

Strictly confidential - (For Internal and Restricted Use Only)
Secondary School Examination (Class-X) March-2016
Marking Scheme - English (Language and Literature)
Set-2/1, 2/2, 2/3

General Instructions

1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are the suggested answers. The content is thus indicative. If the student has given any other answer, which is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should 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 consideration. Marking Scheme should be strictly adhered to and religiously followed.
3. If the question has parts, please award marks in the right hand side for each part. Marks awarded to the different parts of the question should then be totalled up and written in the left hand margin and circled.
4. If the question does not have any parts, marks will be awarded in the left-hand margin.
5. If the 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. In the Marking Scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct.
7. Brackets () indicate optional information; the mark will be awarded whether the part in brackets is included or not.
8. Candidates should not be penalised if they do not follow the order of the section / question while answering.
9. In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
10. 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 point, even if the answer is not given in a full sentence.
11. In questions consisting of 2 or more than 2 marks, break-up of marks should be shown separately (as suggested in the Marking Scheme) and then totalled.
12. A full scale of marks 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

MARKING SCHEME
Set-2/1
CLASS X (CODE NO 184)
SUMMATIVE ASSESSMENT – II
(LANGUAGE & LITERATURE)

Section - A Reading (20 Marks)

Q1 Objective: To identify the main points from the text. 8 Marks

Marking: 8 marks – 1 mark for each correct answer.

No penalty for spelling, punctuation or grammar mistakes. Full sentences are not required

Answers

- (a) So that our health should not get affected /
So that we should not get addicted to coffee and spoil our health.
- (b) - Caffeinated and
- Decaf versions
- (c) Protect against heart disease and cancer.
- (d) Their benefits depend on how they are absorbed and utilized in the body.
- (e) Dates / Coffee / Tea / Milk / Chocolate / Cranberries. **(Any two)**
- (f) Dates actually have more antioxidants than coffee. But coffee is consumed more than dates. So it outranks dates.
- (g) - Keeps one alert and awake
- protects against liver and colon cancer, type 2 diabetes and Parkinson's disease.
- (h) Consume coffee in moderation if taken in excess it can make you jittery and cause stomach pains.

Q.2 Marking: -

Qs (a) to (d) carry 2 marks each and from (e) to (h) each carry 1 mark each

8 +4= 12 Marks

- (a) Telling her that her bangles were too heavy for her delicate little wrists
- (b) Daughters-in-law would like to have ornaments.
They would not appreciate Gandhiji's attitude.

- (c) When their sons grow up they would prefer wives who were not fond of jewellery
- (d) - Motivated the rich to donate their jewellery for social usage or for the poor.
- Worked hard by inspiring people to raise community fund **(Any Two)**
 - Donated his earnings for the service of South African Indians.
- (e) (iv) unbeatable (Contextual meaning)
- (f) (i) Encouraged
- (g) (iv) Distressed
- (h) (i) Giving up

SECTION B – (Writing & Grammar)

25 Marks

Q.3. Letter/Article Writing

5 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. Complementary close

Content - 2 marks

Expression -2 marks

- Coherence and relevance of ideas and style – 1 mark
- Grammatical accuracy, appropriate words and spellings – 1 mark

➤ **Suggested Value Points:**

- Number of thefts in the locality
- Damage to life and property
- Indifferent attitude of the police
- Request to higher authorities for necessary action.

OR

ARTICLE

Format = 1 mark
Title and writer's name

Content = 2 marks

Expression = 2 marks

- Coherence and relevance of ideas and style – 1 mark
- Grammatical accuracy, appropriate words and spellings – 1 mark

Suggested Value Points:

(What is technology? - Types of Technology - Uses :More senses involved better the learning - Supplements teacher's efforts –Saves time and energy-Students remain updated- environment –friendly – Overdependence to be avoided – Nothing can replace an inspiring teacher)

Q.4. Story Writing

10 Marks

Objective: - to plan, organize and present ideas coherently in a story using the child's imagination and creativity based on the given inputs.

