

SENIOR SCHOOL CERTIFICATE EXAMINATION - COMPARTMENT  
JULY 2017  
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 STUDENT 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/EXTRACT. 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

90 AND ABOVE

72–74

28–32

1/1/1	1/1/2	1/1/3		(DELHI-2017)
			<b>SECTION A: READING</b>	
1	1	1	<p><b>COMPREHENSION PASSAGE</b></p> <p>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.</p>	
(a)	(a)	(a)	(iv) what we can learn from the routines of geniuses	<b>1 mark</b>
(b)	(b)	(b)	(i) followed a perfect daily routine	<b>1 mark</b>
(c)	(c)	(c)	(i) they had unique life styles	<b>1 mark</b>
(d)	(d)	(d)	(ii) a creative inspiration	<b>1 mark</b>
(e)	(e)	(e)	a squeaky hinge	<b>1 mark</b>
(f)	(f)	(f)	needed a secret place so that nobody disturbed him / could work on his creation uninterruptedly	<b>1 mark</b>
(g)	(g)	(g)	his music declined when street lamps under which he worked were turned off	<b>1 mark</b>
(h)	(h)	(h)	that she could do her work / had time to do her work	<b>1 mark</b>
(i)	(i)	(i)	he could concentrate on writing (as he did not have to starve)	<b>1 mark</b>
(j)	(j)	(j)	follow a routine	<b>1 mark</b>
(k)	(k)	(k)	peep	<b>1 mark</b>
(l)	(l)	(l)	squeaky	<b>1 mark</b>
2	2	2	<p><b>COMPREHENSION PASSAGE</b></p> <p>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.</p>	
(a)	(a)	(a)	(iii) Amomon	<b>1 mark</b>
(b)	(b)	(b)	(iv) the healing power of cinnamon	<b>1 mark</b>
(c)	(c)	(c)	Sri Lanka	<b>1 mark</b>
(d)	(d)	(d)	“traded right up there with silver”	<b>1 mark</b>
(e)	(e)	(e)	inner bark of cinnamon tree / stripped from the bark	<b>1 mark</b>
(f)	(f)	(f)	used in sweetened cereals / in baked goods and sprinkled on various foods/ sprinkled on yoghurt.	<b>1 mark</b>
(g)	(g)	(g)	reduces serum glucose / reduces triglycerides / reduces LDL cholesterol / reduces total cholesterol in people	<b>1 mark</b>
(h)	(h)	(h)	slows down glucose absorption within intestines / stimulates insulin production/ normalizes blood glucose levels (indirectly decreases weight gain)	<b>1 mark</b>
(i)	(i)	(i)	fragrant	<b>1 mark</b>
(j)	(j)	(j)	harvested	<b>1 mark</b>
3	3	3	<p><b>NOTE MAKING</b></p> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)</li> </ul>	

			<ul style="list-style-type: none"> <li>Content must be divided into headings and sub-headings</li> </ul> <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. 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.</p>	
(a)	(a)	(a)	<b>Distribution of Marks</b>	
			<b>Title</b>	<b>1 mark</b>
			<b>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</b>	<b>3 mark</b>
			<b>Abbreviations / Symbols (with /without key) – any four</b>	<b>1 mark</b>
			<p><b>NOTE:</b> Accept the notes and summary in the third person. <b>Suggested Notes:</b> <b>Title:</b> The Great Protective Wall / The Great Wall of China or any other suitable title</p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>i. largest man made monument</li> <li>ii. only one visible from space</li> <li>iii. many gave lives for the construction</li> </ol> <p>B. Physical Description</p> <ol style="list-style-type: none"> <li>i. series of towers</li> <li>ii. made of             <ol style="list-style-type: none"> <li>a) stone</li> <li>b) brick</li> <li>c) earth</li> <li>d) wood etc</li> </ol> </li> <li>iii. built along Dandong to Lap Lake</li> <li>iv. several walls built in 7CBC</li> </ol> <p>C. Purpose of The Great Wall</p> <ol style="list-style-type: none"> <li>i. protected Chinese states and empire against raids</li> <li>ii. border control</li> <li>iii. imposition of duties on goods</li> <li>iv. regulation and encouragement of trade</li> <li>v. controlled             <ol style="list-style-type: none"> <li>a) immigration</li> <li>b) emigration</li> </ol> </li> </ol>	
(b)	(b)	(b)	<b>Summary</b> <b>The summary should include all the important points given in the notes.</b>	
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>

