

**SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2019  
MARKING SCHEME**

**ENGLISH (CORE - 301)**

**CLASS XII**

**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 examiners 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 be merely 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, a candidate is now permitted to obtain photocopy of the Answer Book on request on payment of the processing charges.

- 17.Q1 under Section A (Reading) and Q7 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 their 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 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.

1/1/1	1/1/2	1/1/3	SUGGESTED VALUE POINTS	2019
			<b>SECTION A: READING</b>	
			<b>COMPREHENSION PASSAGE</b>	
1	1	1	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.	<b>20 marks</b>
1.1	1.1	1.1	<b>Most appropriate option</b>	
(i)	(i)	(i)	(c) – 80%	<b>1 mark</b>
(ii)	(ii)	(ii)	(b) - 2015	<b>1 mark</b>
(iii)	(iii)	(iii)	(d) - large molecule polymers	<b>1 mark</b>
(iv)	(iv)	(iv)	(b) - plastic bags and soda can rings	<b>1 mark</b>
(v)	(v)	(v)	(c) - California and Indonesia	<b>1 mark</b>
1.2	1.2	1.2		
(i)	(i)	(i)	discarded plastic bags, cups, bottles, straws, beverage cups, soda can rings, foam, bottle caps (any two )	<b>1 mark</b>
(ii)	(ii)	(ii)	introduces dangerous chemicals	<b>1 mark</b>
(iii)	(iii)	(iii)	by the natural breaking down of plastic into fragments (tiny pieces over time)	<b>1 mark</b>
(iv)	(iv)	(iv)	tends to absorb harmful chemicals from the surroundings like a sponge	<b>1 mark</b>
(v)	(v)	(v)	sea animals can get entangled in plastic netting leading to starvation/ netting cuts into animal skins –causing wounds resulting in severe infections	<b>1 mark</b>
(vi)	(vi)	(vi)	working towards new materials that are safer for environment/ testing a new polymer that breaks down easily in sea water	<b>1 mark</b>
1.3	1.3	1.3	<b>2 Marks to be awarded for any two points (Any three questions to be attempted)</b>	
(i)	(i)	(i)	litter / trash gets carried to sea by winds and waterways; marine industry-fishing and shipping	<b>2 marks</b>
(ii)	(ii)	(ii)	no single habitat / location without it ; found in shoes ,clothing, food, household items electronics and more	<b>2 marks</b>
(iii)	(iii)	(iii)	durable, sticks around for hundreds and thousands of years; absorbs harmful chemicals from surroundings; not biodegradable	<b>2 marks</b>
(iv)	(iv)	(iv)	individual actions make a big difference, disposing of plastic properly for recycling or trash collection is a key step; reusable water bottles, mugs and bags; and cutting down on waste; skipping plastic straws using paper ones. <b>(any two)</b>	<b>2 marks</b>

1.4	1.4	1.4	<b>1 Mark to be awarded for each correct answer</b>	
(i)			pristine	<b>1 mark</b>
(ii)			durable	<b>1 mark</b>
(iii)			colleagues	<b>1 mark</b>
	(i)		dumped	
	(ii)		unfortunately	
	(iii)		resemble	
		(i)	dangerous	
		(ii)	trash	
		(iii)	moulded	
2	2	2	<b>Note</b> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for the title to be given, even if a student has written the title either in Q2(a) or Q2(b) • Content must be divided into headings and sub-headings 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. Complete sentences are not to be accepted as notes. Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.	<b>10 marks</b>
(a)	(a)	(a)	<b>NOTE MAKING</b> Distribution of Marks <b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) <b>Abbreviations / Symbols</b> (with /without key) – any four	<b>5 marks</b>  <b>1 mark</b> <b>3 mark</b> <b>1 mark</b>
			<b>Suggested Notes:</b> <b>NOTE:</b> Accept the notes and summary in the third person  <b>Title: Sleep is essential</b>  1. <u>Importance of Sleep</u> 1.1. preserves health 1.2. sharpens brain & mind 1.3. six to eight hour sleep – a must 2. <u>Impact of Sleep Deprivation</u> 2.1. stress 2.2. memory loss 3. <u>Insomnia</u> 3.1. affects ability to recall / remember 3.2. depletes immune sys. 3.3. makes one accident prone 3.4. causes depression 3.4.1 dev. –ve outlook 3.4.2 increases stress burden 4. <u>Stress management works wonders</u> 4.1. essential for brain power 4.2. uplifts mood, sharpens memo'y 4.3. brain relaxes, stores info.	

