

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.	

(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	

			<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>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Suggested Abbreviations:</p> <p>phy. – physical</p> <p>relxtn. – relaxation</p> <p>exch. – exchange</p> <p>/ - or</p> </div>
(B)	(B)	(B)	<p>Summary</p> <p>The summary should include all the important points given in the notes.</p> <p>Content</p> <p>Expression</p>	<p>2 marks</p> <p>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>PROPERTY / FOR PURCHASE / or any other appropriate heading</p> <p>Suggested value points</p> <ul style="list-style-type: none"> – details of requirement – location – City Light Road, Surat – type – independent house – special features – office-cum-residence – size – cost 	

			<ul style="list-style-type: none"> – contact details – any other relevant details <p>(due credit should be given for economy of words used)</p>	
			OR	
4	–	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, COMPLIMENTARY CLOSE, SUBSCRIPTION and WRITER'S NAME WITH DESIGNATION.	1 mark
			Content	2 marks
			Expression	1 mark
			Suggested value points [FORMAL INVITATION] <ul style="list-style-type: none"> – what – date, time, venue – request to grace the occasion – confirmation of acceptance – any other relevant details <p>(NOTE: marks to be awarded even if written in card form)</p>	
–	4	–	ADVERTISEMENT	
			Format – Heading	1 mark
			Content	2 marks
			Expression	1 mark
			SITUATION WANTED / JOB WANTED or any other appropriate heading Suggested value points <ul style="list-style-type: none"> – qualification and experience – nature of job sought – remuneration acceptable – preference of job in India – contact details – any other relevant details <p>(due credit should be given for economy of words used)</p>	
			OR	
–	4	–	NOTICE	
			Format The format should include: ISSUING AUTHORITY / NOTICE/ TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he	1 mark

			has used capital letters for writing a notice within or without a box .	
			Content	2 marks
			Expression	1 mark
			CHEMISTRY NOTES MISPLACED Suggested value points – what – chemistry notes lost – probable time and place – description of lost item – reward if any – contact details – any other relevant details	
5	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
5	–	5	LETTER TO THE EDITOR– NOISE POLLUTION Suggested value points problems – sufferers - old, patients, students etc. – affects both health and behaviour – damage to psychological health – causes hypertension, high stress levels, hearing loss, disturbed sleep – other harmful effects – lack of urban planning increases exposure to unwanted sounds – request to authorities to solve problem (any other relevant details)	
			OR	
			LETTER TO POLICE COMMISSIONER –ROAD RAGE Suggested Value Points problems of road rage – extremely aggressive behaviour ○ verbal ○ physical	

			<ul style="list-style-type: none"> extreme cases – murder spontaneous / impulsive action <p>solutions</p> <ul style="list-style-type: none"> be a polite driver avoid confrontations keep driving environment calm find alternate routes if necessary implement stricter traffic laws use surveillance technology <p>(any 4)</p> <p>(any other relevant points)</p>	
–	5	–	<p>LETTER TO THE EDITOR– IMPORTANCE OF MEDICAL TOURISM FOR INDIA</p> <p>Suggested value points</p> <p>importance of medical tourism for India</p> <ul style="list-style-type: none"> cost effective and efficient medical sector skilled physicians and nursing practitioners world class medical facilities and infrastructure comprehensive solution for all medical needs alternative treatment and therapies earns foreign exchange improves relations with other countries enhances image of India <p>(any 3)</p> <p>(any other relevant details)</p>	
			OR	
			<p>LETTER OF COMPLAINT</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> details of the flat purchased <p>problems</p> <ul style="list-style-type: none"> seepage in walls and ceilings wall paint peeling off leaking sanitary fittings lift getting stalled etc. <ul style="list-style-type: none"> request to solve problems immediately <p>(any other relevant points)</p>	
6	6	–	DEBATE	
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½]</p> <p>coherence and relevance of ideas and style [2½]</p>	5 marks

