

Strictly Confidential : (For Internal and Restricted use only)
SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)
COMPARTMENT - JULY 2019
MARKING SCHEME - ENGLISH ELECTIVE (C) (101)

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 (✓) 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 Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong 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 merely be 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.
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.

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17. As per the order of the Hon'ble Supreme Court, the candidates are now permitted to obtain photocopy of the Answer Book on request on payment of the processing charges.
18. Q1 under Section A (Reading) and Q8 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 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 again 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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	SECTION A (READING)	TOTAL MARKS 20
1	COMPREHENSION PASSAGE	10 MARKS
	<p>The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions.</p> <p>Please do not hesitate to award full marks if the answer deserves it.</p>	
	<p>Objective: To identify and understand main parts of the text.</p> <p>Note:</p> <ul style="list-style-type: none"> -No penalty for spelling and grammatical errors -Full marks to be awarded if a student has been able to identify the core ideas. -If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. -Accept any other answer equivalent in meaning to the answers given below. 	
1.1 (a)	to face the unknown with only three golden coins	1 mark
(b)	economic depression, want and misery	1 mark
(c)	dignity of the state official as the highest	1 mark
(d)	a civil servant, held in high regard/ dignity of the state official as the highest of all	1 mark
(e)	worked on a farm and tilled it	1 mark
(f)	didn't appreciate son's oratorical/ speaking skills	1 mark
1.2 (a)	(i) opposite	1 mark
(b)	(ii) running about	1 mark
(c)	(ii) speaking skills/ (i) oral	1 mark
(d)	(ii) magnificently beautiful	1 mark
2 (a)	NOTE MAKING	10 marks
	<p>Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.</p>	
(a)	<p>Distribution of Marks</p> <p>Title</p> <p>Abbreviations /Symbols (with / without key) – minimum four</p> <p>Content (minimum 3 headings and subheadings, with proper indentation and notes)</p>	<p>1 mark</p> <p>1 mark</p> <p>4 marks</p>

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	<p>IMPORTANT INSTRUCTIONS</p> <p>The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>													
	<p>Note:</p> <ul style="list-style-type: none"> • If a student has attempted only the summary or the notes, due credit should be given. • 1 mark allotted for the title to be given if the student has written the title either in Q.2(a) or Q.2(b) 													
	Title: Well Being (any other suitable Title)													
	<p>1. Definition of WB</p> <p>1.1 absence of disease & illness</p> <p>1.2 combination of physical, emotional & health factors</p> <p>1.3 strongly linked to happiness & satisfaction</p> <p>2. factors which improve WB</p> <p>2.1 network of close friends</p> <p>2.2 enjoyable, fulfilling career</p> <p>2.3 enough money, good health</p> <p>2.4 religious beliefs</p> <p>3. imp'ce of understanding people's WB</p> <p>3.1 helps govt. frame good policies</p> <p>3.2 helps determine poverty line</p> <p>3.3 helps take appropriate action</p> <p>4. how best achieved</p> <p>4.1 having strong relationship with family & friends.</p> <p>4.2 enjoyable, rewarding work</p> <p>4.3 involvement in interesting activities</p> <p>4.4 nutritious food & good health</p>	4 marks												
	<p>Suggested abbreviations / Key:</p> <table> <tr> <td>WB</td><td>-</td><td>well-being</td></tr> <tr> <td>&</td><td>-</td><td>and</td></tr> <tr> <td>imp'ce</td><td>-</td><td>importance</td></tr> <tr> <td>govt.</td><td>-</td><td>government</td></tr> </table>	WB	-	well-being	&	-	and	imp'ce	-	importance	govt.	-	government	
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	Note: 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.	
2 (b)	SUMMARY Objective: 1. To expand notes (headings and subheadings) into a summary in 80 words. 2. To test the ability of extraction.	4 marks
	Distribution of Marks Content Expression Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	SECTION B: (WRITING AND GRAMMAR)	40 marks
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
3	POSTER MAKING	4 marks
	Format must include caption and issuing authority	1 Mark
	Content	2 Marks
	Expression	1 Mark
	Title: BOOK WEEK Suggested value points: - what, where and when - information-display of books by publishers, discounts offered , author(imagine a name) will read out from his latest books - activities – creative writing, poetry writing, book cover designing (any other) - request to students to participate any other relevant point	
	OR	
	NOTICE Objective: To draft a notice using an appropriate style and format	4 marks