			<p>5. <u>Meditation</u></p> <p>5.1 dvps. peace of mind</p> <p>5.2 lowers stress</p> <p>5.3 protects brain against aging</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Suggested Abbreviations:</b>  sys. - system  dvps. – develops  -ve – negative  memo’y – memory  info. - information</p> </div>	
(b)	(b)	(b)	<p><b>Summary</b>  The summary should include all the important points given in the notes.</p>	<b>5 marks</b>
			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b>	<b>2 mark</b>

			<p><b>SECTION B: ADVANCED WRITING SKILLS</b>  <b>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.</b></p>	
3	3	3	<b>ADVERTISEMENT</b>	<b>4 marks</b>
			<b>Format – Heading</b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<p><b>[SITUATION VACANT / any other appropriate heading]</b>  <b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>name of the organisation – National Public School, Jaipur</li> <li>post – TGT Maths</li> <li>qualification</li> <li>experience</li> <li>desirable skills – computer savvy / vedic maths/ mental maths</li> <li>salary and perks</li> <li>how and whom to apply</li> </ul> <p><b>(any other relevant details)</b>  <b>(due credit should be given to economy of words)</b></p>	
			<b>OR</b>	
3	3	3	<b>NOTICE</b>	<b>4 marks</b>
			<p><b>Format-</b>  The format should include: ISSUING AUTHORITY/ NAME OF THE INSTITUTION, the word ‘NOTICE’, HEADING, DATE, and WRITER’S NAME WITH DESIGNATION.  The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box.</p>	<b>1 mark</b>

			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>Heading : DRAWING AND PAINTING COMPETITION / Any other relevant title</b>  <b>Suggested value points:</b> -what - drawing and painting competition -who – Art Club -when – date & time -where - venue -who can participate / eligibility -last date of submission of names -> inviting participants <b>( any other relevant detail)</b>	
4	4	4	<b>LETTER WRITING</b>	<b>6 marks</b>
			<b>[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. Mixing of the formats is not permitted]</b>	
			<b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. closing	<b>1 mark</b>
			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling <b>1 mark</b> coherence and relevance of ideas and style <b>1 mark</b>	<b>2 marks</b>
4	4	4	<b>LETTER TO EDITOR – Importance of Education of Women</b> <b>Suggested Value Points</b>  <b>Problems</b> <ul style="list-style-type: none"> <li>- lack of education and financial independence</li> <li>- its effect on family, society</li> <li>- restricts growth</li> </ul> <b>Causes</b> <ul style="list-style-type: none"> <li>- patriarchal outlook / mind</li> <li>- illiteracy</li> <li>- conservative mind-set</li> </ul> <b>Solutions</b> <ul style="list-style-type: none"> <li>- girls should be motivated</li> <li>- more/ opportunities to be given to girl child</li> <li>- awareness to change mind-sets</li> </ul>	<b>6 marks</b>

			<ul style="list-style-type: none"> <li>- government policies favouring girl child</li> <li>- government / NGOs' role and incentives favouring girl child (reservations, free food, uniform, books etc.)</li> <li>- role of media in spreading awareness</li> </ul> <p>( any other relevant point) (any 3 points)</p>	
			<b>OR</b>	
4	4	4	<p><b>LETTER OF COMPLAINT</b></p> <p><b>Complaint about functioning of refrigerator</b></p> <p><b>Suggested Value Points-</b></p> <ul style="list-style-type: none"> <li>- details about the refrigerator</li> <li>- brand / model/ capacity / price / bill number / warranty period</li> <li>- purchased two months ago</li> <li>- problems – cooling stopped, making a lot of noise and other problems regarding functioning</li> <li>- request for immediate repair / replacement</li> </ul> <p>(any other relevant detail ) (any 3 points)</p>	<b>6 marks</b>
5	-	5	<b>DEBATE</b>	<b>10 marks</b>
			<p><b>Note :</b></p> <ul style="list-style-type: none"> <li>- <b><u>In case of the stand taken by the candidate / examinee if the arguments presented are contradictory to the stand taken, deduct only half a mark</u></b></li> <li>- Students' views to be expressed either '<u>for</u>' or '<u>against</u>' the motion and not a mixed response.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- <b><u>No title is required.</u></b></li> <li>- <b><u>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either</u></b></li> </ul>	
			<b>Format:</b> Opening address and conclusion	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling (2½)</p> <p>coherence and relevance of ideas and style (2½)</p>	5 marks
			<p><b>CAPITAL PUNISHMENT SHOULD BE ABOLISHED</b></p> <p><b>Suggested Value Points in favour :</b></p> <ul style="list-style-type: none"> <li>- defeats the very purpose of redemption / reform</li> <li>- barbaric</li> <li>- has not been effective deterrent</li> <li>- unethical-life, God's gift may be taken only by Him</li> <li>- taking one's life to set an example for others not justifiable</li> </ul>	

