

Strictly Confidential : (For Internal and Restricted use only)
SENIOR SCHOOL CERTIFICATE EXAMINATION
JULY 2019

MARKING SCHEME (COMPARTMENT)

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. Evaluators will mark (\surd) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
5. 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.
6. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and other answer scored out.

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8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. 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.
11. 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.
12. Every examiner should stay full working hours i.e. 8 hours every day and evaluate 20/25 answer books.
13. 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.
14. 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.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.

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16. 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.
17. 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.
18. 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.
19. 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.
20. Wherever the word limit is given, no marks be deducted for exceeding it. However, due credit should be given for precise answers.
21. 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.

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1/1/1	1/1/2	1/1/3	SUGGESTED VALUE POINTS	2019
			SECTION A: READING	
			COMPREHENSION PASSAGE	
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.	20 marks
1.1	1.1	1.1	Most appropriate option	
(a)	(a)	(a)	(iv) newly-weds	1 mark
(b)	(b)	(b)	(ii) lawn mower	1 mark
(c)	(c)	(c)	(iii) advisory services and bits and pieces to assemble	1 mark
(d)	(d)	(d)	(iii) a tightening of some screws	1 mark
(e)	(e)	(e)	(i) he did not know from where and how to buy it	1 mark
1.2	1.2	1.2		
(a)	(a)	(a)	they are resourceful/versatile/can put everything right	1 mark
(b)	(b)	(b)	a question of pride/ego/male superiority complex	1 mark
(c)	(c)	(c)	things get spoiled irreparably at times/under delusion that they can do anything even when proved otherwise repeatedly	1 mark
(d)	(d)	(d)	because grass had grown so much that the house appeared to be surrounded by a jungle	1 mark
(e)	(e)	(e)	was himself not aware of the market/didn't want to be laughed at especially by his wife	1 mark
(f)	(f)	(f)	he had created a mess all around/ the chunks of metal scattered everywhere when he dismantled the mower	1 mark
1.3	1.3	1.3	2 Marks to be awarded for any two points (Any three questions to be attempted)	
(a)	(a)	(a)	have a great passion for doing things themselves; availability of countless 'do-it-yourself' publications in market, availability of advisory services for novices; consumers get bits and pieces which can be easily assembled at home; excellent outlet for creative energies (any two)	2 marks
(b)	(b)	(b)	installing their own fire places; laying out their own gardens; building garages; making furniture; making their own record players and radio transmitters (any two)	2 marks
(c)	(c)	(c)	-changed the chain as one of the links that drives the wheel had broken -didn't work because some metal pieces were left which did not fit anywhere	1+1=2marks

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(d)	(d)	(d)	turn of a screw; a little tightening of screw; oiling (any two)	2 marks
1.4	1.4	1.4	1 Mark to be awarded for each correct answer	
(a)			leisure	1 mark
(b)			increasingly / any other answer given by the student should be accepted	1 mark
(c)			dismantle	1 mark
	(a)		outlet	
	(b)		scrutiny	
	(c)		despised	
		(a)	passion	
		(b)	delusion	
		(c)	despair / any answer given by the student should be accepted	
2	2	2	<p>NOTE MAKING</p> <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 to be given, even if a student has written the title either in Q2(a) or Q2(b). • Content (Notes) 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. 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. Accept the notes and summary, even if written in third person.</p>	10 marks
(a)	(a)	(a)	<p>Distribution of Marks</p> <p>Title</p> <p>Content (minimum 4 headings and sub-headings, with proper indentation and notes)</p> <p>Abbreviations / Symbols (with /without key) – at least four</p>	<p>5 marks</p> <p>1 mark</p> <p>3 marks</p> <p>1 mark</p>

