

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2015
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE INVISIBLE MAN” AND “SILAS MARNER” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
16. AS PER ORDERS OF THE HON’BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

[FOR THE HEAD EXAMINERS ONLY]

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO THE RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.’S

88 AND ABOVE

72–74

28–32

SUGGESTED VALUE POINTS

SECTION A: READING				
1	1	1	COMPREHENSION PASSAGE	
			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.	
(a)	(a)	(a)	(iv)	1 mark
(b)	(b)	(b)	(i)	1 mark
(c)	(c)	(c)	(ii)	1 mark
(d)	(d)	(d)	any one of the four options	1 mark
(e)	(e)	(e)	that this is the place where Christ was removed from the cross	1 mark
(f)	(f)	(f)	<ul style="list-style-type: none"> – to venerate the place of burial – to protect the Holy Sepulchre – to show his official recognition and respect for Christianity – the original burial site destroyed by continuous attacks and rebuilding <p style="text-align: center;">(any one)</p>	1 mark
(g)	(g)	(g)	<ul style="list-style-type: none"> – not interested in the history or tradition of the place – interested in the novelty of the place and in photographing it – clueless about directions and locations of important sites <p style="text-align: center;">(any one)</p>	1 mark
(h)	(h)	(h)	– Archaeologists have discovered tombs from that era. This is compatible with the biblical period which says that Jesus' crucifixion occurred at the place outside the city walls with graves nearby	1 mark
(i)	(i)	(i)	<ul style="list-style-type: none"> – a low door leads to a narrow, smaller chamber inside – a large marble slab covers the original rock bench on which the body of Jesus was laid, this makes the chamber very narrow – people enter in a single file to pray at the tomb <p style="text-align: center;">(any one)</p>	1 mark
(j)	(j)	(j)	<ul style="list-style-type: none"> – felt embarrassed – didn't want to be seen crying by others – Like a true Christian she felt overwhelmed as Jesus was buried there, while others seemed unconcerned. <p style="text-align: center;">(any one)</p>	1 mark
(k)	(k)	(k)	<ul style="list-style-type: none"> i) tomb ii) non-descript 	1 mark 1 mark
2	2	2	COMPREHENSION PASSAGE	
			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.	
(a)	(a)	(a)	(iv) any one of the four options	1 mark
(b)	(b)	(b)	(iv) any one of the four options	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> – we look for whatever makes our heart happy, gives comfort to our body and peace to the mind / modern amenities, luxuries and comforts – we think that external solutions will fulfil our needs – we do not want to make any special effort even in our spiritual search – pilgrimages have become tourism opportunities / picnics (any one) 	1 mark
(d)	(d)	(d)	<ul style="list-style-type: none"> – we tamper with our own nature and with that of the supreme – we seek comfort, luxury and indulgence – we become complacent – we travel with a large group consisting of our relatives, friends and associates – instead of spiritual upliftment, our egos get a boost – we fail to understand the grace and significance of a pilgrimage – we don't aim at spiritual upliftment (any one) 	1 mark
(e)	(e)	(e)	<ul style="list-style-type: none"> – we often make all things around us the way we want them – we think that external solutions will fulfil our needs therefore we do not make any special efforts even in our spiritual search – our mind is resourceful – it works to find shortcuts in simple and easy ways – we have distorted traditions according to our conveniences (any one) 	1 mark
(f)	(f)	(f)	<ul style="list-style-type: none"> – we have to face the fierce blows / harsh treatment from nature – its fury can wash away all imperfections – cleverness rendered ineffective (any one) 	1 mark
(g)	(g)	(g)	<ul style="list-style-type: none"> – created a feeling of belonging towards all / conveyed a message of brotherhood – conducted the dharma of their pilgrimage – took it as a penance or sadhana to stay near nature and to experience a feeling of oneness with it – kept the body healthy and fulfilled with frugal meals – sought freedom from attachments and yet remain happy away from relatives and associates – saw it as a medium of spiritual evolution – did not try to pamper themselves with luxuries and material comforts – took it as a path to peace and knowledge (any one) 	1 mark