			<b>Against</b> <ul style="list-style-type: none"> <li>- applied in case of rarest of the rare cases</li> <li>- hardened / repeat offenders are beyond redemption</li> <li>- an ultimate deterrent</li> <li>- severity of crimes at a rise – only recourse in rarest of rare cases</li> </ul> <b>(any other relevant points)</b>	
-	5	-	<b>[INDULGENCE OF THE YOUTH IN THE USE OF THE INTERNET IS A GREAT BANE FOR THEM]</b>  <b>Suggested Value Points</b>  <b>In favour :</b> <ul style="list-style-type: none"> <li>- kills their creativity</li> <li>- a huge source of distraction</li> <li>- too much information, confusing</li> <li>- may not have correct information</li> <li>- leads to social isolation - alienation</li> <li>- a passive activity</li> <li>- obesity</li> <li>- vulnerable to cyber-crime, plagiarism</li> </ul> <b>Against</b> <ul style="list-style-type: none"> <li>- easy access to information</li> <li>- enables connectivity</li> <li>- has democratized creation and sharing of knowledge</li> <li>- a big enabler               <ul style="list-style-type: none"> <li>- promotes self- learning</li> <li>- opens up earning opportunities</li> <li>- saves time, resources</li> </ul> </li> </ul> <b>(any other relevant points)</b>	
			<b>OR</b>	
5	5	5	<b>SPEECH</b>	<b>10 marks</b>
			<b>Note:</b> <ul style="list-style-type: none"> <li>- <b><u>No title is required.</u></b></li> <li>- <b><u>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either</u></b></li> </ul>	
			<b>Format:</b> Opening address and conclusion	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	5 marks

5	-	5	<b>[PRACTICE OF YOGA]</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- synchronization of mind and body</li> <li>- age old practice</li> <li>- more relevant today</li> <li>- inculcates positive thinking/discipline</li> <li>- harmony with environment</li> <li>- stress / rising pollution / hectic life schedule</li> <li>- brings positivity</li> <li>- improves our intra and interpersonal relations</li> <li>- adds to immunity</li> <li>- agility</li> <li>- improves concentration to excel in the competitive world</li> <li>- impacts holistically – emotional, physical and mental well being</li> </ul> <b>(any other relevant point)</b> <b>(any four points)</b>	
-	5	-	<b>[IMPORTANCE OF INDOOR GAMES]</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- metros – high level of pollution, especially in winters, medical fraternity warns against outdoor exercises, morning / evening walk, yet exercising important, school has come up with an alternative, offers / arranges indoor team games – volleyball, basketball, handball, badminton, table tennis etc., provide all benefits of outdoor exercises.</li> </ul> <b>(any other relevant point)</b> <b>(any four points)</b>	
6	6	6	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format:</b> opening address and conclusion	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]	<b>5 marks</b>
6	6	-	<b>IMPORTANCE OF HARD WORK AND PUNCTUALITY IN A STUDENT'S LIFE / Any other relevant title</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- student's life foundation for future life</li> <li>- important to inculcate / qualities of– hard work and punctuality</li> </ul> <b>Punctuality</b> <ul style="list-style-type: none"> <li>- helps meeting deadlines</li> <li>- saves from embarrassment</li> <li>- boosts confidence</li> <li>- builds positive image</li> </ul>	