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			<p>Suggested Notes:</p> <p>Title: Fasting</p> <p>1. <u>Benefits</u></p> <ol style="list-style-type: none"> 1.1. provides energy. 1.2. helps repair/ rejuvenates 1.3. digestive organs get rest 1.4. all body mech. cleansed 1.5. entry of new toxins is reduced 1.6. energy redirected to immune system & cell growth 1.7. helps lose excess wt. & H₂O 1.8. flushes out toxins 1.9. helps heal at greater speed 1.10. cleanses <ol style="list-style-type: none"> 1.10.1. liver 1.10.2. kidney 1.10.3. colon 1.10.4. blood 1.10.5. eyes 1.10.6. tongue 1.10.7. breath <p>2. <u>Other benefits</u></p> <ol style="list-style-type: none"> 2.1. helps in de-toxification 2.2. improves metabolism 2.3. sharpens <ol style="list-style-type: none"> 2.3.1. senses 2.3.2. mind 2.3.3. concentration 2.3.4. mental faculties <p>3. <u>Difference b/w fasting & starvation</u></p> <ol style="list-style-type: none"> 3.1. Fasting <ol style="list-style-type: none"> 3.1.1. slows down aging process 3.1.2. slow down stress resistance 3.1.3. increased insulin sensitivity 3.1.4. increases life span 3.2. Starvation <ol style="list-style-type: none"> 3.2.1. begins when body uses protein as fuel 																			
			<table border="1"> <tr> <td colspan="3">Suggested Abbreviations:</td> </tr> <tr> <td>wt.</td> <td>-</td> <td>weight</td> </tr> <tr> <td>H₂O</td> <td>-</td> <td>water</td> </tr> <tr> <td>/</td> <td>-</td> <td>or</td> </tr> <tr> <td>b/w</td> <td>-</td> <td>between</td> </tr> <tr> <td>&</td> <td>-</td> <td>and</td> </tr> </table>	Suggested Abbreviations:			wt.	-	weight	H ₂ O	-	water	/	-	or	b/w	-	between	&	-	and	
Suggested Abbreviations:																						
wt.	-	weight																				
H ₂ O	-	water																				
/	-	or																				
b/w	-	between																				
&	-	and																				
(b)	(b)	(b)	<p>Summary The summary should include all the important points given in the notes.</p>	5 marks																		
			Content	3 marks																		
			Expression	2 marks																		
			<p>SECTION B: ADVANCED WRITING SKILLS 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>																			

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3	3	3	POSTER	
			Format must include caption and issuing authority	1 mark
			Content	2 marks
			Expression	1 mark
			Title: Say No to Alcohol / Any other relevant title Suggested Value Points <ul style="list-style-type: none"> • ill-effects of consuming alcohol • effects on self and family • how to overcome-Rehabilitation / De-addiction camps • helpline • any other relevant details 	
			OR	
3	3	3	ADVERTISEMENT	4 marks
			Format – Heading	1 mark
			Content	2 marks
			Expression	1 mark
			LOST AND FOUND Suggested value points <ul style="list-style-type: none"> • details of lost item • where • when • how • reward (optional) • contact details (any other relevant details) (due credit should be given to economy of words)	
			OR	
4	4	4	LETTER WRITING	6 marks
			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.	
			Format 1. sender's address 2. date 3. receiver's address 4. subject / heading 5. salutation 6. closing	1 mark
			Content	3 marks
			Expression grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	1 mark 1 mark 2 marks

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			<p>Application for Job</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> • reference to the advertisement (optional) • post applied for • suitability for the post • request for response <p>(any other relevant detail)</p> <p>[Note: Resume / Biodata can be part of the letter or written separately]</p> <p>Format of Resume: Name, DOB, Address, Contact details, Educational & Professional Qualification, Experience, References, Signature</p>	
			OR	
4	4	4	<p>LETTER TO EDITOR – Nuisance created due to absence of street lights on the main road</p> <p>Suggested Value Points</p> <p><u>Introduction</u></p> <ul style="list-style-type: none"> - location of the colony - busy street-traffic - main road leading to the colony - no street light on the main road of the colony <p><u>Problems / Consequences</u></p> <ul style="list-style-type: none"> - complete darkness - inconvenience / nuisance created - difficulty in driving - problems to residents / pedestrians - chances of mishap / mishappening - unsafe <p><u>Conclusion</u></p> <ul style="list-style-type: none"> - urge authorities to take action - safety and security is prime concern - focus on basic infrastructure - looking forward to immediate action <p>(any other relevant point) (any 3 points)</p>	6 marks
5	5	5	DEBATE	10 marks
			<p>Note :</p> <ul style="list-style-type: none"> - <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> - Students’ views to be expressed either ‘for’ or ‘against’ the motion and not a mixed response. 	