(h)	(h)	(h)	<ul style="list-style-type: none"> – a pilgrimage is symbolic of contemplation, meditation and acceptance – a metaphor for the constant growth or movement and love for nature that we should hold in our hearts – not to treat a pilgrimage like a picnic – to observe austerity in order to experience spiritual upliftment – pilgrimage must be treated as a path to peace and knowledge – to understand the grace and significance of a pilgrimage – to promote brotherhood through a pilgrimage <p style="text-align: center;">(any one)</p>	1 mark
(i)	(i)	(i)	<ul style="list-style-type: none"> i) rendered ii) complacent 	1 mark 1 mark
3	3	3	<p>Note</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 be given, even if a student has written the title either in Q3(A) or Q3(B) • Content 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. <u>Complete sentences are not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(A)	(A)	(A)	<p>NOTE MAKING</p> <p>Distribution of Marks</p> <p>Abbreviations / Symbols (with /without key) – any four</p> <p>Title</p> <p>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	1 mark 1 mark 3 marks
			<p>Suggested Notes</p> <p>NOTE:</p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly.</p>	
			<p>Title: Art of Listening / Hearing vs. Listening / any other relevant title</p>	
			<ul style="list-style-type: none"> 1 Difference b/w Hearing & Listening <ul style="list-style-type: none"> 1.1 hearing diff. from listening 1.2 hearing – phy <ul style="list-style-type: none"> 1.2.1 sound waves 1.2.2 may not understand 1.3 listening – full attention <ul style="list-style-type: none"> 1.3.1 applying mind 2 Barriers to Listening / Obstacles 	

			<p>2.1 prejudices / preconceived notions 2.2 pretend to listen 2.3 sit in judgement 2.4 –ive mind-set</p> <p>3 Benefits of Listening / Benefits / Advantages 3.1 full awareness & conc. 3.2 suspend judgement 3.3 speak your mind</p> <p>4 Importance of Listening 4.1 perfect communication 4.2 improve interpersonal relationships 4.3 no tension / negativity 4.4 understand unspoken words 4.5 reduce misunderstanding</p>	
(B)	(B)	(B)	<p>Summary The summary should include all the important points given in the notes.</p> <p>Content</p> <p>Expression</p>	<p>2 marks</p> <p>1 mark</p>
			<p style="text-align: center;">SECTION B: ADVANCED WRITING SKILLS</p> <p>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>	
4	4	4	NOTICE	
			<p>Format The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.</p>	1 mark
			Content	2 marks
			Expression	1 mark
			<p>Suggested value points [FLOWER SHOW]</p> <ul style="list-style-type: none"> – what - flower show – when - February – where - central park of the city – for whom - students and teachers – advising them to go and enjoy it – any other relevant details 	
			OR	
			<p>Suggested value points [BOOKS FOR NEEDY STUDENTS]</p> <ul style="list-style-type: none"> – what - books for needy students – by whom - Sarvodaya Education Society / a charitable organisation 	

			<ul style="list-style-type: none"> – when - day, date – how - drop the lists of books they need in the box outside the Principal's office – last date (optional) – any other relevant details 	
5	5	5	<p>LETTER WRITING</p> <p>[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.]</p>	
			<p>Format</p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p>	1 mark
			<p>Content</p>	3 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]</p>	2 marks
			<p>(ILLITERATE CHILDREN)</p> <p>Suggested value points</p> <p>the problem:</p> <ul style="list-style-type: none"> – some village children in the age group 5-14 remain at home, work in the fields or loiter in the streets – do not receive formal education at school <p>why:</p> <ul style="list-style-type: none"> – disinterested, indifferent attitude of children, parents and elders – no incentive to learn / made to work in the fields – no motivation – no skill learning at school <p>solution:</p> <ul style="list-style-type: none"> – parents and guardians to take initiative – school Principal and teachers to motivate and enrol students of school going age group – emphasis on skill development – provide free meals, books and uniforms <p style="text-align: center;">(any other relevant details)</p>	
			OR	
			<p>(FAMILY OR FRIEND ON FOREIGN TRIPS)</p> <p>Suggested Value Points</p> <p>the issue: Should the cricket teams be allowed to take their wives / friends abroad?</p> <p>yes:</p> <ul style="list-style-type: none"> – gives emotional support / keeps them free from worries – helps them to concentrate on their game – don't feel homesick – keeps them distressed <p>no:</p>	

