge-podge of American jazz with Oriental flourishes. This suggests a fusion of different musical styles, combining elements of American jazz with Eastern influences, contributing to a unique and eclectic musical experience.

5. b) Responding with a smile, nod, or bow.

## II.

1. The author took his meeting with Frau Frieda in Barcelona as a mystery because it happened in such an unexpected and fortuitous way that it seemed inexplicable or puzzling to the author.

2. Pablo Neruda was a renowned Chilean poet, diplomat, and politician. He won the Nobel Prize for Literature in 1971. He was a prominent figure in Latin American literature and played a significant role in Chilean politics.

3. The author uses the metaphor of an "invalid elephant" to describe Pablo Neruda's movement through the crowd. This could imply that Neruda, though physically imposing, moved with a certain fragility or awkwardness. The connection to a child's curiosity suggests that despite his physical presence, Neruda approached the world with a childlike fascination and curiosity about the inner workings of things.

4. According to the author, Pablo Neruda took the world as an immense wind-up toy because he saw the world as a vast and intricate mechanism, like a wind-up toy. This suggests that Neruda perceived life as a creation of language and imagination, and he approached the world with a sense of wonder and playfulness.

5. d) A sea voyage to Valparaiso

**Q7. OBJECTIVE- To test students ability to comprehend prose local and global  
2X5=10**

**1. Content** **3**  
**Marks**

**2. Expression** **2**  
**Marks**

**(a) Suggested Value points:**

- It implies the tendency of mind experienced to read even the body language of people and sharp to exploit emotionally, not for any noble purpose but to fuel his body.
- Ignition are spark of astute tendency and its humiliatory effects-when a mother finds her pygmy and guilty before her own son- learned author has aptly explained in this fiction.

**(b)**

- Eveline missed the opportunity to escape with her liver Frank due to her responsibilities towards her home. She hated her father and at the same time, she was worried about him.
- She had promised her mother that she would never let her home separate and will keep the family together.
- Her duties to the wards of her family were more important than escaping from her house for her own happiness.

**(c)**

- There are some simple flowers grown in scattered manner in the backyard under occupation of Miss Bessie.
- While at the side of captain Hagberd, it is dugged frequently but flowers are not still grown.

**Q8. OBJECTIVE- To test students ability to comprehend prose local and global**  
**2X4=8**

- It's the human body that comes in the way of the beams of sunlight and so obstructed part of light i.e. image of the concerned man is seen as his shadow. Thus, he can be understood as a maker of shadows.
- Garden denoted the environment in its implication because of his being genius. However, that genius was fed on evil-deeds, i.e. massacre committed by his parent.
- It's an acute and "emotion-hitting" sarcasm applied by introvert and hermetic product, the poetess Emily Dickinson.
- That bell beat was heard by the poet above his head and palpitated his heart an exceptional feeling, not so before. It was because the poet had duly understood that all these senses (Swans) required due directly from the cosmos-conscious.
- It is because in this way, he can access to the supreme throne illumined with love, truth and peace. He is eager to utilise that throne in his efforts to establish love, truth and their resultant peace in this world.

**Q9. OBJECTIVE- Appreciation of character, event, episodes themes etc**

**1X5=5**

**1. Content 3 Marks**

**2. Expression 2 Marks**

**9 A. Suggested Value Points:**

- This drama is based on a Buddhist legend. "Prakrti" is the term meaning nature. It is nature's phenomena that we find in this drama. It has been stated that the term "nature" imports within it varied connotations.
- All the plants, animals and things that exist in this universe that are not made by people are called the origin of nature. As per another meaning, it is part of the character of a person or animal with usual instinct. It also denotes the basic qualities. of a thing.
- As this term has been used in context to person, it is the usual quality that becomes a part of the character. It is nature or Prakriti unchangeable in any place, time and circumstances.

**9. B**

- Her role is no less than a prophet. She has practised four steps in making Prakriti trained for her self-realisation, Initially, she persuades her not to keep sensuous feelings for a holy man like the monk here.
- It acts like a trial of a devotee or an entrance test of a student prior to his/her admission. She has left no stone unmoved in order to generate a regressive trend on the retreat of her daughter.
- As a second step, she expresses her inability to call the monk back to her home or fascinate him through a spell. Here also, she feels that instead of retreating Prakrati's passions are increasing with multiple accelerations. One day, she finds that her daughter may kill her in case nothing is done on her part.

**Q10 OBJECTIVE-Seeking comments, interpretation, appreciation of episodes, characters, events etc.**

**1X5=5**

<b>1. Content Marks</b>	<b>3</b>
<b>2. Expression Marks</b>	<b>2</b>

**A Suggested Value Points:**

- It is a novel dedicated by Manjula to her sister's memory. She wants to say that it is her affection and true love for Malini that the subject matter is so elegantly arranged in that novel.
- She lays emphasis on the contents of novel being all Indian. On the above grounds, Manjula denies any need of expression in regret or Prayaschitta.

**B. Suggested Value Points:**

- Manjula said that if she had foreseen how many people, she would upset by writing in English, she really would not have committed that folly.
- She further told that she wrote the novel in English because it burst out in English because of her love for her sister who had recently passed and she was more interested in the English language.

**Q11. OBJECTIVE-To test student ability to comprehend prose local and global 2X4=8**

**1. Content** **1 Mark**

**2. Expression** **1 Mark**

- Prakriti insists her mother cast a spell on the monk by which he gets attracted to her.
- Pramod Murty was the husband of Ms. Manjula Nayak.
- The word 'bhikshu' used in the play is basically used for the monks or priests who wander around and beg for food and water while their sadhana.
- When Pramod met Manjula, he felt attracted to her. He used a trick; he wrote two letters one for Manjula and one for her friend Lucy. Addressing Lucy, he expressed his feelings regarding Manjula and mailed that to Manjula. In that way, he made Manjula aware of his attachment.
- The words of the monk towards Prakriti were difficult to be believed by her mother because no one has said them before this way to them as they belonged to the untouchable caste.
- Pramod is referred to as 'him' in this line by Manjula.

**Q-12 OBJECTIVE-To test student's ability to understand literary devices/ figures of speech in literature** **1X4=4**

- personification.
- The metaphor in the line "He has a heart of stone" is "heart of stone."
- personification.
- A simile is a figure of speech that involves comparing two different things using the words "like" or "as" to highlight a similarity between them. For example, "Her smile was as bright as the sun." In this simile, the brightness of the smile is being compared to the brightness of the sun using the word "as."