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			<p>Note:</p> <ul style="list-style-type: none"> - <u>No title is required.</u> - <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> 	
			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
5	-	-	<p>ONLY INDIVIDUALS ARE RESPONSIBLE FOR ENVIRONMENTAL POLLUTION</p> <p>Suggested Value Points</p> <p>For</p> <ul style="list-style-type: none"> - increasing population - increased demand of resources; lead to their exploitation - thoughtless use of resources - cutting of forests by humans for selfish needs - no concern for mother nature - no efforts made to replenish them - sacred duty of human beings to take care of environment <p>Against</p> <ul style="list-style-type: none"> - individuals alone not responsible - collective responsibility of institutions, organisations, government, society at large - non-uniform distribution / organisation of resources - lack of environmental education / creating awareness by the concerned authorities <p>(any other relevant points)</p>	
-	5	-	<p>MOBILE PHONE IS DOING A LOT OF HARM TO STUDENTS</p> <p>Suggested Value Points</p> <p>For</p> <ul style="list-style-type: none"> - a huge source of distraction - overindulgence - hours spent on texting, social media sites; neglecting studies - means of flaunting social status; expensive phones-status symbol; peer pressure - eats into family time - children get hooked to gaming, apps etc.; become passive - kills their creativity - less time for sports, exercise, outdoor activities - affects eyesight, health 	

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			<ul style="list-style-type: none"> - use of earphones cause accidents - too much undesirable information, confusing; not age-appropriate - vulnerable to cyber-crime, plagiarism <p>Against</p> <ul style="list-style-type: none"> - easy access to information; boon for brilliant students - knowledge at finger tips - enables connectivity; help students connect with parents - can call adults in times of need - has democratized creation and sharing of knowledge - a big enabler; promotes self- learning - less money spent on reference books - save time, resources <p>(any other relevant points)</p>	
-	-	5	<p>TROUBLESOME STUDENTS SHOULD BE EXPELLED FROM SCHOOL</p> <p>Suggested Value Points</p> <p>For</p> <ul style="list-style-type: none"> -cause distraction in class -teacher becomes uncomfortable; can't teach properly -cause wastage of time -bad influence on others -create indiscipline -unpleasant atmosphere in school -other students being bullied -bad name for the school <p>Against</p> <ul style="list-style-type: none"> -duty of the school to maintain discipline -teachers responsible to take care of them -teachers to find out the cause of students' misbehaviour and take curative action -students need to be properly counselled -expulsion means school not ready to accept responsibility -all human beings (students in school) not similar / equal -expelled students likely to get involved in anti-social activities <p>(any other relevant points)</p>	
			OR	
5	5	5	SPEECH	10 marks
			<p>Note:</p> <ul style="list-style-type: none"> - <u>No title is required.</u> - <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> 	

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			Format: Opening address and conclusion	1 mark
			Content	4 marks
			Expression Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	5 marks
5	-	-	<p>HOW TO IMPROVE POSITION OF GIRLS IN SOCIETY</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - problem-plight of girls - patriarchal society - birth of girl child-disappointment for the family - denied education, freedom of expression, financial freedom especially in rural areas - not given equal rights & privileges - change in trend observed; still much to be desired - create opportunities - respect as contributing individuals - equal status; equal opportunities - economic independence is a must - no gender bias - parents' role in upbringing of children - removing mental block regarding position of women - girls should stand and speak up for their rights <p>(any other relevant point) (any four points)</p>	
-	5	-	<p>GOOD HABITS</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - plays a crucial role in one's life - essential to cultivate good habits like honesty, discipline, punctuality, cleanliness, hard work, helpfulness, good manners and etiquettes - courteous / polite behaviour opens doors - earns respects - helps one live a healthy, fulfilled life - growth in career / profession - society is also benefitted - become a role model / leader <p>(any other relevant point) (any four points)</p>	