			<ul style="list-style-type: none"> – acts as a distraction – lose focus and don't give their best – becomes a family outing rather than a sporting mission <p>(any other relevant points) Yes or no in case of athletes also</p>	
6	6	–	SPEECH	
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
			<p>Suggested Value Points (MOBILE PHONES)</p> <p>Advantages:</p> <ul style="list-style-type: none"> – multipurpose instrument – phone, radio, music player, camera, internet, social sites, TV channels etc. <p>hazards:</p> <ul style="list-style-type: none"> – accidents happen due to carelessness especially on roads and rail tracks - some are fatal – exposure to radiation causes cancer and other complications <p>advice:</p> <ul style="list-style-type: none"> – use sparingly and judiciously, without risking self or others <p>(any other relevant details)</p>	
			OR	
			<p>Suggested Value Points (IMPORTANCE OF POWER)</p> <p>the issue:</p> <ul style="list-style-type: none"> – wastage of power at school and homes due to carelessness and indifference <p>importance:</p> <ul style="list-style-type: none"> – life conveniences, comforts, essentials, equipment, appliances and gadgets all depend on electric power <p>how to save power</p> <ul style="list-style-type: none"> – be vigilant, switch off fans, lights, geysers, motor pumps, AC's, TV, radio when not in use – appoint power monitors in class – public recognition of students who take initiative in this regard – tell parents, friends, neighbours and relatives about the problem and seek their cooperation <p style="text-align: right;">(any 3 points)</p> <p>(any other relevant details)</p>	
–	–	6	DEBATE	
			Format (opening address and conclusion)	1 mark
			Content	4 marks

			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
			(TUITION AT COACHING CENTRES IS NOT ESSENTIAL) in favour: – school is better equipped – school teachers better equipped – infrastructure much better at schools – philanthropic approach – coaching centres - money minting machines – no infrastructure – competition oriented education against – competition oriented / focussed at producing excellent results – qualified staff / school teachers have a different approach – especially trained for preparing students for entrance exams – weekly exams to assess students – chance to meet your competitors and assess your own potential – provide scholarships to meritorious students (any other relevant point)	
			OR	
–	–	6	SPEECH	
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
			Suggested Value Points (THE RISK OF MALARIA AND DENGUE) reason: – recent rains and waterlogging prevention and protection: – don't allow water logging in or around your homes and schools, in ditches, drains, potted plants etc. – maintain cleanliness – keep water coolers clean and dry – use mosquito nets, mosquito coils, repellents etc steps taken at school: – fogging by municipal authorities – cleaning the school compound and surroundings – wearing trousers and full sleeve shirts (any 3) (any other relevant details)	
7	7	7	ARTICLE WRITING	
			Format (heading and writer's name)	1 mark

			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
7	–	7	Suggested value points: (JOYS AND RESPONSIBILITIES OF BEING EIGHTEEN / any other suitable heading) joys: – finally acceptance as an adult – voting rights, getting a driving licence – unlimited freedom – enjoying youthful days – dreams, challenges, opportunities (min 3 points) responsibilities: – career – mature behaviour expected – childishness discouraged – greater accountability – shouldering the family and household responsibilities (min 3 points) (any other relevant details)	
			OR	
			Suggested value points: (WOMEN SAFETY IN INDIA/ any other suitable heading) present situation: – frightening, no safety for women – recent cases of crime against women (stared at, molested, discriminated against) – cases of discrimination at workplace, home, society solutions: – effective implementation of laws protecting women rights – strict laws as a deterrence to crime – creating social awareness, boycott of those who indulge in any crime against women – self-defence techniques to be taught to girls and women in schools, colleges, offices and residential colonies – better surveillance by law enforcing authorities (any 4 points) (any other relevant details)	
–	7	–	Suggested value points: (STATUS OF WOMEN IN SOCIETY/ any other suitable heading) – emotionally as well as intellectually a woman is as good as a man if not better – not allowed the same status as a man in Indian society – shoulders maximum responsibilities at home and workplace – doesn't even get equal pay for equal work at certain places	

			<ul style="list-style-type: none"> – stared at, molested and discriminated against at home and workplace and in society <p>suggestions</p> <ul style="list-style-type: none"> – promoting education and skill development for women – giving priority in jobs – women friendly laws – reserving at least 50% seats in elected councils and democratic institutions – recognising and celebrating women’s contribution in every field <p>(any other relevant point)</p>	
			OR	
			<p>Suggested value points: (TV AS A TOOL OF INSTRUCTION / any other suitable heading)</p> <p>parent’s views</p> <ul style="list-style-type: none"> – biased and negative / over anxiety of parents to correct the children – treat TV viewing as a waste of time – fear that it will have negative impact on young children <p>children’s view</p> <ul style="list-style-type: none"> – not always wrong and immature – can take right decisions – parents must have faith in their children <p>benefits of TV viewing</p> <ul style="list-style-type: none"> – some programmes on TV can be educative, informative and entertaining too – parents must guide children about good programmes on TV – watch certain programmes together – examples of few channels <p>(any other relevant details)</p>	
			<p style="text-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>	
8	8	8	<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> <p>Value points:</p>	
(a)	(a)	(a)	<ul style="list-style-type: none"> – fear of separation – childhood fear – that the mother was getting very old – that her face looked ashen like that of a corpse – fear that she would be alone when the mother died – it might be their last meeting 	1 mark