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	Format The format should include: Name of the organization / 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	1 mark
	Content	2 marks
	Expression : Coherence and relevance of ideas, grammatical and spelling accuracy	1 mark
	Title – Make Contributions for Old Age Home Suggested value points <ul style="list-style-type: none"> – request by NGO- details –purpose of donation – request to students-games/books etc. – last date of depositing, to whom – appeal for donation any other relevant point	
4.	LETTER WRITING	6 marks
	COMPLAINT AGAINST GARBAGE AND POTHOLE	
	Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. salutation 5. subject 6. complementary close 7. sender's signature / name 	1 mark
	Content	3 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (1) Coherence and relevance of ideas and style (1)	2 marks

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	Suggested Value Points PROBLEM Garbage, potholes, stagnant water, diseases, accidents SOLUTIONS Remove garbage/improve waste management/ RWA take responsibility any other relevant point	
	OR	
	LETTER TO THE EDITOR: Positive Aspects of Television	
	Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format	1 mark
	Suggested Value Points: Good, keeps you informed, provides entertainment, good time pass for elderly people, educational programmes – enhances knowledge, provides exposure, provides family time, cheap form of entertainment any other relevant point	
5	REPORT WRITING: CAREER FAIR Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Heading, name of the writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5 marks) Coherence and relevance of ideas and style (2.5 marks)	5 marks
	Suggested Value Points <ul style="list-style-type: none"> - what, where, when - who came: counsellors, career experts - program: the information about career options, opportunities , advice given - closing any other relevant point	

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	OR	
	SPEECH WRITING: USE OF MOBILE PHONES Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Greeting, Introduction of self, thanks	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Suggested Value Points <ul style="list-style-type: none"> - Excessive use harmful-affects eyesight, lack of exercise leads to obesity, wastage of time - Benefits-develops skills through apps, encourages communication, educational value - teaching tool, helpful in acquiring useful information - Advice - to be used in moderation and in a disciplined manner any other relevant points	
6	ARTICLE WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Title / Heading and name of writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Title –Safety and Dignified Life is the Right of every Woman Suggested Value Points Problems <ul style="list-style-type: none"> - safety at home and outside compromised: feel unsafe, face nasty remarks 	

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	Reason <ul style="list-style-type: none"> – male dominated society – over pampered boys – poor law and order Solutions <ul style="list-style-type: none"> - parent's role-teach boys to respect women/emphasis on gender equality - empower women-education, financial independence any other relevant details	
	OR	
	Title –How to make Tourist Places more Attractive	
	Suggested Value Points Problem <ul style="list-style-type: none"> - tourists pestered and irritated by beggars and anti-social elements- swindled/harassed / robbed Impact <ul style="list-style-type: none"> - dents country's image - tourist industry gets a bad name - economy impacted Solutions <ul style="list-style-type: none"> - strict action required- law and order- police posted at tourist spots - improvement in maintenance - better accessibility - improved sanitation and cleanliness any other relevant point	
7 (a)	REARRANGING Objective: To rearrange words and phrases into meaningful sentences	3 marks (1x 3)
	(i) Poverty is pushing children into labour. (ii) Millions of people live below the poverty line. (iii) Poor children have no option but to work.	1 mark each
7 (b)	DIALOGUE WRITING: INTERVIEW WITH FAMOUS NOBEL LAUREATE MR. KAILASH SATYARTHI	3 marks (1/2x6=3)

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	<p>Objective: To understand the context and construct meaningful dialogue.</p> <p>Marking: ½ mark for each correct dialogue provided it is accurately and appropriately expressed. .</p> <p>Note: The input need not be in question and answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few point of inputs are left out. The dialogue can be interrogative or affirmative. (Any three or more grammatically correct exchanges with the use of clues provided or beyond)</p>													
7(c)	<p>EDITING</p> <p>Objective: To use grammatical items correctly. Marking: 1 mark each Note:</p> <ul style="list-style-type: none">- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.- If only the correct words are given, marks should be awarded. <table><thead><tr><th>ERROR</th><th>CORRECTION</th></tr></thead><tbody><tr><td>(i) favour</td><td>favourite</td></tr><tr><td>(ii) into</td><td>to</td></tr><tr><td>(iii) of</td><td>from</td></tr><tr><td>(iv) has</td><td>had</td></tr><tr><td>(v) His</td><td>their</td></tr></tbody></table>	ERROR	CORRECTION	(i) favour	favourite	(ii) into	to	(iii) of	from	(iv) has	had	(v) His	their	4 marks
ERROR	CORRECTION													
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8	<p>SECTION C: LITERATURE</p>	40 marks												
	<p>Choose any two of the extracts given below and answer the questions that follow.</p> <p>Reference to Context Under Section C (Q.8), questions have been designed to test a student’s understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p>	10 marks												