			<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>	
4	4	4	<b>NOTICE</b>	<b>4 marks</b>
			<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.	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			Heading : [ <b>BOOK FAIR</b> / any other relevant title] <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>- what - book fair</li> <li>- when – date &amp; approx. time</li> <li>- where – appropriate venue</li> <li>- who – Social Service Club</li> <li>- <b>(any other relevant detail)</b></li> </ul>	
			<b>OR</b>	
4	4	4	<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>
			[ <b>AUTOMOBILE/VEHICLE/FOR SALE/USED MOTOR CAR</b> <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>- used car for sale</li> <li>- physical description – model/colour/accessories</li> <li>- distance run / condition</li> <li>- contact details : Ram /Rajni</li> <li>- price (optional)</li> <li>- phone number : 12345679</li> <li>- <b>(any other relevant details)</b></li> </ul> <b>(due credit should be given to economy of words)</b>	
5	5	5	<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. opening 6. closing	<b>1 mark</b>

			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	<b>1 mark</b> <b>1 mark</b> <b>2 marks</b>
5	5	5	<b>LETTER TO EDITOR</b>  <b>SUBJECT - PROPER USE OF INTERNET/ any other relevant subject</b> <b>Suggested Value Points</b> - internet for gaining knowledge - not to be used for wasting time - role of school - student net surfing time controlled - enable them to use it fruitfully ( any other relevant point) (any 3 points)	<b>6 marks</b>
			<b>OR</b>	
5	5	5	<b>JOB APPLICATION</b>  <b>SUBJECT - POST OF LECTURER IN ENGLISH/ DEMONSTRATOR IN PHYSICS/CHEMISTRY/BOTANY</b> <b>Suggested value points</b> - reference to the advertisement - educational qualification - experience - references  (any other relevant details)	<b>2 marks</b>
6	-	-	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	[2 ½ marks] [2 ½ marks] 5 marks
			<b>[HEALTHY FOOD]</b>  <b>Suggested Value Points</b> - importance of healthy food - how it contributes to • physical well-being • mental well-being (any other relevant point )	
			<b>OR</b>	
6	-	-	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> -(Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2 ½ marks 2 ½ marks 5 marks

			<p><b>[PARTICIPATION IN SPORTS IS A MERE WASTAGE OF TIME]</b>  <b>NOTE:</b> Students' views to be expressed either '<u>for</u>' or '<u>against</u>' the topic  <b>Suggested Value Points</b>  <b>in favour :</b>                      - career in sports short-lived                      - chances of injuries                      - majority of sports people neglected in India                      - time-consuming: requires personal sacrifices                      - any other relevant point  <b>Against</b>                      - viable career option today                      - wider acceptance and recognition – locally, nationally and internationally                      - keeps one mentally and physically fit                      - encourages team work/ coordination/ sportsmanship etc.                      - chance of travelling abroad                      - meeting sports persons of other countries    <b>(any other relevant points)</b>  <b>(minimum four content points)</b></p>	
-	6	-	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b>                      grammatical accuracy, appropriate words and spelling [2 ½ marks]                      coherence and relevance of ideas and style [2 ½ marks]</p>	5 marks
			<p><b>[BOOKS ARE OUR BEST FRIEND ]</b>  <b>Suggested Value Points</b>                      - views on books                      - how they can be our best friends- in loneliness                      - how they are better than human friends                      - how reading books is a great hobby                      - source of wisdom                      - amusement  <b>(any other relevant points)</b>  <b>(any four points)</b></p>	
			<b>OR</b>	
-	6	-	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> --(Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b>                      grammatical accuracy, appropriate words and spelling [2 ½ marks]                      coherence and relevance of ideas and style [2 ½ marks]</p>	5 marks
			<p><b>[HARDWORK AND NOT ONLY GOOD LUCK HELPS US TO ACHIEVE SUCCESS IN LIFE]</b>    <b>NOTE:</b> Students' views to be expressed either '<u>for</u>' or '<u>against</u>' the topic  <b>Suggested Value Points</b></p>	