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-	-	5	<p>BALANCE BETWEEN ACADEMICS AND SPORTS</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - only academic excellence without good health-not desirable - high scores in board exams ensure admission in good colleges - good health is essential for happy and successful life - a balance between the two lead to ideal life - both academics and sports should go hand in hand; facilitate holistic development - university has also started giving weight age to participation in sports in addition to academic excellence for admissions - health leads to a healthy mind, which, in turn, leads to academic excellence <p>(any other relevant point) (any four points)</p>	
6	6	6	REPORT WRITING	10 marks
			<p>Note : Report should be written in past tense</p> <p>Format Heading and Writer's name (as mentioned in the question)</p>	1 mark
			Content	4 marks
			<p>Expression Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]</p>	5 marks
			<p>REPORT ON LEAKAGE OF CHLORINE GAS / Any other relevant heading</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - what, where, when - detailed account of the incident as per eye-witnesses - causes of the incident - people affected-causalities - loss incurred - investigation - action taken by authorities - advisory issued (if any) <p>(any other relevant point)</p>	
			OR	
6	6	6	ARTICLE	10 marks
			Format: opening address and conclusion	1 mark
			Content	4 marks
			<p>Expression grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]</p>	5 marks

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			<p>IMPORTANCE OF DAILY EXERCISE / Any other relevant title</p> <p>Suggested Value Points</p> <p>Introduction</p> <ul style="list-style-type: none"> - importance of health; why is health deteriorating - modern day lifestyle has become more sedentary <p>Sedentary lifestyle and health</p> <ul style="list-style-type: none"> - sitting for long hours on gadgets - consuming more of fast-food - academic pressure - lack of physical exercises, outdoor activities - occurrence of lifestyle diseases-obesity, low eyesight, diabetes, hypertension etc. <p>Suggestions / Solutions</p> <ul style="list-style-type: none"> - steps to be taken for better lifestyle, health - some exercise regime to be followed-yoga, gym, aerobics, sports, brisk walk etc. - keeps one fit, healthy, energetic, positive - cutting down on gadget time - parents’ and teachers’ role in generating awareness and ensuring a physically active lifestyle <p>(any other relevant details)</p>	
			<p align="center">SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</p> <p>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.</p>	
7	7	7	<p>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.</p>	
(a)	(a)	(a)	that she had become old/ she had aged	1 mark
(b)	(b)	(b)	feeling of agony/pain/fear/anxiety	1 mark
(c)	(c)	(c)	did not want to think of a mother’s death/ did not want to be separated from mother	1 mark
(d)	(d)	(d)	Simile	1 mark

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OR				
(a)	(a)	(a)	because she is nervous and anxious/ finds the ivory needle hard to pull	1 mark
(b)	(b)	(b)	needle work/ embroidery on a panel/ making tigers on the panel	1 mark
(c)	(c)	(d)	wedding band symbolic of unhappy marriage / feels trapped in an oppressive marriage	1 mark
(d)	(d)	(d)	She is weak/ submissive/ unhappy/wants to rebel against her situation	1 mark
8	8	8	<p>Short answer type questions: Answer any four</p> <p>Distribution of marks: Content: 2 marks Expression : 1 mark (deduct ½ a mark for two or more grammatical/spelling mistakes)</p>	4X3=12 marks
(a)	-	-	<ul style="list-style-type: none"> - suffered fear of water - could not enjoy canoeing, fishing, swimming 	3 marks
(b)	-	-	<ul style="list-style-type: none"> - children malnourished, unhappy, unprivileged, neglected by society, poverty-stricken, ill <p>(any two)</p>	3 marks
(c)	-	-	<ul style="list-style-type: none"> - full name: Saheb-e-Alam means lord of the universe but in reality a rag picker, belongs to a family of migrants from Bangladesh , forced into labour from childhood due to poverty 	3 marks
(d)	-	-	<ul style="list-style-type: none"> - describes Evans as a keen student - taking night classes/ tuitions - needs to be given a chance to improve - not a violent person - star at the Christmas concert - can take the exam in his room <p>(any two)</p>	3 marks
(e)	-	-	<ul style="list-style-type: none"> - The General suffering from illness, might need surgery in future - Sadao skilled surgeon, his personal doctor - needed him to take care of him in case of emergency 	3 marks
(f)	-	-	<ul style="list-style-type: none"> - Jo wanted the story to end with the wizard hitting the mommy/ wanted Roger Skunk to get back his smell of roses - because she has forced wizard to change smell of Roger Skunk - She had hit him on the head first. 	3 marks