			<ul style="list-style-type: none"> <li>- wards off stress</li> <li>- disciplines one's life</li> </ul> <p><b>Hard work</b></p> <ul style="list-style-type: none"> <li>- key to success</li> <li>- has no shortcuts</li> <li>- trains mind and body for future</li> <li>- never goes waste</li> </ul> <p><b>(any other relevant details)</b></p>	
-	-	6	<p><b>NEED OF BETTER PUBLIC TRANSPORT / Any other relevant title</b></p> <p><b>Suggested Value Points</b></p> <p><b>Why personal transport</b></p> <ul style="list-style-type: none"> <li>- status symbol</li> <li>- convenience</li> <li>- saves time, maintains punctuality</li> <li>- handy during emergency</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>- rat race</li> <li>- congestion on roads</li> <li>- traffic jams</li> <li>- pollution (noise / air)</li> <li>- triggers road rage</li> </ul> <p><b>How to promote public transport</b></p> <ul style="list-style-type: none"> <li>- create awareness of public transport</li> <li>- ensure efficient public transport system</li> <li>- educating people about its need</li> <li>- introduce elements of comfort, punctuality and better connectivity / last mile connectivity</li> <li>- responsibility towards environment</li> </ul> <p><b>(any other relevant details)</b></p>	
			<b>OR</b>	
6	6	6	<b>REPORT WRITING</b>	<b>10 marks</b>
			<p><b>Note : Report should be written in past tense</b></p> <p><b>Format</b></p> <p>Heading and Writer's name ( as mentioned in the question)</p>	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling [2 ½ marks]</p> <p>coherence and relevance of ideas and style [2 ½ marks]</p>	<b>5 marks</b>

6	6	-	<b>BLOOD DONATION CAMP (any other relevant title)</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- blood donation camp in ABC Nagar by an NGO</li> <li>- date, time and venue</li> <li>- wide publicity</li> <li>- qualified / efficient / experienced team of doctors</li> <li>- well organised</li> <li>- clear cut instructions</li> <li>- sugar / B.P. tested before donation / followed norms</li> <li>- donors served with fresh fruits</li> </ul> <b>(any other relevant point)</b>	
-	-	6	<b>Diwali Mela / Any other relevant title</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- Date, time, venue</li> </ul> <b>First day</b> <ul style="list-style-type: none"> <li>- Inauguration – Chief guest’s welcome</li> <li>- No. of stalls, eatables for sale</li> </ul> <b>Second day</b> <ul style="list-style-type: none"> <li>- Cultural programme – song and dance</li> <li>- Prize distribution</li> <li>- No fireworks</li> </ul> <b>(any other relevant point)</b>	
			<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b>  <b>NOTE:</b> 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.	
7	7	7	<b>[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.]</b>	
(i)	(i)	(i)	Poem – My Mother at Sixty -six Poet – Kamala Das	1 mark
(ii)	(ii)	(ii)	fear of separation from her mother / losing her mother	1 mark
(iii)	(iii)	(iii)	as a late winter’s moon / Simile	1 mark
(iv)	(iv)	(iv)	dull and obscure / hazy / not shining / dim	1 mark
			<b>OR</b>	

(i)	(i)	(i)	boy with stunted growth / twisted bones / reciting lessons from his desk	1 mark
(ii)	(ii)	(ii)	stunted growth / gnarled disease / twisted bones	1 mark
(iii)	(iii)	(iii)	sweet young boy, unnoted / dreamy	1 mark
(iv)	(iv)	(iv)	his eyes live in a dream / escapes into the world of squirrels' game, in tree room / day dreaming / lost in his thoughts	1 mark
8	8	8	<b>Short answer type questions: Answer any four</b>  <b>Distribution of marks:</b> <b>Content: 2 marks</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
(i)	-	-	<ul style="list-style-type: none"> <li>- parents preferred to send them to work on a farm or at the mills – to have little more money. He himself sent them to water his flowers</li> <li>- when he wanted to go fishing gave them a holiday.</li> </ul>	3 marks
(ii)	-	-	<ul style="list-style-type: none"> <li>- engaged an instructor to learn swimming. Instructor made him practice for five days a week an hour every day. Tied a rope attached to a pulley, free from fear of water</li> <li>- taught him to breathe and exhale underwater.</li> <li>- made him kick his legs</li> <li>- piece by piece he built a swimmer</li> </ul> <b>(any two)</b>	3 marks
(iii)	-	-	<ul style="list-style-type: none"> <li>- freed the sharecroppers from injustice and exploitation using Civil disobedience, first success of Civil disobedience in India</li> <li>- beginning of liberation from fear of the British</li> </ul>	3 marks
(iv)	-	-	<ul style="list-style-type: none"> <li>- ten day infant enunciated clearly</li> <li>- raised intelligent questions</li> <li>- asked about the manner of his death</li> <li>- astrologer was transfixed in stupefaction</li> </ul> <b>(any two)</b>	3 marks
(v)	-	-	<ul style="list-style-type: none"> <li>- proud of Japan</li> <li>- no chair, no foreign bed</li> <li>- son's education was his chief concern</li> <li>- would never have received Hana unless she were a Japanese</li> <li>- would not allow any foreign thing at his home</li> </ul> <b>(any two)</b>	3 marks
(vi)	-	-	<ul style="list-style-type: none"> <li>- wanted father to make the wizard hit mommy on her head</li> <li>- wanted Roger Skunk to have smell of roses intact</li> <li>- Jo wanted Roger Skunk to be accepted by his friends</li> <li>- for her Roger's happiness was of extreme importance</li> </ul> <b>(any two)</b>	3 marks