(b)	(b)	(b)	<ul style="list-style-type: none"> – couldn't reconcile herself to the thought of losing her mother – she would be left alone / separation from the mother – there were obvious signs that the mother would pass away very soon – she was deeply attached to her mother / had the childhood fear of losing her mother 	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> – unpleasant thought / very painful thought of separation / was feeling uneasy and disturbed / was going away from the mother and so didn't want to carry the thought with her / painful at the thought of separation 	1 mark
(d)	(d)	(d)	simile (like that of a corpse)	1 mark
			OR	
(a)	(a)	(a)	<ul style="list-style-type: none"> – children of the slum / children of elementary school classroom in a slum / poor children / deprived children 	1 mark
(b)	(b)	(b)	<ul style="list-style-type: none"> – the mainstream society / better living conditions / vitality / energy / all that the children have been deprived of / happiness / progress 	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> – shame / embarrassment / harsh realities of the world of the slums / inferiority complex / problems / depression / malnourished / poverty 	1 mark
(d)	(d)	(d)	<ul style="list-style-type: none"> – simile (like rootless weeds) / repetition (far, far) / metaphor (gusty waves) / alliteration (far, far, from) 	1 mark
9	9	9	<p>Short answer type questions</p> <p>Distribution of marks:</p> <p>Content:</p>	2 marks
			<p>Expression</p> <p>(deduct ½ a mark for two or more grammatical/spelling mistakes)</p>	1 mark
			Value points:	
(a)	–	–	<p>who:</p> <p>the village people (old Hauser, the former mayor, the former postmaster and several others) / the villagers</p> <p>why:</p> <ul style="list-style-type: none"> – to pay respect to the teacher for his faithful service / also to show respect for the country that was theirs no more / bidding farewell to the teacher and language / feeling of regret for not having learnt the language 	3 marks
–	(a)	–	<ul style="list-style-type: none"> – arrangement for exam made in the prison itself – in Evan's cell – removed all sharp objects like razor, nail file, nail scissors from the cell – a parson arranged as invigilator frisked at the prison gate, briefcase checked thoroughly – cell bugged so that the governor could listen to every talk / all the prison officers were put on alert – Mr Jackson and Mr Stephens put on duty – Stephens sat outside the cell, peeped in time and again <p style="text-align: center;">(any 2)</p>	3 marks

–	–	(a)	M Hamel blamed himself, the students and the parents of his students for neglecting the study of French language – They had all needlessly postponed the learning. – Many parents might have preferred putting their children to work on a farm or at the mills to have a little more money. – He himself had sent his students to water his flowers and sometimes given them a holiday when he had wanted to go fishing. (any 2)	3 marks
(b)	–	–	– It was safe. – It was only 2-3 feet deep at the shallow end and nine feet deep at the other end. – The drop was gradual. – The Yakima river was treacherous. / Many drownings had already happened there. (any 2)	3 marks
–	(b)	–	Happy ending / Roger skunk to smell like roses forever – the wizard to hit the mother / Mother had no right to interfere in the matter (any one)	3 marks
–	–	(b)	– was weak and trembling – shook and cried when he lay in bed – couldn't eat – haunted by fear – became extremely physically weak – never went back to the pool again – feared water – felt handicapped for many years – couldn't enjoy any water sport like swimming, fishing, boating and canoeing (any 2)	3 marks
(c)	–	–	– time for introspection / create an exotic moment of togetherness / save the world from disasters and wars / give us an opportunity to understand each other and save ourselves from death / time to express oneness with nature / in harmony with nature (any 2)	3 marks
–	(c)	–	– A thing of beauty brings joy and removes the gloom. / search for beautiful things	3 marks
–	–	(c)	The earth is taken as a symbol (when everything seems dead and later proves to be alive / nurturing life under apparent stillness)	3 marks
(d)	–	–	– becomes a joy forever / provides eternal joy / uplifts one's mood – never fades away – its loveliness keeps on increasing – provides a pleasant and quiet place (a bower quiet for us) – a sleep full of sweet dreams and health and quiet breathing – makes life worth living in spite of despondence, inhuman dearth of noble natures, gloomy days, unhealthy and over darkened ways – it removes the pall from our dark spirits (any 2)	3 marks