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-	(a)	-	<ul style="list-style-type: none"> - Douglas three or four years old - stood with father on Californian beach - waves knocked him down - buried in water - breath gone, frightened <p>(any two)</p>	3 marks
-	(b)	-	<ul style="list-style-type: none"> - lives of slum children can be improved if inspector, visitor and governor take more interest in their lives, take them out of their classrooms, show them the world, provide opportunities and resources available to privileged children, make their education more related to their own lives <p>(any two)</p>	3 marks
-	(c)	-	<ul style="list-style-type: none"> - Mukesh ambitious - not interested in bangle making - wants to become a motor mechanic - dreams of driving a car <p>(any two)</p>	3 marks
-	(d)	-	<ul style="list-style-type: none"> - Hana was first dismayed and terrified - however accepts the situation - without expressing feelings - lets the servant go - does all the household chores herself and takes care of children - washes the soldier - helps husband to operate the POW <p>(any two)</p>	3 marks
-	(e)	-	<ul style="list-style-type: none"> - describes Evans as a keen student - taking night classes/ tuitions - needs to be given a chance to improve - not a violent person - star at the Christmas concert - can take the exam in his room <p>(any two)</p>	3 marks
-	(f)	-	<ul style="list-style-type: none"> - Jo wanted the story to end with the wizard hitting the mommy/ wanted Roger Skunk to get back his smell of roses - because she has forced wizard to change smell of Roger Skunk - She had hit him on the head first. 	3 marks
-	-	(a)	<p>Douglas' instructor</p> <ul style="list-style-type: none"> - very patient - an expert-swimmer and teacher - uses scientific approach - able to instil confidence in Douglas 	3 marks

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-	-	(b)	<ul style="list-style-type: none"> - the children look like rootless weeds - pale faces - physically weak - bent bodies - weak bones-brittle - as thin as paper - suffering from inherited diseases <p>(any two)</p>	3 marks
-	-	(c)	<ul style="list-style-type: none"> - rough surface of the wooden tiger - with tiny sliver like quills; pierced Maharaja's right hand - caused infection - surgery done but Maharaja died 	3 marks
-	-	(d)	<ul style="list-style-type: none"> - mud houses with roofs of tin or tarpaulin - no sewage/ drainage or running water - no identity - ration cards given - only job available is rag picking <p>(any two)</p>	3 marks
-	-	(e)	<ul style="list-style-type: none"> - General self-centered - kept Dr. Sadao at home - neglectful of duty-did not send assassin to kill the POW - was cruel- beat up his wife <p>(any two)</p>	3 marks
-	-	(f)	<ul style="list-style-type: none"> - in all other stories, problem solved by wizard, story ends - in skunk story problem solved but mother unhappy - takes him back to the wizard - hits the wizard - skunk's smell restored <p>(any two)</p>	3 marks
			<p>Q 9 & 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.</p> <p style="text-align: center;"><u>(Attempt any one)</u></p>	

