

Strictly confidential -- (For Internal and Restricted Use only)
Secondary School Examination (Class-X) COMPARTMENT -2018
Marking Scheme – English Language and Literature (184)

2/1

General Instructions

1. The marking scheme provides general guidelines to reduce subjectivity in the process of evaluation. The answers given in the marking scheme are the suggested answers. The content is thus indicative. If the answer given by a student is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should also be given full weightage.
2. Evaluation is to be done as per the instructions provided in the marking scheme. It should not be done according to one's own interpretation or any other considerations. Marking scheme should be strictly adhered to and religiously followed.
3. If a question has parts, please award marks on the right hand side for each part, marks awarded to the different parts of the question should then be totalled up and written on the left hand margin and circled.
4. If a question does not have any parts, marks may be awarded on the left hand margin.
5. If a candidate has attempted any extra question or part, marks obtained in the best question/part should be retained and the other answer should be scored out.
6. Short type answers asking for 2 features / characteristics / points. There is a candidate who writes 2 points as directed and that too correctly whereas the other lists 5 points of which first is correct, second is incorrect, the third correct and remaining incorrect. If the suggested value points are there in a 2 marks question it should be awarded the due marks.
7. In the marking scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct.
8. Brackets () indicate optional information; Marks may be awarded whether the part in brackets is included or not.
9. Candidates should not be penalized if they do not follow the order of the sections / questions while answering.
10. In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
11. Q.1, Q.2 and Q.8 are meant to test the comprehension of the candidates and not the ability of expression. Full credit should be given for the correct value points, even if the answer is not given in a full sentence.
12. In questions consisting two or more than two marks, break up of marks should be shown separately (as suggested in the marking scheme) and then totalled.
13. Tendency to be over sympathetic / over strict in marking – in the first instance, a candidate who should have got just 30 at the most, is awarded 33 so that he/she passes in the said subject. On the other hand, marks are deducted not because answers are not up to the mark, but simply because these should not be awarded. It is to be remembered that the evaluators are expected to use 101 point scale. This is the principle of evaluation which evaluators should not lose sight of in actual practice.
14. As per orders of the Hon'ble Supreme Court, the candidates 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 the evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
15. All the Head Examiners / Examiners are instructed that while evaluating the answer scripts, if answer is found to be totally incorrect, the (x) should be marked on the incorrect answer and awarded '0' marks.

Marking Scheme – 2018
 COMPARTMENT SCHOOL EXAMINATION - 2018
 English Language & Literature (Code – 184)
 Set - 2/1

Section-A (Reading)

(20 Marks)

Q.No 1 Objective: To comprehend the passage
 Marks 1 x 8=8

To identify the main points from the text

Marking: 8 marks - 1 mark for each correct answer. (Any eight)

No penalty for spelling, punctuation or grammatical mistakes

If a student answers all nine questions, the best eight should be marked

Answers

- (a) for millions of people/Indians who live along its course and depend on it for their daily needs.
- (b) for irrigation, transportation and fishing (Any two)
- (c) It is one of the most fertile lands on earth where people earn their livelihood.
- (d) heavy metals discharged from tanneries/effluents from industries/ urban waste from different cities. (Any one)
- (e) The plants burn coal, produce fly ash which is mixed with the domestic waste water which then is released into the river.
- (f) to reduce pollution and revive river Ganga
- (g) sewage treatment/river surface cleaning/afforestation/river front development/ public awareness (Any two)
- (h) Mother/Goddess/Mother and Goddess/most sacred river (Any One)
- (i) In spite of being one of the most worshipped rivers, it is the dirtiest one.

Q2. Objective: To comprehend the passage

To identify the main points from the text

Marking:-2 marks each (Any four) (No penalty for word limit) 2 x 4=8

Marks

No penalty for spelling, punctuation or grammatical mistakes

Answers: (Any Four)

2.1

- (a) He lived a humble and purposeful life
- (b) He brought modern outlook into the method of teaching

(c) included English and Bengali as the medium of learning besides Sanskrit/ introduced courses of European History, Philosophy, Science, Vedic scriptures etc.

(d) opened schools for girls, outlined suitable curriculum to educate them, went from door to door and requested heads of families to send their daughters to schools.

(e) sympathized with those in trouble,

2.2 One mark each (any four)

1 x 4=4 Marks

(f) (iii) impression

(g) (iii) change

(h) (ii) promoter

(i) (iii) freedom

(j) (i) unhappiness or pain

Section B

(Writing Skills with Grammar)

(30 Marks)

Q.3 Letter/Article Writing

8 Marks

Letter

Objective: - To use an appropriate style and format to write a formal/an informal letter

Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas.

Format - 1 Mark

i. sender's address

ii. date

iii. receiver's address

iv. subject/Heading

v. salutation

vi. closing

Content - 4 Marks

Expression: 3 Marks (coherence, relevance of ideas (1½ mark)

(accuracy, appropriate words and correct spellings (1½ mark)

Suggested Value Points given:

- garbage piled up, open areas used as dumping ground, mosquitoes breed

- foul smell, spreading disease
- cleaning the entire area, clearing garbage
- seeking help from sanitation workers/authorities

OR

Article

Format = 1 Mark

Title – ½ mark & name of the writer – ½ mark

Content = 4 Marks (any other relevant point besides the hints given)

Expression = 3 Marks

- coherence and relevance of ideas and style – 1½ mark

- grammatical accuracy, appropriate words and spellings – 1½ mark

Suggested Value Points given:

- concept of digital literacy
- use of technology in pursuing education
- use the internet as a resource
- update with the new technology innovation in education