Format = 1 mark
Title

Content = 5 marks

Expression = 4 marks

- Coherence and relevance of ideas and style = 2 marks
- Grammatical accuracy, appropriate words and spellings = 2 marks

(The beginning of the story is given in the question paper itself)

Q.5 Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer. 1x3= 3 Marks

- (a) (i) a
- (b) (iii) is
- (c) (i) and

Q.6 Objective: To use grammatical items accurately and appropriately.

Marking: 1 mark for each correct answer. 1X4=4 Marks

	<u>Before</u>	<u>Missing word</u>	<u>After</u>
(a)	Part	<u>of</u>	India's
(b)	is	<u>the</u>	biggest
(c)	Removal	<u>of</u>	illiteracy
(d)	necessary	<u>for</u>	an

Q.7 Objective: To reorder sense groups into a syntactically coherent and complete sentence.

Marking: 1 mark for each correct sentence 1x3= 3 Marks

- (a) The illiterate people remain poor and backward
OR
The poor and backward people remain illiterate.
- (b) They are easily cheated by others.
- (c) It is our moral duty to help everyone to become literate.

SECTION C (Literature/ Textbooks and Long Reading Text) =25 Marks

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

Marking:- 1 mark for each value point. 1x3= 3 Marks

- (a) The author/ Sinclair Lewis / The young lawyer / Junior Assistant Clerk
- (b) He went to serve them summons to appear as witness in court -which they disliked.
- (c) Witnesses unwilling to appear/ persons on whom summons were to be served

OR

- (a) Siddhartha/ Gautama
- (b) A sick man, An aged man, A funeral procession, A monk begging. (Any Two)
- (c) Protected / safeguarded / prevented

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

Marking :- Content: 1 mark; Expression: 1 mark 2x4=8 Marks

- (a) Would keep the broken suitcase in a sloping position, place the ball on the high end – would run to the other end to catch it.
- (b) - Chubukov suspects that Lomov may be going somewhere as he wears formal dress.
- When Lomov explains that he has come seeking help, Chubukov suspects that he has come to borrow money.
- (c) - Mme Loisel was very pretty – considered herself born for a luxurious life.
- But in reality she was married to a petty clerk.
- The poverty of her apartment and the lack of fashionable clothes and jewellery too added to her unhappiness. (Any Two)
- (d) - When 10 months old, she fell off from the cot. Head and some part of her brain got damaged, stammered
- She remained a backward child and came to be known as Bholi (=the simpleton)

Q.10 Value based Question

Objective: - To test the values and key messages brought out on the basis of the text.

Marking :- Content: 2 marks ; Expression : 2 marks

2+2=4 Marks

- Lomov and Natalya are next-door neighbours.
 - Moreover the former came to Natalya to propose to her.
- The very first meeting had in itself seeds of things to be expected in their married life.
 - In spite of being very rich landlords they quarrel over a very tiny piece of land Called, “Oxen Meadows”
- Lomov said that they were given to the peasants of Natalya’s great grandfather in return for making bricks. So it happened to be considered to be Natalya’s property.
- Natalya does not buy the explanation. Instead offers to make a present of it to Lomov who in turn rejects the suggestion. the quarrel continues endlessly.
- The would-be couple were very materialistic. Their mask of hypocrisy fell off sooner than expected.
 - They did not have qualities which go to make a successful marriage : tolerance, compassion and consideration for the other person’s feelings.

OR

- The Martians led by their leader launch an inter-planetary attack on the earthlings.
- The Martian space probe reached Canterville Public Library.
 - They come across the book of nursery rhymes “Mother Goose”.
 - They misinterpreted the rhyme “Humpty Dumpty” - terrifies the Martian invaders.
 - They abort their plan and make good their escape.
- “Man is a social animal” (Aristotle)
 - Peaceful co-existence is fundamental to the survival of human race.
 - It is totally incorrect to invade another country.
 - “There are no winners or losers in a war”
 - The Martians seemed to be ignorant of this reality understood by human race-though little too late.