-	(i)	-	<ul style="list-style-type: none"> <li>- felt sorry as they had not gone to school for a longer period</li> <li>- wanted to pay respect to the mother tongue which they would not be learning any more</li> <li>- wanted to thank M. Hamel for his unflinching service to the village for forty years</li> <li>- show respect to their mother tongue</li> </ul> <p><b>(any two)</b></p>	3 marks
-	(ii)	-	<ul style="list-style-type: none"> <li>- Yakima river was treacherous/ many have drowned there(mother's warning)</li> <li>- Y.M.C.A. pool was safer /only 2 or 3 feet deep at the shallow end, the deep end was 9 ft.</li> <li>- the drop was gradual</li> </ul> <p><b>(any two)</b></p>	3 marks
-	(iii)	-	<ul style="list-style-type: none"> <li>- primary school was opened/ got volunteer teachers</li> <li>- doctors volunteered service/ medicines were made available</li> <li>- Kasturbai taught ashram rules for cleanliness and community sanitation</li> </ul> <p><b>(any two)</b></p>	3 marks
-	(iv)	-	<p>a ten day old infant opened its lips in speech and uttered an astonishing phrase; also raised intelligent questions – everyone stood transfixed in stupefaction ; they looked wildly at each other</p> <p><b>(any two)</b></p>	3 marks
-	(v)	-	<ul style="list-style-type: none"> <li>- informed General Takima about the American soldier</li> <li>- agreed to the General's plan of assassination</li> </ul>	3 marks
-	(vi)	-	<ul style="list-style-type: none"> <li>- wants women to be hanging on his every word/chauvinist</li> <li>- hates being contradicted or questioned</li> <li>- doesn't like women to take anything for granted</li> <li>- feels trapped when his pregnant wife works</li> </ul> <p><b>(any two)</b></p>	3 marks
-	-	(i)	<ul style="list-style-type: none"> <li>- M. Hamel's outfit (beautiful green coat, frilled shirt, the little black silk cap all embroidered)</li> <li>- new copies</li> <li>- patient / not his usual cranky self</li> <li>- he wanted to deliver all knowledge to them at one stroke</li> <li>- made confession on his part</li> </ul> <p><b>(any one)</b></p> <ul style="list-style-type: none"> <li>- spoke about the French language, most beautiful/clearest/most logical</li> <li>- guard the language – not forget it as it was the key to their prison when people are enslaved.</li> </ul> <p><b>(any one)</b></p>	3 marks

-	-	(ii)	<ul style="list-style-type: none"> <li>- when he was three or four years old – went to the beach in California with his father – huge wave knocked him down / swept over him / he was buried under water</li> <li>- he was frightened at the overpowering force of the wave</li> </ul> <p><b>Note- If only one incident is mentioned accept it as full answer /if the student writes about the YMCA incident also he/she should be duly marked.</b></p>	3 marks
-	-	(iii)	<ul style="list-style-type: none"> <li>- he felt if the cause was just, the lawyers must be self- reliant to win the battle/ not seek a prop in C.F. Andrews because he was an Englishman</li> </ul>	3 marks
-	-	(iv)	<ul style="list-style-type: none"> <li>- hundredth tiger arranged by the Dewan</li> <li>- king shot at the tiger but missed the aim</li> <li>- believed he had killed the hundredth tiger</li> <li>- hunters realised that the tiger was not dead</li> <li>- killed it</li> </ul> <p><b>(any two)</b></p>	3 marks
-	-	(v)	<ul style="list-style-type: none"> <li>- supported Sadao in his every decision</li> <li>- washed the soldier</li> <li>- helped Sadao to operate</li> <li>- gave anaesthesia</li> <li>- felt nauseated but continued</li> </ul> <p><b>(any two)</b></p>	3 marks
-	-	(vi)	<ul style="list-style-type: none"> <li>- didn't like her when she feigned happiness</li> <li>- wanted to help his wife but didn't, though she was pregnant</li> <li>- did not want to speak with her, touch her or work with her</li> <li>- wanted to dominate her</li> </ul> <p><b>(any two)</b></p>	3 marks
			<p><b>Q 9 &amp; 10 [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.]</b></p> <p style="text-align: center;"><b><u>(Attempt any one)</u></b></p>	
9	9	9	<p><b>Distribution of marks:</b></p> <p><b>Content: (3 marks)</b></p> <p><b>Expression : (3 marks)</b></p> <p><b>grammatical accuracy, appropriate words and spelling [1½ marks]</b></p> <p><b>coherence and relevance of ideas and style [1½ marks]</b></p>	