			<p>BRAIN DRAIN IS NOT A BANE FOR A DEVELOPING COUNTRY LIKE INDIA</p> <p>Suggested Value Points</p> <p>Note: Student's views to be expressed either for or against the topic</p> <p>FOR</p> <ul style="list-style-type: none"> – brings prestige – opportunity for talented individuals – work force gets recognised abroad – forex remitted back helps family – increases tourist income in India – promotes globalisation – promotes competition – enhances socio – cultural – economic relationship <p>AGAINST</p> <ul style="list-style-type: none"> – intelligent people drifting away – foreign countries benefitted – erosion of cultural values – loss of talent – national loss because of expenses incurred on their education <p>(any other relevant details)</p>	
			OR	
6	6	–	SPEECH	
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½]</p> <p>coherence and relevance of ideas and style [2½]</p>	5 marks
			<p>DISCIPLINE SHAPES THE FUTURE OF A STUDENT</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – discipline key to success – inculcates sense of duty and obedience – bedrock of character – essential in all walks of life – absence leads to chaos and confusion – should be inculcated early in life – promotes restraint – builds self-confidence – balances personality – inculcates good work ethics <p style="text-align: right;">(any 4)</p> <p>(any other relevant details)</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
			<p>THE INTERNET CANNOT REPLACE A CLASSROOM TEACHER</p> <p>Suggested Value Points Note: Students' views to be expressed either for or against the topic</p> <p>FOR</p> <ul style="list-style-type: none"> – teachers touch lives in immeasurable ways – teachers have positive impact – technology not a replacement – online information may not be authentic – cannot replace relationships between students and teachers – internet doesn't take into account learning differences of students of different needs – teachers give knowledge and wisdom - the internet only information <p>(any 4)</p> <p>AGAINST</p> <ul style="list-style-type: none"> – the internet provides different viewpoints on one topic from all over the world – has more information – provides answers to all questions – can enhance classroom discussions – is unbiased when grading – students can learn at their own pace – even off campus – process of evaluation faster – technology needs no breaks – economical – helps students of remote and inaccessible areas – does not have to follow time schedules <p>(any 4)</p> <p>(any other relevant details)</p>	
			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
			<p>WATER, A VALUABLE ASSET, CONSERVATION AT HOME AND AT SCHOOL</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – fresh, clean water –limited resource / scarce resource 	

			<ul style="list-style-type: none"> – people should strive to conserve water – saves money – can save water at home by making smart choices – save water from contamination – steps <ul style="list-style-type: none"> ○ use water judiciously ○ create awareness ○ follow water conservation / rainwater harvesting / recycling <p>(any 4)</p> <p>(any other relevant details)</p>	
7	7	7	ARTICLE WRITING	
			Format	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
7	–	–	THE STATE OF EDUCATION TODAY Suggested value points: <ul style="list-style-type: none"> – produces large number of unemployed graduates – lacks basic communication and problem solving skills – education becoming commercialised – flourishing coaching centres and tutorials – rote-learning curbs creativity and originality – marks-oriented – real purpose lost – students victims of unrealistic, pointless, mindless rat race – need to redefine the purpose of education – inadequate number of schools – inadequate infrastructure – poor student-teacher ratio <p>(any 4)</p> <p>(any other relevant point)</p>	
			OR	
			ROLE OF STUDENTS IN ERADICATING ILLITERACY Suggested value points: <ul style="list-style-type: none"> – devote time to teach illiterates during vacation – adopt the motto, ‘each one, teach one’ – seek help from educational institutes, National Literacy Mission, NGOs and social groups – participate in twinning programmes - interaction between government and public schools – create awareness through school programmes, media, theatre <p>(any 4)</p> <p>(any other relevant points)</p>	

–	7	–	<p>THE IMPORTANCE OF PUBLIC TRANSPORT (any other suitable heading)</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> – eases congestion, reduces emissions – saves money and energy – reduces global warming – saves fuel <p>(any other relevant point)</p>	
			OR	
			<p>GENDER DISCRIMINATION IN SOCIETY (any other suitable heading)</p> <p>Suggested value points:</p> <p>Causes</p> <ul style="list-style-type: none"> – patriarchal set up – low level of literacy – poverty – social customs, beliefs and practices (dowry etc.) <p>Solutions</p> <ul style="list-style-type: none"> – quotas for women in parliament and political parties etc. – create awareness through media – enact and enforce laws protecting women – sharing domestic responsibilities <p>(any other relevant points)</p>	
–	–	7	<p>IMPORTANCE OF YOGA TO STUDENTS</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> – improves concentration – reduces stress – reduces behavioural problems – keeps mind healthy – decreases physical ailments – improves interpersonal relationships – reduces depression – calms mind <p>(any 4)</p> <p>(any other relevant point)</p>	
			OR	
			<p>ADVERTISEMENTS AS A SOURCE OF INFORMATION</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> – way of communication between companies /NGOs / Government and customers – provides information of <ul style="list-style-type: none"> o price 	