			<p><u>In favour :</u></p> <ul style="list-style-type: none"> <li>- slow and steady wins the race</li> <li>- advantages of hard work</li> <li>- improves discipline</li> <li>- teaches time management</li> <li>- examples of people who have succeeded due to hard work</li> <li>- any other relevant point</li> </ul> <p><u>Against</u></p> <ul style="list-style-type: none"> <li>- luck required for success</li> <li>- hard work does not pay always</li> <li>- examples of people who have succeeded due to luck</li> <li>- any other relevant point</li> </ul> <p><b>(minimum two content points to be included )</b></p>	
-	-	6	<b>SPEECH</b>	<b>10 marks</b>
			<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 [2 ½ marks]</p> <p>coherence and relevance of ideas and style [2 ½ marks]</p>	5 marks
			<p><b>[READING MAKES A READY MAN ]</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- views on reading</li> <li>- how reading improves knowledge                             <ul style="list-style-type: none"> <li>• promotes thinking</li> <li>• develops emotional health</li> <li>• promotes peace and prosperity in life</li> </ul> </li> </ul> <p><b>(any other relevant points)</b></p>	
			<b>OR</b>	
-	-	6	<b>DEBATE</b>	<b>10 marks</b>
			<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 [2 ½ marks]</p> <p>coherence and relevance of ideas and style [2 ½ marks]</p>	5 marks
			<p><b>[LAZINESS AND NOT BAD LUCK IS THE ONLY OBSTACLE TO ONE’S SUCCESS IN LIFE]</b></p> <p><b>NOTE:</b> Students’ views to be expressed either ‘for’ or ‘against’ the topic</p> <p><b>Suggested Value Points</b></p> <p><u>In favour :</u></p> <ul style="list-style-type: none"> <li>- lack of action will obviously lead to no success</li> <li>- opportunities will slip by</li> <li>- deadlines will not be met</li> <li>- poor work ethics will lead to failure</li> <li>- any other relevant point</li> </ul> <p><u>Against</u></p> <ul style="list-style-type: none"> <li>- bad luck more fatal than laziness</li> <li>- bad luck destiny – no escape</li> <li>- any other relevant point</li> </ul> <p><b>(minimum two content points to be included )</b></p>	



7	-	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<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>
			<b>PROMOTING TOURISM IS PROMOTING OURSELVES</b> <b>(Any other relevant title)</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- India – a country rich in varied heritage, linguistic/cultural diversity</li> <li>- excellent destination for tourists</li> <li>- advantages of tourism <ul style="list-style-type: none"> <li>• will boost economy</li> <li>• generate employment</li> <li>• results in cultural exchange</li> <li>• international relations</li> </ul> </li> <li>- how to promote <ul style="list-style-type: none"> <li>• improving infrastructure</li> <li>• creating awareness about destinations</li> <li>• offering discounts</li> <li>• highlighting local customs, cuisines, culture</li> <li>• using media</li> </ul> </li> </ul> <b>(any other relevant details)</b>	
			<b>OR</b>	
7	-	-	<b>REPORT WRITING</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	<b>5 marks</b>
			<b>INDEPENDANCE DAY CELEBRATION/ (any other relevant title)</b>  <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>- what – Independence Day celebrations</li> <li>- when – 14<sup>th</sup> / 15<sup>th</sup> August</li> <li>- time</li> <li>- chief guest – Distt. Magistrate, Ms. Indu Bala Sharma</li> <li>- where – school</li> <li>- how – details of activities – flag hoisting, parade, speeches and dances etc.</li> </ul> <b>(any other relevant point)</b> <b>(any four points)</b>	