(i)	-	-	<ul style="list-style-type: none"> <li>- situated at the outskirts of Delhi, stands a contrast to it, inhabited by refugees from Dhaka, rag pickers, even children partners in survival, place lacks basic amenities – running water, drainage system, mud houses with tarpaulin / tin roofs while Delhi – city of all comforts, rich / well off inhabitants</li> </ul>	6 marks
(ii)	-	-	<ul style="list-style-type: none"> <li>- each of the four characters feels lonely. Each in his/her own way makes an attempt at bonding</li> <li>- Crofter by offering him hospitability</li> <li>- ironmaster by thinking that he was a captain and inviting him</li> <li>- Edla despite her knowledge about the peddler insisted on his stay</li> <li>- peddler affected by Edla's sincerity became a reformed person-one who used to think ill of society became one of its members</li> </ul>	6 marks
(iii)	-	-	<ul style="list-style-type: none"> <li>- about to graduate from school, a typical adolescent, indulges in fantasy and hero worshiping, ignores her ground realities, wants to live a life of glamour and do something sophisticated only</li> <li>- wants to open the best boutique the city has ever seen – for this – a manager, fashion designer, an actress.</li> <li>- fabricates stories of meeting with Danny Casey, fails to differentiate between reality and fantasy – goes to the canal expecting to meet Danny Casey.</li> <li>- brings trouble and frustration to herself.</li> <li>- keen to enter Geoff's world.</li> </ul>	6 marks
-	(i)	-	<ul style="list-style-type: none"> <li>- glass furnaces with high temperature, dingy cells – without proper ventilation, slog daylight hours – losing the brightness of their eyes and go blind with the dust from glass polishing, mind numbing toil, kills initiative and ability to dream</li> </ul>	6 marks
-	(ii)	-	<ul style="list-style-type: none"> <li>- he was lonely, ill-treated by others, a thief, a beggar</li> <li>- Edla's compassion, trust and good treatment changed him into a better person</li> <li>- returned the stolen money, letter of thankfulness</li> </ul>	6 marks
-	(iii)	-	<ul style="list-style-type: none"> <li>- Sophie :To open the best ever boutique in the city – belongs to working class, parents / brother cannot arrange money needed, earmarked for biscuit factory</li> <li>- Jansie : realistic, practical, down to earth, often suggests/wishes Sophie not to fantasize</li> </ul>	6 marks
-	-	(i)	<ul style="list-style-type: none"> <li>- migrants from Dhaka, rag pickers, scrounging in garbage dumps, partners in survival, have no access to schooling, miserable life, live in squalid condition, barefooted, yet retain childhood innocence, a sense of wonder, carefree children</li> </ul>	6 marks