			<ul style="list-style-type: none"> ○ products ○ social welfare schemes (any other relevant points)	
			SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT) 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.	
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)	<ul style="list-style-type: none"> – the twelve divisions in the clock / measure of time – twelve months in the year – at twelve o'clock the hands in the clock unite suggesting amity and unity – twelve zodiac signs cover all people (any 1)	1 mark
(b)	(b)	(b)	– not to speak in any language and not to move our arms so much	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> – pleads to be silent and introspect – sudden silence an opportunity to introspect – different languages symbolise differences – silence would break barriers between communities – silence symbolic of amity and brotherhood (any 1)	1 mark
(d)	(d)	(d)	– arms refer to weapons and the arms in the human body	1 mark
			OR	
(a)	(a)	(a)	– poet / Kamala Das / poetess / narrator / daughter	1 mark
(b)	(b)	(b)	– realised with pain that mother nearing old age / mom's death / separation from mother	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> – the mother's approaching death was a hard fact for her to accept – thoughts of separation from her mother made the poet sad (any 1)	1 mark
(d)	(d)	(d)	<ul style="list-style-type: none"> – simile – 'ashen like that of a corpse' 	$\frac{1}{2} + \frac{1}{2} = 1$ mark
9	9	9	Short answer type questions Distribution of marks: Content:	2 marks
			Expression (deduct $\frac{1}{2}$ a mark for two or more grammatical/spelling mistakes)	1 mark

			Value points:	
(a)	–	–	<ul style="list-style-type: none"> – no money to buy chappals – poor and impoverished – engaged as rag pickers – hand-to-mouth existence – exploited, have no work to do, no house to live in – unhygienic conditions of the slum dwellers – negligence and apathy of the affluent people in society <p>(any 2)</p>	3 marks
–	(a)	–	<ul style="list-style-type: none"> – the crofter felt proud of the cow that gave him enough milk to support him – to convince the peddler – was lonely / happy to share his confidences generously with the peddler – trusting <p>(any 2)</p>	3 marks
–	–	(a)	<ul style="list-style-type: none"> – after his successful attempts in Lake Wentworth and Warm Lake became confident and understood that ‘all we have to fear is fear itself’ – during near death experience at YMCA pool 	3 marks
(b)	–	–	<ul style="list-style-type: none"> – generous – loved company – loved to talk – hard working – trusting – gullible – compassionate – lonely <p>(any 2 with evidence from the lesson)</p>	3 marks
–	(b)	–	<ul style="list-style-type: none"> – experience of fear and death and its conquest made him live intensely – conquering fear made him realise true value of life and helped him enjoy every moment of life – learnt ‘all we have to fear is fear itself’ – made him more confident and determined <p>(any 2)</p>	3 marks
–	–	(b)	<ul style="list-style-type: none"> – mistook peddler for an old comrade – ironmaster was happy he found his comrade with whom he could spend Christmas eve – loneliness of ironmaster made him desperate to invite the man home – because of condition in which he had found the peddler <p>(any 2)</p>	3 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> – both represent a beautiful world and high values which slum children have never experienced – slum children cannot relate to them – tempt them to steal <p>(any 2)</p>	3 marks

(d)	(d)	(d)	<ul style="list-style-type: none"> – shows constraints of married life a woman experiences – uncle's wedding band, sits heavily upon Aunt Jennifer's hand symbolises oppressive band of patriarchal society – male dominated society seems to show no concern for Aunt's suffering or even her death, society seems in no way affected by it – Aunt Jennifer forced to live in accordance with rules laid down by her husband – shows lack of freedom <p>(any 2)</p>	3 marks
(e)	(e)	–	<ul style="list-style-type: none"> – Evans not a violent person – pleasant sort of chap – one of the stars at Christmas concert – good at imitations – congenital kleptomaniac <p>(any 2)</p>	3 marks
–	–	(e)	<ul style="list-style-type: none"> – German teacher doubtful of Evan's language ability – Evans could not even understand basic pleasantries in German 	3 marks
(f)	–	–	<ul style="list-style-type: none"> – not used to eating by formula (sat down when others stood up and vice versa) – disturbed by noise and bedlam of languages – Matron staring at her – felt out of place / embarrassed 	3 marks
–	(f)	–	<ul style="list-style-type: none"> – bitter cold day, snow covered ground – large bell rang for breakfast – annoying clatter of shoes disturbed peace – constant clash of harsh noises and an undercurrent of many voices murmuring an unknown tongue – marched into dining room – were given tight fitting clothes which Zitkala-Sa found immodest <p>(any 2)</p>	3 marks
–	–	(f)	<ul style="list-style-type: none"> – fixed procedure for breakfast – first bell to pull the chairs – at second bell all had to sit down – at third bell all started eating with forks and knives, she felt out of place started crying 	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]	3 marks