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	Objective: To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.	
	Value Points:	
8(a) (i)	Survivors, Siegfried Sassoon	1 mark
(ii)	Soldiers	1 mark
(iii)	shocking war experience	1 mark
(iv)	became like boys, disoriented	1 mark
(v)	old due to exposure to horrors of war	1 mark
8(b) (i)	Curtains, Hellen Spalding	1 mark
(ii)	it is very objective, emotionless	1 mark
(iii)	no heart break/ no tears/emotionless/ numb	1 mark
(iv)	no sound comes out-heart break without any cries	1 mark
(v)	two lovers reflecting and talking to themselves	1 mark
8(c) (i)	Ode to Autumn , John Keats	1 mark
(ii)	Bees	1 mark
(iii)	engaged in summer activities/ making honey/ long summer, overflowing nectar	1 mark
(iv)	personification, "not seen thee oft amid thy store" – autumn	½ + ½ mark
(v)	looks around, outside the fields	1 mark
9	Answer any one of the following questions in 50 to 60 words. Objective: To test students' comprehension of drama-local and global	4 marks
9	Content Expression	3 marks 1 mark
	<ul style="list-style-type: none"> - thought of his own life – has a purpose – importance of dream and room of your own – space, individuality, independence any other relevant point	
	OR	
	<ul style="list-style-type: none"> - respected both parents, was polite, didn't want to perturb them, pleased them, did whatever was possible to safeguard their interest any other relevant point	
10 (a)	Answer any two of the following questions in 80 – 100 words each.	

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	Objective: To test students' ability to comprehend prose-local and global	
	Content Expression	2 x 5 = 10 marks 3 marks 2 marks
(i)	<ul style="list-style-type: none"> - danger makes you more alert and conscious - perception gets keener - joy of life hangs by thread - more intense any other relevant point	
(ii)	<ul style="list-style-type: none"> - quiet, inoffensive, at peace with everybody - never harm a human being - gentle - mind their own business - attack only when someone injures them - man's benefactor – honey, help multiply fruits any other relevant point	
(iii)	<ul style="list-style-type: none"> - Suzanne's feelings cannot be measured – could be anything - she showed no preference, loved equally so put the condition to help them (her suitors) decide Note : accept any other relevant answer	
10 (b)	Answer any one of the following questions in 120-150 words. Content Expression	6 marks 4 marks 2 marks
	<ul style="list-style-type: none"> - accept the child as he/she is - don't compare them with others - children hunger for parental love - expect unconditional love any other relevant point	
	OR	
	Philosophy <ul style="list-style-type: none"> - aim of education – training of independently acting and thinking individuals Teacher's role <ul style="list-style-type: none"> - teachers be given freedom in selection of material to be taught and methods of teaching - teachers should encourage diligence and not competition - to help develop young individuals' potential and innate qualities any other relevant point	

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11	Answer any one of the following questions in 150 – 200 words Distribution of Marks: Content Expression	10 marks 6 marks 4 marks
	Value Points:	
	<ul style="list-style-type: none"> - Dr. Kemp – law abiding, scientist, led a normal life, responsible, conventional, betrayed his friend who turned out to be dangerous, lied to him – led to his death – chose to go along with society rather than aid and abet Griffin - Griffin – bright scientist, invention – went out of control, power hungry, ill-tempered, cruel, violent, impatient, irresponsible, immoral and inhuman, willing to go to any extent to achieve his aim <p>Note : for the second part of the answer accept any suitable answer if properly justified</p>	
	OR	
	<ul style="list-style-type: none"> - isolated yet not far from London - people wouldn't recognise him - to carry out his experiments undisturbed - villagers illiterate so would not understand nature of his experiments - thought people would leave him alone <p>any other relevant point</p>	
	OR	
	<ul style="list-style-type: none"> - jealous and selfish friend - frames Silas in theft in order to bring disgrace upon him - married Silas' fiancée Sara - responsible for Silas' loss of faith in God and man <p>any other relevant point</p>	
	OR	
	<ul style="list-style-type: none"> - Molly, opium addict - deserted by Godfrey Cass to whom she was secretly married - decided to expose him 	

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	<ul style="list-style-type: none">- reached the village and lost consciousness – had taken an overdose of opium- attracted by light coming from Silas' cottage – Eppie toddled towards it- Silas first mistook her for gold – same colour of hair- started caring for her – became possessive- got love, happiness and joy from Eppie- Silas's life transformed, no longer a solitary, lonely person, integrated into the community, regained his lost faith in God and man any other relevant point	