-	-	(ii)	<ul style="list-style-type: none"> <li>- showed the peddler three ten Kronor notes and put them back in the pouch-a bait, trapped, no more a free person, had to be cautious, took to woods-reaches ironmill</li> <li>- Edla's invitation, trust-returned the stolen kronor-reformed</li> </ul>	6 marks
-	-	(iii)	<ul style="list-style-type: none"> <li>- to Geoff :met at arcade in front of Roycee's window, asked for an autograph, neither had a pen / paper, asked for meeting and promised autograph next week</li> <li>- to father : about Danny's plans to buy a shop</li> <li>- Geoff torn between believing and disbelieving</li> <li>- Father thought it was one of her wild stories, full of disdain, would lead her into trouble.</li> </ul>	6 marks
10	10	10	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression: 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½]</b> <b>coherence and relevance of ideas and style [1½]</b>	
(i)	(i)	(i)	<b>Derry</b> : one side of face burnt away by acid <b>Lamb</b> : tin leg, real one blown away in a war <b>Derry</b> is introvert, cynical, pessimistic, inward looking associating every negativity with him, more withdrawn / shuts himself in / avoids people / averse to taking risks <b>Lamb</b> : extrovert, positive outlook, outward looking, nothing to shut in / shut out, open to take risks	6 marks
(ii)	(ii)	(ii)	<ul style="list-style-type: none"> <li>- good for giggle, gullible, sensitive, understanding – consents to Evans' request, also agrees to Evans' objections and orders Stephens to stand outside the cell, sense of humour, diligent, sincere, believes in double checking, tries to cover every contingency/ eventuality, smart enough to decode the message in the correction slip</li> </ul>	6 marks
(iii)	(iii)	(iii)	<ul style="list-style-type: none"> <li>- Bama could cover distance in ten minutes but strolled and spent an hour, enjoyed novelties / oddities – performing monkey, snake charmer with snake, cyclist riding for three days, Maariyaata temple, pongal offerings being cooked, the dried fish stall, the street light, the narikkuravan hunter gypsy with lemur in cages, selling needles, clay beads, instruments for cleaning out ears, political parties holding rallies, street plays, puppet shows, stunt performance, waiters cooling coffee, people cutting onions; one day saw an elderly person carrying a packet in a funny / strange manner.</li> </ul> <b>(any six)</b>	6 marks
			<b>Q11 &amp; Q 12 – Long Reading Text – Silas Marner / The Invisible Man</b> <b>[NOTE: Accept any answer that correlates with the novel and seems relevant]</b>	

11	11	11	<b>Distribution of marks:</b> <b>Content: (3 marks)</b> <b>Expression (3 marks)</b> <b>grammatical accuracy, appropriate words and spelling [1½]</b> <b>coherence and relevance of ideas and style [1½]</b>  <b>Answer any one</b>	
(i)	(i)	(i)	<ul style="list-style-type: none"> <li>- It was early February.</li> <li>- cold biting winter / guests least expected</li> <li>- Mrs. Hall overwhelmed by her piece of luck.</li> <li>- the invisible man flung a couple of sovereigns upon the table/ did not haggle</li> <li>- refused to remove his hat and coat</li> <li>- when Mrs. Hall started a conversation he cut her short and made a demand for matches</li> </ul> <b>(at least one point)</b> <ul style="list-style-type: none"> <li>- behaviour curt / rude</li> <li>- discourages conversation</li> <li>- locks himself in the room – does not want to be disturbed</li> <li>- behaviour with Teddy Henfrey / Mrs. Hall / Doctor Cuss</li> </ul> <b>(at least two points)</b>	6 marks
(ii)	(ii)	(ii)	<ul style="list-style-type: none"> <li>- Marvel resting on the bench (Port Stowe)</li> <li>- Mariner reading out the news of the invisible man from the newspaper</li> <li>- Marvel called the newspaper story a hoax</li> <li>- the invisible man intercepted / Marvel said he had toothache</li> <li>- the Mariner taken aback by Marvel – moving away in a receding hurrying gait / called him a ‘silly devil’</li> </ul> <b>(any two)</b> <ul style="list-style-type: none"> <li>- Mariner observant – observed contrast of Marvel’s appearance with the suggestion of opulence (money in pocket)</li> <li>- angry with Marvel for giving up the plan of sharing the invisible man’s secret.</li> </ul>	6 marks
(iii)	(iii)	(iii)	<ul style="list-style-type: none"> <li>- Dunstan Cass had taken money from Godfrey Cass blackmailing him for his secret marriage to Molly Farren</li> <li>- Godfrey demanded the money back</li> <li>- Dunstan suggested he sold Wild Fire – he wanted to take it to the market – killed it at stake</li> <li>- while returning passed Stone- pits, decided to ask Marner to loan him money</li> <li>- finding the cottage empty, he entered and searched for the gold</li> <li>- slipped away stealing the bags of gold</li> <li>- while crossing Stone- pits, he drowned</li> </ul>	6 marks