Q.11 Objective - To test knowledge and appreciation of the text

Marking: - Content: - 6 marks

Total = 10 Marks

Expression: - 4 marks

Coherence and relevance of ideas and style - 2 marks

Grammatical accuracy and spellings - 2 marks

Helen came to know about Shakespeare from Lamb's 'Tales from Shakespeare'

- She was in love with Shakespeare
- Enjoyed his sonnets and songs.
- was much impressed with his great tragedies especially "Macbeth" and "King Lear"
- could never forget the tragic scenes – felt horrified and surprised
- began to wonder 'to what extent man can degrade himself if he is drifted from the path of God'
- read his plays but did not favour the critical analysis and commentary written about them.

(OR)

* Martha Washington - daughter of the cook who helped Helen's mother

- a coloured girl -of the same age

* Always seen together with Helen/ her constant companion

- They would cut each other's hair for fun
- could very well understand Helen's Sign language
- always played together but was dominated by Helen

* Had great love for mischief - used to go egg – hunting for the guinea-fowl eggs in the long grass with Helen

- spent a lot of time with Helen in the kitchen kneading dough balls, helping to make ice cream, grinding coffee, feeding hens and Turkeys etc
- had sheds for storing corns and stables as source of interest
- very mischievous but submitted to Helen's mischief / tyranny most of the time.

(OR)

Causes for the quarrel:

- Mother’s tactless remark/ crude jokes / harsh words
- made her insensitive to any love from her mother
 - Anne’s mother wanted to say prayers with Anne but she refused
- she was sad for making her mother feel bad
- Mother felt hurt but understood love could not be forced.
- Anne’s mother cried half the night but Anne refused to apologize though she felt sorry for her mother .

(OR)

Character sketch of Mrs. Van Daan

- fond of food and luxuries
- unassuming nature
- has the knowledge of more than one language
- over-bearing lady –concern for welfare of all especially safety
- neat and tidy
- short-tempered and quarrelsome lady (quarrels with Anne for continuous chatting, finds fault with Anne, moody)
- uses coarse language when annoyed (interaction with Anne, selfish)

MARKING SCHEME
Set-2/2
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(LANGUAGE & LITERATURE)

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Answers

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- (g) - Keeps one alert and awake
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Qs (a) to (d) carry 2 marks each and from (e) to (h) each carry 1 mark each

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- (a) Telling her that her bangles were too heavy for her delicate little wrists
- (b) Daughters-in-law would like to have ornaments.
They would not appreciate Gandhiji's attitude.

- (c) When their sons grow up they would prefer wives who were not fond of jewellery
- (d) - Motivated the rich to donate their jewellery for social usage or for the poor.
- Worked hard by inspiring people to raise community fund **(Any Two)**
 - Donated his earnings for the service of South African Indians.
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LETTER

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Format =1 mark

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Content - 2 marks

Expression -2 marks

- Coherence and relevance of ideas and style – 1 mark
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➤ **Suggested Value Points:**

- State the purpose of the marathon.
- Seek permission politely.
- Request for 200 T. shirts
- Other relevant information.

OR

ARTICLE

Format = 1 mark
Title and writer's name

Content = 2 marks

Expression = 2 marks

- Coherence and relevance of ideas and style – 1 mark
- Grammatical accuracy, appropriate words and spellings – 1 mark

➤ **Suggested Value Points:**

- Health is real wealth.
- A healthy child develops into a healthy adult.
- Economic development and spiritual uplift.
- Balanced diet-avoid fast food etc.

Q.4. Story Writing

10 Marks

Objective: - to plan, organize and present ideas coherently in a story using the child's imagination and creativity based on the given inputs.