–	(d)	–	– male domination / oppressive marriage / symbol of bondage / symbol of gender inequality / burden of an unhappy marriage	3 marks
–	–	(d)	– wants to get out of the bondage imposed by the uncle if not in reality then at least symbolically – expression of a hidden desire / giving expression to her unfulfilled wishes (any one)	3 marks
(e)	–	–	(Open ended question – either of the two endings should be accepted) Jo’s – wanted a happy ending to the story / wanted the skunk to smell like roses so that he could play with the other animals / ugliness has no place in a child’s world / peer acceptance is very important for them/ child’s point of view / freedom of choice Jack – wanted the skunk to have its original smell / didn’t want the wizard to hit the mother / aimed at teaching an important lesson that parents are the best judge / adult perspective / acceptance of oneself	3 marks
–	(e)	–	– at the first opportunity he headed west / went up the Tieton to Conrad Meadows, up the Conrad Creek to Meade Glacier – camped in the high meadow by the side of Warm Lake – the next day he stripped, dived into the lake and swam across to the other shore and back – shouted with joy – had conquered his fear (any 2)	3 marks
–	–	(e)	– wanted his advice on how to get rid of his smell – so that other animals could play with him – advised to go to the wizard to get his problem solved	3 marks
(f)	–	–	– the governor could have brought the police force with him from the prison itself – he could have travelled in the van himself with Evans to take him to the prison – should have checked the credentials of the officials escorting him to the prison (any 2)	3 marks
–	(f)	–	– expression of rebellion against imposition of the German patriotic feeling / wanted his students and the villagers to safeguard their language for freedom – love for the country which would not be theirs any longer (any one)	3 marks
–	–	(f)	– a pleasant fellow / not violent – a star at concerts – good at imitation – congenital kleptomaniac (any 2)	3 marks
			Q10 & 11 [These questions have been set to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer	

			can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]	
10	10	10	Distribution of marks: Content	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value points:	3 marks
10	10	10	Evils of Bribery – Tiger King’s desire to prove the astrologers wrong – vowed to kill one hundred tigers to ensure his longevity – hunting of tigers prohibited in his kingdom – The British officer was also not allowed to hunt. – throne at stake – offer of diamond rings to the official’s wife – cost him 3 lacs but saved his crown (any 3 points) student’s response to this situation with logical response	
			OR	
			Dr Sadao – a patriotic Japanese – married a Japanese with his father’s permission – loved his country – saved the life of the General by operating on him – informed the General about the American sailor, how he had saved him, requested the General to do whatever was necessary in the matter – agreed to the arrangement of getting the American sailor killed by professional assassins sent by the General – informed the General about the American’s escape (any 3 points) a dedicated surgeon – treated the enemy soldier, saved his life – faced difficulties at home from his wife and servants – endangered his own life and that of his family – saved the life of the General by operating on him – did not let personal prejudice override his duties as a doctor (any 3 points)	
11	11	11	Distribution of marks: Content:	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points:	3 marks

11	–	–	<p>Difficulties faced by the bangle makers of Firozabad</p> <ul style="list-style-type: none"> – long hours of work in the glass furnaces with high temperatures – live in dingy cells without air and light – health problems – lose eyesight at a young age – remain uneducated – houses are hovels with crumbling walls, wobbly doors, no windows, crowded with families of human and animals coexisting in a primeval state – extreme poverty in spite of mind numbing toil (hard work) – vicious cycle of exploitation by middlemen, money lenders, police and bureaucrats – no leader to raise their problems – face apathy and injustice all their lives – cannot even organise themselves into a cooperative as they fear that it might be treated as being illegal – burdened by the stigma of caste in which they are born – no initiative or daring left in their lives <p>(any other relevant point)</p> <p style="text-align: center;">(any 3)</p>	
–	11	–	<ul style="list-style-type: none"> – traditions (lineage) / stigma of the caste in which they are born – lack of ambition (mind numbing toil has killed all initiative and the ability to dream) – no cooperative – vicious circle of the sahkars / who trapped their fathers and forefathers – poverty, apathy, greed, injustice – extreme poverty – no leader to raise their problems – exploitation at the hands of sahkars, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians – poor living conditions / working conditions – poor health (lose eyesight before they become adults) <p style="text-align: center;">(any 3)</p>	
–	–	11	<p>Mukesh, ambitious</p> <ul style="list-style-type: none"> – wants to break the family tradition – wants to become a motor mechanic – feels deeply hurt at the prevailing poverty – feels disillusioned and therefore resolves to do something different – firm, has strong determination – ready to walk a long distance every day to a garage and learn to become a motor mechanic – has his roots in Firozabad <p style="text-align: center;">(any one)</p> <p>Saheb</p> <ul style="list-style-type: none"> – a rootless migrant from Bangladesh – a rag picker at Seemapuri – wants to study at a school – starts working at a tea stall for a salary 	