(iv)	(iv)	(iv)	<ul style="list-style-type: none"> <li>- Silas Marner left Lantern Yard to settle in Raveloe</li> <li>- shamed after being falsely accused of stealing from his Church</li> <li>- William Dane framed Silas for theft</li> <li>- lost respect of his community, woman he loved / Dane swooped his fiancée</li> <li>- left with no choice but to leave Lantern Yard</li> <li>- betrayal – bitterness in life</li> <li>- led to an isolated life in Raveloe</li> <li>- concentrated on his work there and earned gold</li> <li>- moved to Raveloe to escape the memories and the social stigma he faced</li> </ul>	6 marks
12	12	12	<p><b>Distribution of marks:</b></p> <p><b>Content:</b> ( 3 marks )</p> <p><b>Expression:</b> ( 3 marks )</p> <p><b>grammatical accuracy, appropriate words and spelling</b> [1½]</p> <p><b>coherence and relevance of ideas and style</b> [1½]</p> <p>(deduct ½ a mark for two or more grammatical/spelling mistakes)</p> <p><b>Answer any one</b></p>	
(i)	(i)	(i)	<ul style="list-style-type: none"> <li>- Griffin – discovery – not for society but self -glorification – represents the theme of corruption of morals in the absence of social restriction</li> <li>- never felt any moral restriction</li> <li>- no control over him since, invisible</li> <li>- Dr. Kemps’s advice ignored so no control</li> <li>- went to extreme lengths in order to fulfil his ambition</li> <li>- robbed his father, causing his death</li> <li>- Griffin showed no remorse for even his evil action</li> <li>- selfish, engulfed in his egoistic pursuit</li> <li>- Griffin’s gross misuse of powers of having achieved something grand through invisibility sheds light on his diluted sense of values</li> <li>- no compassion for the cat</li> <li>- committed atrocities</li> <li>- burnt down the flat in Port Stowe</li> <li>- cruel behaviour towards the customers at Drury Lane</li> <li>- burglary at Vicarage</li> <li>- used Marvel as a slave</li> <li>- tried to use Dr. Kemp to unleash a reign of terror</li> <li>- killed Wicksteed</li> </ul> <p>(any three)</p>	6 marks
(ii)	(ii)	(ii)	<p><b>Compare and contrast Griffin and Kemp</b></p> <ul style="list-style-type: none"> <li>- both scientists from University College</li> </ul> <p><b>Griffin</b></p> <ul style="list-style-type: none"> <li>- a brilliant scientist</li> <li>- eccentric – experiments on the cat</li> </ul>	6 marks

			<ul style="list-style-type: none"> <li>- unable to cope with new discovery</li> <li>- aggressive, violent reactions / rude, ruthless</li> <li>- lost the humane values and rules / law of the land</li> <li>- innate capacity for evil</li> <li>- manipulative and selfish</li> </ul> <p><b>Dr. Kemp</b></p> <ul style="list-style-type: none"> <li>- dignified intellectual</li> <li>- mature / focussed on facts</li> <li>- scientific temper, observant</li> <li>- patient in the face of frantic and erratic events</li> <li>- concerned with the safety of others</li> <li>- law abiding – willing to shoulder responsibility / warns Griffin about the futility of his evil intent</li> <li>- voice of sanity and reason</li> </ul>	
(iii)	(iii)	(iii)	<ul style="list-style-type: none"> <li>- Godfrey – eldest son of Squire Cass</li> <li>- physically – strong and robust but an irresolute man</li> <li>- morally – a coward – could not muster courage to tell his father about his misdeeds</li> <li>- feared punishment – kept quiet</li> <li>- Dunstan took advantage of his wavering mind</li> <li>- lured Godfrey to marry a disreputable woman</li> <li>- misappropriated his father's money</li> <li>- married Molly – refused to acknowledge Eppie as his daughter</li> <li>- had fear of losing his status</li> <li>- Godfrey – mixture of faults, folly, repentance and self-reform</li> </ul>	6 marks
(iv)	(iv)	(iv)	<ul style="list-style-type: none"> <li>- Dolly Winthrop – a minor character in the plot</li> <li>- a villager in Raveloe – kind-hearted – comes to the aid of people</li> <li>- is the first one to visit Marner when he loses his gold</li> <li>- devout Christian – urges Marner to seek comfort in God</li> <li>- helps Marner with upbringing of Eppie</li> </ul>	6 marks

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