-	7	-	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<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>
			<b>SLOW AND STEADY WINS THE RACE (Any other relevant title)</b> <b>Suggested Value Points</b> - unnecessary hurry causes stress/hurts people, children and adults - impact <ul style="list-style-type: none"> <li>• crippling/even causing death</li> <li>• frustration</li> <li>• tension</li> </ul> - solutions <ul style="list-style-type: none"> <li>• meaningful measured steps</li> <li>• systematic approach</li> <li>• learning to be patient</li> <li>• not taking too many things at the same time</li> <li>• enjoying what one does</li> </ul> <b>(any other relevant details)</b>	
			<b>OR</b>	
-	7	-	<b>REPORT WRITING</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	<b>5 marks</b>
			<b>VISIT TO THE BOOK FAIR (any other relevant title)</b> <b>Suggested Value Points</b> - what – Book Fair - when – mention any date and time - how – description of the venue, stalls, publishers, cultural shows and other special features - books you purchased <b>Note : First person account to be accepted</b> <b>(any other relevant point)</b> <b>(any four points)</b>	
-	-	7	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<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>
			<b>UNITY IN DIVERSITY</b> <b>(Any other relevant title)</b>	

			<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- India blessed with rich / varied/ linguistic / cultural heritage and diversity</li> <li>- essential to live in harmony</li> <li>- only road to prosperity and peace</li> <li>- suggestions <ul style="list-style-type: none"> <li>• celebrate festivals/respect one another’s diversity</li> <li>• respect culture and language of each other</li> <li>• use of media</li> </ul> </li> </ul> <p><b>(any other relevant details)</b></p>	
			<b>OR</b>	
			<p><b>HEALTH, THE BEST WEALTH</b> <b>(Any other relevant title)</b></p> <p><b>Suggested Value Points</b></p> <p>problems</p> <ul style="list-style-type: none"> <li>• problem of eating junk food</li> <li>• overeating</li> <li>• neglect of health</li> <li>• getting addicted</li> </ul> <p>suggestions - ways and means of maintaining good health through</p> <ul style="list-style-type: none"> <li>• eating the right food</li> <li>• adopting good habits</li> <li>• by setting a routine</li> </ul> <p><b>(any other relevant details)</b></p>	
			<p style="text-align: center;"><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><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</p>	
8	8	8	<p><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></p>	
a)	a)	a)	its loveliness increases/it will never pass into nothingness (any one)	1 mark
b)	b)	b)	it will never pass into nothingness / give a peaceful sleep / provide health and quiet breathing	1 mark
c)	c)	c)	a quiet bower	1 mark
d)	d)	d)	restful sleep (full of sweet dreams, health and quiet breathing)	1 mark
			<b>OR</b>	
a)	a)	a)	anxious / fearful / sad / nervous (any other relevant adjective)	1 mark
b)	b)	b)	she finds the ivory needle hard to pull / she is nervous because of her husband	1 mark
c)	c)	c)	the wedding ring	1 mark
d)	d)	d)	metaphorically represents restrictions / challenges of Aunt Jennifer’s married life/ husband’s domination	1 mark