4. Story Writing

10 Marks

Title & Moral - 1 Mark

Content - 4 Marks

Expression - 5 Marks

(coherence, relevance of ideas) (2½ marks)

(accuracy, appropriate words and correct spellings (2½ marks)

Suggested value points: (The beginning of the story is given in the question)

Or

Title & Moral - 1 Mark

Content - 4 Marks

Expression 5 Marks (coherence relevance of ideas) (2½ marks)

(accuracy, appropriate words and correct spelling) (2½ marks)

Suggested value points: (Hints given in the question)

5. Objective: To use grammatical items accurately and appropriately. (Any Four)

Marking: 1 mark for each correct answer

1 X 4 = 4 Marks

- (a) (iii) came
- (b) (i) a
- (c) (i) and
- (d) (iv) wearing
- (e) (iii) but

6. Objective: To use grammatical items accurately and appropriately. (Any Four)

Marking: 1 mark for each correct answer

1 X 4 = 4 Marks

	Error	Correction
(a)	lives	live
(b)	is	are
(c)	on	in
(d)	celebrated	celebrate
(e)	an	a

7. Objective: To reorder sense groups into a syntactically coherent and complete sentence. (Any Four)

Marking: 1 mark for each correct sentence

1 X 4 = 4 Marks

- (a) One day I was standing at the beach.
- (b) A large number of people had come there.
- (c) There were so many hawkers selling eatables. / So many hawkers were selling eatables there.
- (d) Suddenly a huge wave came/ A huge wave came suddenly.
- (e) All the people rushed towards the road

Section - C
(Literature)

30 marks

8. Objective: To test local and global understanding of prose passage..

Marking: 1 Mark for each value point

1 X 4 = 4 Marks

- (a) Young seagull
- (b) for his mother to give him food/fish
- (c) due to hunger/because of hunger
- (d) With a loud scream he fell outwards and downwards into space.

OR

- (a) Gautama Buddha
- (b) One should not complain, lament or grieve
- (c) One who has overcome grief and does not cry over sufferings and has become composed obtains peace and is blessed.
- (d) weeping / grieving

9. Objective: To test local and global comprehension, themes and ideas of the text.

Marking:- Content 1 Mark

Expression: 1 Mark

2 x 4 = 8 Marks

Answers : (Any Four)

- (a) could not ignore as he was Govt representative, had to set an example for others, no chance of her getting married, had a pockmarked face, lack of sense. (Any Two)
- (b) The entire staff was roused, maids rushed in and out bringing his day bed, night bed, cushion, toys. Everybody was in tears. Mrs. Pumphrey gave a desperate cry.
- (c) While sitting under a tree, dust of snow falls from a poisonous hemlock tree. A seemingly upsetting incident proved a blessing in disguise for the poet.
- (d) Animals are satisfied and self-contained. They have better values than those of the humans. The poet finds animals more comfortable than humans.
- (e) Children suddenly clapped. Even the boys put their fingers in their mouths and whistled in appreciation. Peggy and Maddie also appreciated her drawings.

10. Objective: To test local and global comprehension, themes and ideas in the text.

8 Marks

Marking: Content: 4 marks Fluency: 2 marks Grammatical Accuracy 2 marks
(Minimum four points)

Hints :

- tried to keep Lencho's faith in God intact
- empathetic, softhearted, caring, good leadership qualities, sensitive
- collects money from his employees to help Lencho and also gives a part of his salary
- generous person, encourages to perceive others in a more positive light
- fosters a sense of community building,
- spreads positivity which creates a healthy society.

OR

Marking: Content: 4 marks Fluency: 2 marks Grammatical Accuracy: 2 marks
(Minimum four points)

Hints :-

- ownership of Oxen Meadows, both claimed to be the owner.
- Argued over whose dog was better.
- follow the principle – forgive and forget/being courteous/ should not complain and blame/ should develop mutual understanding and help each other.

11. Objective: To test knowledge and appreciation of the text.

10 Marks

Marking: Content 5 marks

coherence and relevance of ideas and style -(2½ marks)

grammatical accuracy and correct spelling - (2½ marks)

(Any 5 points)

- problem of washing in the absence of bathroom,
 - no one allowed to use lavatory as the sound of water could reveal their presence.
 - had to maintain complete silence in the Annexe.
 - preserving jars were used for call of nature
 - shortage of food
 - fear of detection
- (Any other relevant point)

OR

- Van Daan portrayed as selfish, petty and quarrelsome
- would not share things (bedsheets etc) with others; a bitter critic of Anne – questioned her morals and manners.
- expressed her strong disapproval of Anne's friendship with Peter.
- neither a good wife nor a caring, loving mother – domineering, no respect for Peter's feelings; even hit him
- didn't know how to get along with others - always complaining grumbling

- flirtatious
- not a pleasant person to associate with. (Any other relevant point)

OR

- not only a teacher/guide but a close friend
- understood the misery and sufferings of Helen
- patient and treated her with kindness and compassion
- taught Helen – words and spellings
- used innovative teaching methods
- tried her best to help her overcome difficulties faced at Redcliff. (Any other relevant point)

OR

- Principal of Cambridge School for young ladies.
- very capable teacher – used innovative methods to make history and literature interesting to Helen.
- noble, warm and compassionate – understood Helen's limitations
- to help Helen used the manual alphabets.
- thought Helen was overworked ; advised her to spend three more years at Cambridge School.
- difference of opinion caused rupture in their relationship.
- Helen left Cambridge School and engaged a private teacher.
- despite differences Helen held Gillman in high esteem (Any other relevant point)