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9	9	9	<p>Distribution of marks:</p> <p>Content: (3 marks)</p> <p>Expression : (3 marks)</p> <p>grammatical accuracy, appropriate words and spelling [1½ marks]</p> <p>coherence and relevance of ideas and style [1½ marks]</p>	
(a)	(a)	-	<ul style="list-style-type: none"> - problems faced by Indigo farmers - Shukla’s request to Gandhiji - Gandhiji accompanied him and met lawyers/inspired them to work for peasants - got them 25% compensation from the British landowners - taught them fearlessness and that the British were not above the law - made peasants realise they had rights and should fight for them - united all Indians-peasants & lawyers 	6 marks
(b)	(b)	-	<p>Jansie:</p> <ul style="list-style-type: none"> – practical, down to earth, realistic, accepting of her economic status <p>Sophie:</p> <ul style="list-style-type: none"> – impractical, romantic, lives in a dream world, attracted by the glamorous world , imaginative- creates a whole story about Danny Casey; deep longing to change her circumstances 	6 marks
(c)	(c)	-	<ul style="list-style-type: none"> - Franz shocked to learn about the last lesson in French; no longer felt Hamel was cranky and strict-developed a fondness; developed fondness for school books, considered them as old friends; became attentive, regretted not studying attentively in the past 	6 marks
-	-	(a)	<p>Gandhiji –</p> <p>as a political leader</p> <ul style="list-style-type: none"> – sympathetic-agreed to fight for indigo farmers – courageous refused to furnish bail – inspirational-changed the minds of the lawyers and motivated them to work for the peasants – realistic-agreed to the settlement of 25 percent from British landowners <p>as a social reformer</p> <ul style="list-style-type: none"> – visionary-realised the condition of peasants needed upliftment – brought workers including some of his own family members, doctors and teachers to teach and take care of the health of the villagers 	6 marks

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-	-	(b)	<ul style="list-style-type: none"> - Sophie’s dream to become a boutique owner or fashion designer or actress - unrealistic because no family support/ came from lower economic section of society - both her father and brother dismissive of her dream 	6 marks
-	-	(c)	<p>Effect of the order from Berlin</p> <p>on villagers</p> <ul style="list-style-type: none"> - shocked - realised had not given importance to their learning of French - felt guilty/ regretful for having sent their children to work on farms and mills instead of sending them to school - sorrowful-came to attend the last lesson, occupying the back benches - <p>on children (Franz)</p> <ul style="list-style-type: none"> - did not find the teacher cranky - gave complete attention to the lesson - understood the lesson clearly <p>on M.Hamel</p> <ul style="list-style-type: none"> - wore his special dress to the class to show respect to his language - felt guilty for having being casual in his attitude to teaching (giving holidays when he wanted to do fishing/ asking children to water his garden) - taught the lesson very patiently - wrote Vive-la-France on the board 	6 marks
10	10	10	<p>Distribution of marks:</p> <p>Content: 3 marks</p> <p>Expression: 3 marks</p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p>	
(a)	-	(a)	<p>Sadao as a man</p> <ul style="list-style-type: none"> - patriotic Japanese- loves his culture and tradition - obedient son - loving husband/father-concerned about Hana’s feelings, does not inform her of the assassins - dutiful doctor-risks his life to save the POW - compassionate human being-humanitarian 	6 marks

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			<p>Sadao as a surgeon</p> <ul style="list-style-type: none"> - extremely skilled ; saves life of POW with few resources and only Hana’s assistance - personal doctor of the General-famous for researching on a technique to render wounds entirely clean 	
(b)	-	(b)	<ul style="list-style-type: none"> - Mr. Lamb’s positive influence on Derry - changes him from a defiant, withdrawn, negative child to a more accepting and positive child - helps him accept his deformity and overcome inferiority complex and become more confident 	6 marks
(c)	-	(c)	<ul style="list-style-type: none"> - wrote about the oppressive behaviour of the whites in general and her experiences in her school - in school fought against hair being cut - hid under a bed in a dark room - was forcibly dragged out and hair cut - could not forget the humiliation 	
	(a)		<ul style="list-style-type: none"> - Mr. Lamb’s positive influence on Derry - changes him from a defiant, withdrawn, negative child to a more accepting and positive child - helps him accept his deformity and overcome inferiority complex and become more confident 	
	(b)		<ul style="list-style-type: none"> - Bama very angry with upper caste people - says-won’t work with the upper caste people - Brother’s attitude different-mature approach - asked Bama to excel in her studies - would help her escape such a situation 	
	(c)		<p>Sadao as a man</p> <ul style="list-style-type: none"> - patriotic Japanese- loves his culture and tradition - obedient son - loving husband/father-concerned about Hana’s feelings, does not inform her of the assassins - dutiful doctor-risks his life to save the POW - compassionate human being-humanitarian <p>Sadao as a surgeon</p> <ul style="list-style-type: none"> - extremely skilled ; saves life of POW with few resources and only Hana’s assistance - personal doctor of the General-famous for researching on a technique to render wounds entirely clean 	