9	9	9	<b>Short answer type questions</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>	
a)	-	-	separation from mother / loss of mother	3 marks
b)	-	-	to pause before taking action / time for introspection/will help in fostering harmony and brotherhood / will help in bringing wars to an end	3 marks
c)	-	-	last lesson of the French teacher (M. Hamel); the last lesson in French; /the conquest of village by the Prussians leading to ban on teaching of French	3 marks
d)	-	-	Jo wanted the wizard to hit Mommy / wanted Roger Skunk to get back his smell wanted Roger Skunk to have his friends back / assertion of her individuality	3 marks
e)	-	-	the bangle making industry – ½ boon – source of income – ½ bane – industry causing severe health problem / cramped and inhuman working conditions/ problems with Sahukars, policeman, law officers -1	3 marks
f)	-	-	dilemma between duty towards nation and duty towards profession	3 marks
-	a)	-	they appear to be sprinting as seen from the moving car window / image of youth and joy / contrast to mother	3 marks
-	b)	-	to pause before taking action / time for introspection/will help in fostering harmony and brotherhood / will help in bringing wars to an end	3 marks
-	c)	-	unusually quiet school / older villagers occupying back benches of classroom / teacher dressed in best clothes/ children could understand the lesson better/ M. Hamel taught patiently.(any two)	3 marks
-	d)	-	Jo wanted the wizard to hit Mommy / wanted Roger Skunk to get back his smell wanted Roger Skunk to have his friends back / wanted to assert her individuality	3 marks
-	e)	-	the bangle making industry – ½ boon – source of income – ½ bane – industry causing severe health problem / cramped and inhuman working conditions/ problems with Sahukars, policeman, law officers	3 marks
-	f)	-	dilemma between duty towards nation and duty towards profession	3 marks
-	-	a)	separation from mother / loss of mother	3 marks
-	-	b)	to pause before taking action / time for introspection/will help in fostering harmony and brotherhood / will help in bringing wars to an end	3 marks
-	-	c)	last lesson of the French teacher (M. Hamel)/ the last lesson in French/ conquest of village by the Prussian leading to ban of learning French/ the moment of realisation of the loss by the villagers/ realisation of the importance of one's language (any two)	3 marks
-	-	d)	Jack views – mother knew best / the authority of the parent should prevail / Jo wanted mother be hit by wizard / the young should have their way	3 marks
-	-	e)	servants unhappy at Sadao's decision to treat wounded soldier felt it was unpatriotic	3 marks
-	-	f)	sliver from the toy tiger hurt his finger – wound became septic – king died. Yes	3 marks

			<b>Q10 &amp; 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.]</b>	
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 marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
10	10	10	Deep Water <ul style="list-style-type: none"> <li>- Douglas's two traumatic experiences with water</li> <li>- deprived him of joy of canoeing, swimming, fishing, boating</li> <li>- fear haunted him for years</li> <li>- engaged an instructor</li> <li>- learnt swimming</li> <li>- tested his fear in lake and rivers</li> <li>- finally conquered fear, emerged stronger man</li> </ul>	6 marks
			<b>OR</b>	
10	10	10	Indigo- Gandhiji's characteristics simplicity/humility – did not object to being treated as a peasant at Rajendra Prasad's house non-violent attitude – used peaceful means – prepared to go to jail – to bend the British law fellow feeling – worked for the people of Champaran even though not familiar with them humanitarian approach – called wife and children to work for medical upliftment and literacy of Champaran peasants determination – stayed in Champaran for about a year to get justice for peasants self-reliant – did everything himself/did not take help from Charles Freer Andrews, the pacifist	6 marks
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 marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
11	11	11	Tricks used by Evans <ul style="list-style-type: none"> <li>- taking O level exam with accomplice as invigilator / also tutor</li> <li>- played on Jackson's compassion- allowed to wear cap</li> <li>- used Stephens's ego – to walk Mc Leery to gate</li> <li>- knew Governor was fair – asked him to remove Stephens from the cell</li> <li>- had accomplice pose as Mc Leery</li> <li>- cut his hair, covered with cap</li> <li>- used blanket to cover himself</li> <li>- devised plan B</li> <li>- used correction slip</li> </ul> <b>(any three of the above)</b>	6 marks