Format = 1 mark
Title

Content = 5 marks

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(The beginning of the story is given in the question paper itself)

Q.5 Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer. 1x3= 3 Marks

- (a) (ii) Saw
- (b) (iii) carried
- (c) (ii) were

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	<u>Before</u>	<u>Missing word</u>	<u>After</u>
(a)	Part	<u>of</u>	India's
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Q.7 Objective: To reorder sense groups into a syntactically coherent and complete sentence.

Marking: 1 mark for each correct sentence 1x3= 3 Marks

- (a) Culture is the key element of any nation.
- (b) Every nation has its own cultural identity
- (c) Spirituality is the soul of a nation.

SECTION C (Literature/ Textbooks and Long Reading Text) =25 Marks

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

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➤ **Suggested Value Points:**

- Too many vehicles on the road/ Roads are congested/traffic Jams.
- Too many accidents.
- Use Public transport –more comfortable.
- It saves energy and money.
- Any other relevant information.

OR

ARTICLE

Format = 1 mark
Title and writer's name

Content = 2 marks

Expression = 2 marks

- Coherence and relevance of ideas and style – 1 mark
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➤ **Suggested Value Points:**

- Health is real wealth.
- A healthy child develops into a healthy adult.
- Junk food brings ill health –unhappy life/early death.
- Use fruits and green vegetables – long and happy life.

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Content = 5 marks

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(The beginning of the story is given in the question paper itself)

Q.5 Objective: To use grammatical items accurately and appropriately.

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- (a) (iii) don't
- (b) (i) lack
- (c) (ii) are

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	<u>Before</u>	<u>Missing word</u>	<u>After</u>
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Q.7 Objective: To reorder sense groups into a syntactically coherent and complete sentence.

Marking: 1 mark for each correct sentence 1x3= 3 Marks

- (a) There are more than two thousand homeless living in your town.
- (b) But only four to five night shelters are available
- (c) The homeless have great hope from the government

SECTION C (Literature/ Textbooks and Long Reading Text) =25 Marks

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

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Total = 10 Marks

Expression: - 4 marks

Coherence and relevance of ideas and style - 2 marks

Grammatical accuracy and spellings - 2 marks

Helen came to know about Shakespeare from Lamb's 'Tales from Shakespeare'

- She was in love with Shakespeare
- Enjoyed his sonnets and songs.
- was much impressed with his great tragedies especially "Macbeth" and "King Lear"
- could never forget the tragic scenes – felt horrified and surprised
- began to wonder 'to what extent man can degrade himself if he is drifted from the path of God'
- read his plays but did not favour the critical analysis and commentary written about them.

(OR)

* Martha Washington - daughter of the cook who helped Helen's mother

- a coloured girl - of the same age

* Always seen together with Helen/ her constant companion

- They would cut each other's hair for fun
- could very well understand Helen's Sign language
- always played together but was dominated by Helen

* Had great love for mischief - used to go egg – hunting for the guinea-fowl eggs in the long grass with Helen

- spent a lot of time with Helen in the kitchen kneading dough balls, helping to make ice cream, grinding coffee, feeding hens and Turkeys etc
- had sheds for storing corns and stables as source of interest
- very mischievous but submitted to Helen's mischief / tyranny most of the time.

(OR)

Causes for the quarrel:

- Mother’s tactless remark/ crude jokes / harsh words
- made her insensitive to any love from her mother
 - Anne’s mother wanted to say prayers with Anne but she refused
- she was sad for making her mother feel bad
- Mother felt hurt but understood love could not be forced.
- Anne’s mother cried half the night but Anne refused to apologize though she felt sorry for her mother .

(OR)

Character sketch of Mrs. Van Daan

- fond of food and luxuries
- unassuming nature
- has the knowledge of more than one language
- over-bearing lady –concern for welfare of all especially safety
- neat and tidy
- short-tempered and quarrelsome lady (quarrels with Anne for continuous chatting, finds fault with Anne, moody)
- uses coarse language when annoyed (interaction with Anne, selfish)