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			<p>Q11 & Q 12 – Long Reading Text – Silas Marner / The Invisible Man [NOTE: Accept any answer that correlates with the novel and seems relevant]</p>	
11	11	11	<p>Distribution of marks: Content: (3 marks) Expression (3 marks) grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½]</p> <p>Answer any one</p>	
(a)	(a)	(a)	<ul style="list-style-type: none"> - Adye comes to Kemp’s house. - Griffin grabs note from Kemp’s maid, learns of Kemp’s plans. - Adye leaves Kemp’s house to get bloodhounds. - is caught by Griffin at the door - Adye’s revolver taken by Griffin - forces Adye to return - Adye tries to take the revolver back, a scuffle takes place - Adye falls, lies still, probably dead <p>(any other relevant point/points)</p>	6 marks
(b)	(b)	(b)	<ul style="list-style-type: none"> - Griffin chases Kemp downhill to Burdock - surrounded by labourers - fights them alone - they hit Griffin with shovels - Griffin dies on the road - surrounded by the people he had looked down upon <p>(any other relevant point/points)</p>	6 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> - farmers distrusted Silas – a weaver - did not accept him into the close knit community - suspected him to be more skilled and capable than local peasantry - Silas lived an isolated life, did not interact with others in Raveloe <p>(any other relevant point/points)</p>	6 marks
(d)	(d)	(d)	<ul style="list-style-type: none"> - after Molly dies, Eppie, a small child left alone in the snowstorm - sees light in Silas’s cottage - moves in that direction - is welcomed by Silas <p>(any other relevant point/points)</p>	6 marks

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12	12	12	<p>Distribution of marks: Content: (3 marks) Expression: (3 marks) 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)</p> <p style="text-align: center;">Answer any one</p>	
(a)	(a)	(a)	<ul style="list-style-type: none"> - Dr. Kemp – a former acquaintance of Griffin – a scientist living in the town of Port Burdock, young slender man with flaxen hair - hardworking-worked late nights researching - considerate-asked his servants to stay out of Griffin’s path - daring-decides to go against Griffin’s evil plans, risks life by acting as a bait to draw Griffin into the open - observant, smart, quick to action - resolves to handover Griffin to police - lays trap which Griffin escapes - not a real hero - sends note to police without foreseeing Griffin might seize it <p>(any other relevant point/points)</p>	6 marks
(b)	(b)	(b)	<ul style="list-style-type: none"> - Mr. Marvel gains the most from the invisible man - gets to keep the money of the invisible man - from a tramp he becomes owner of an inn - gets to keep the books of the invisible man - earns money by retelling the stories about the invisible man <p>(any other relevant point/points)</p>	6 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> - Eppie beautiful, golden haired child - proves to be real gold giving great happiness - grows into a sweet tempered, lovely young woman devoted to her adoptive father - this re-establishes Marner’s interest in the village of Raveloe - refuses to return to her biological father - stands by Silas, giving him true happiness <p>(any other relevant point/points)</p>	6 marks
(d)	(d)	(d)	<ul style="list-style-type: none"> - Silas completely disillusioned, dejected and sad after his best friend William Dane’s desertion - could not believe he would deceive him - Dane put blame of church money theft on Silas - planted evidence - Sarah’s attitude also changed – broke her engagement - married William Dane - Silas shattered and devastated - lost faith in humanity, withdrawn - stopped interacting with people - Silas embarrassed, humiliated – left the village <p>(any other relevant point/points)</p>	6 marks