			<p>[NOTE: This question can have two possible answers, accept any one with relevant arguments in support of it]</p> <p>Value points:</p>	
			<ul style="list-style-type: none"> – teenagers – boundless enthusiasm and ambition – in Sophie’s case: <p>wrong</p> <ul style="list-style-type: none"> – she’s poor – cut out for biscuit factory – lacks all needed resources to fulfil her fantasies – she’s a dreamer, not realistic – lies to her family <p>nothing wrong</p> <ul style="list-style-type: none"> – she’s like all teenagers – lives in a dream world – shows ambitions – wants to move ahead and rise in life – wants to be a model and to have a boutique – wants to lead a sophisticated life 	
			OR	
			<ul style="list-style-type: none"> – old men of the village sitting quietly at the back of classroom – were sad as well as sorry for not having gone to school more often – came to thank the master for forty years of faithful service and to show respect for a country that was theirs no more – regretted neglecting their language – M. Hamel explained everything patiently – appealed to people to preserve ‘French’ – holding on to their language will keep them united – spoke about beauty of French language – was overwhelmed with emotions – wrote Viva la France on the board in spite of Prussian soldiers marching outside <p>(any 3)</p>	
11	11	11	Distribution of marks:	
			Content:	3 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p> <p>Value Points:</p>	3 marks
			<ul style="list-style-type: none"> – Mr Lamb and Derry – having different sorts of physical disabilities – Mr Lamb had a tin leg – Derry – acid burnt face – both suffered alienation from society – not accepted by society – loneliness caused constant pain for Derry but Mr Lamb reconciled – both expected a kind and considerate behaviour from others – do not want sympathy 	

			<ul style="list-style-type: none"> – Derry dislike being pointed at, nicknamed, mocked at or made fun of; Mr Lamb reconciled – Derry sensitive about mother kissing only on other cheek (any 3) 	
			OR	
			<ul style="list-style-type: none"> – ended story by saying that Mommy Skunk took little skunk to the wizard and changed the smell back to its original stinky one – mother knew what was right for Roger Skunk <p>according to Jo</p> <ul style="list-style-type: none"> – it was a ‘stupid mommy’ – couldn’t digest the statement that little skunk’s mother hit the wizard on his head and restored his original smell – mother had no right to deprive skunk of its happiness – was happy that skunk earned a lot of friends by changing smell – suggested another ending where mother would be hit by the wizard – wanted mother to be punished 	
			Q12 & Q 13 – Long Reading Text	
			[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
			<ul style="list-style-type: none"> – did not ask for his name and particulars – saw to it that the guest is well looked after – asked for his clothes, coat and hat – prepared his lunch, brought it to him – although her guest wanted to be left alone, she went on endeavouring to talk to him <p>(any 3)</p>	
			OR	
			<ul style="list-style-type: none"> – Silas was disillusioned by the way he was framed – decided there was no God – Sarah broke off and married William a month later; he became a loner – did not socialise with people around him – he left his town and church and migrated to Raveloe – he started looking older than his age – children were afraid of him and people regarded him with a mixture of suspicion and curiosity – he was a good honest man whose knowledge of medicinal herbs was used to cure people of Raveloe <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:	
			<ul style="list-style-type: none"> – Marvel gives Griffin the slip and takes his note books and money to Port Burdock – there he seeks police protection – gains a lot after Griffin's death – after finding treasure trove comes to settle near Port Stowe – starts a little inn and names it 'The Invisible Man' – every evening he will sit surrounded with people and narrate the story, fetching him a guinea a night – three manuscripts in his custody <p style="text-align: right;">(any 3)</p>	
			OR	
			Character sketch of Eppie <ul style="list-style-type: none"> – Silas Marner's adopted daughter – fills the void left in his heart after betrayal of William, Sarah and the theft of gold – daughter of Godfrey Cass and Molly Farren – beautiful, lively, loves Silas unconditionally – when she discovers her father and the wealth / status attached to it, she chose to stay with Silas – Silas changes from a recluse to a loving person – Eppie married Aaron Winthrop <p style="text-align: right;">(any 3)</p>	