			<b>OR</b>	
11	11	11	<p>Mr. Lamb</p> <ul style="list-style-type: none"> <li>- Mr. Lamb – physically handicapped man with tin leg / lived alone/ large house with garden/ welcoming/ positive (any one)</li> <li>- Mr. Lamb not repulsed by Derry – accepts him as he is</li> <li>- does not pity Derry</li> <li>- does not react to Derry’s rudeness</li> <li>- does not force him to stay and listen to him</li> <li>- makes him realise that handicaps are not obstacles</li> <li>- opens the world to him : tells him to wait, watch and listen/ doesn’t expect him to do anything difficult.</li> </ul> <p>(any two)</p>	6 marks
			<b>Q12 &amp; Q 13 – Long Reading Text – Silas Marner / The Invisible Man</b> [NOTE: Accept any answer that correlates with the novel and seems relevant]	
12	12	12	<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>	
12	12	12	<p>Experiences with Villagers</p> <ul style="list-style-type: none"> <li>- Mrs. Hall – owner of Coach and Horses Inn offers to take the stranger’s coat and hat – the stranger refuses - later reveals head swathed in bandages - Mrs. Hall sees him without glasses, eyes seem hollow – wide gap instead of mouth – concludes he’s had an accident</li> <li>- Teddy Henry’s impressions – Griffin rudely asked him to hurry – Teddy spreads rumours about him being wanted by police</li> <li>- Episode with Fearenside’s dog – rude behaviour with Mr. Hall</li> <li>- Cuss – glimpses empty sleeve – gets nose pinched – runs out in fear and confusion</li> <li>- Burglary at Vicarage</li> <li>- Final revealing invisibility to Mrs. Hall</li> <li>- Showdown with Cuss and Bunting in parlour of Coach and Horses</li> <li>- Final fight in Iping – violence towards villagers</li> <li>- (any two)</li> </ul>	6 marks
			<b>OR</b>	
12	12	12	<p>Silas Marner</p> <p>Event 1</p> <ul style="list-style-type: none"> <li>- death of Deacon, betrayal of William and broken engagement</li> <li>- accusation of murdering the Deacon and robbing his money</li> <li>- excommunicated</li> </ul> <p>Effect</p> <p>disillusioned – shuns people, lives alone, no faith in Church, withdrawn</p>	6 marks

			<p>Event 2</p> <ul style="list-style-type: none"> <li>- Money stolen by Dunstan</li> </ul> <p>Effect</p> <p>devastated, shattered, sense of disbelief, crestfallen and totally broken</p> <ul style="list-style-type: none"> <li>- shook violently</li> <li>- uttered a wild scream out of frustration and agony</li> </ul>	
13	13	13	<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> <p><b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	
13	13	13	<p>Griffin</p> <ul style="list-style-type: none"> <li>- mysterious, desperate</li> <li>- an example of science without humanity</li> <li>- obsessed with experiments</li> <li>- hard work, so creative</li> <li>- runs out of money – responsible for father’s death</li> <li>- goes from scientist to fanatic, lacks morals, does not hesitate to steal- no remorse – describes action as necessary</li> <li>- thinking merely of invisibility not the consequences</li> <li>- inhuman – burnt down landlord’s house, cruel towards old man in Drury Lane, Wicksteed murder</li> <li>- can’t reverse invisibility</li> <li>- anger, desire to unleash reign of terror</li> </ul>	6 marks
			<b>OR</b>	
13	13	13	<p>Change after Eppie</p> <ul style="list-style-type: none"> <li>- Eppie gave Silas a new reason to live</li> <li>- his lost gold had been replaced by a golden haired child – vows to take care of his own – softening of feelings towards him by residents of Raveloe</li> <li>- spiritually renewed through awakening of human love and fellowship of neighbours and townsfolk</li> <li>- Marner rewarded for his love when Eppie refuses to go with her natural father, Godfrey</li> </ul>	6 marks