			<ul style="list-style-type: none"> – has no ambition <p style="text-align: center;">(any one)</p> <p>Why</p> <ul style="list-style-type: none"> – Mukesh has his roots in Firozabad whereas Saheb is a migrant and for him the problem is that of survival 	
			OR	
11	–	–	<p>The Ironmaster invited the peddler as a former comrade or colleague. / did not insist much</p> <p>Peddler afraid to go to the manor house as he had stolen money from the Crofter</p> <p>Edla</p> <ul style="list-style-type: none"> – more persuasive – firm yet polite – sympathised with him for the hard time he was facing – assured him that he was free to leave whenever he desired after the Christmas celebration was over – won his confidence with her polite, compassionate and sympathetic attitude <p style="text-align: center;">(any 3)</p>	
–	11	–	<p>the Ironmaster invited the peddler as a former comrade or colleague / did not insist much</p> <p>Peddler afraid to go to the manor house as he had stolen money from the Crofter (lion's den)</p> <p>Edla</p> <ul style="list-style-type: none"> – more persuasive – firm yet polite – sympathised with him for the hard time he was facing – assured him that he was free to leave whenever he desired after Christmas celebration was over – won his confidence with her polite, compassionate and sympathetic attitude / the peddler agreed to go with Edla <p style="text-align: center;">(any 3)</p>	
–	–	11	<ul style="list-style-type: none"> – the crofter lived alone in his cottage / wanted to enjoy human company / told the peddler about his work and his savings / the peddler seemed incredulous, then the crofter took the leather pouch and took out three wrinkled ten kronor notes – the peddler stole the crofter's money – felt caught up in a rattrap when he lost his way in the forest 	
			<p>Q12 & Q 13 – Long Reading Text – Silas Marner / The Invisible Man</p> <p>[NOTE: Accept any answer that correlates with the novel and seems relevant]</p>	
12	12	12	Distribution of marks:	
			Content:	3 marks
			Expression	3 marks
			grammatical accuracy, appropriate words and spelling [1½]	

			coherence and relevance of ideas and style [1½]	
			Value Points:	
			<p>Silas Marner betrayed by his friend, William Dane</p> <ul style="list-style-type: none"> – shared the same religious sect in Lantern Yard – William Dane framed Silas Marner <ul style="list-style-type: none"> - empty bag found in Silas' room - knife found at the crime scene - married Silas Marner's beloved / fiancée – with deacon falling ill – Silas Marner looking after him – deacon died during Silas Marner's turn – ironic that he was accused of a crime and sin when he was doing a sacred duty to the church 	
			OR	
			<ul style="list-style-type: none"> – Griffin's appearance (wrapped up from head to toe, the brim of his hat hid every inch of his face) – arrived on a winter day through a biting wind and driving snow – walked all the way from Bramblehurst railway station – without much introduction he took up quarters in the inn – stays aloof – looks strange with a muffled and bandaged head – snubs Mrs Hall when she tries to be friendly – keeps to his room – mostly talking to himself – The Invisible man is rude with Teddy Henfrey and asks him to leave the room – Teddy spreads rumours – he tells Mr Hall – the Invisible Man wanted by police / wrapped to conceal identity – dog tears his trousers – Fearenside sees absence of pink flesh says either a black man or piebald – Mrs Hall sees him without a hat / he quickly covers his mouth when she enters – terrorises Cuss by showing empty sleeves and tweaking his nose with an invisible hand <p style="text-align: center;">(min 3)</p>	
13	13	13	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)	
			Value points:	
			Dolly Winthrop <ul style="list-style-type: none"> – wife of the wheelwright, Ben Winthrop and mother of Aaron – Dolly takes upon herself to help Silas – raises Eppie – believes in customs and traditions 	

		<ul style="list-style-type: none"> – persuades Silas to trust in God always and go to church – mainstream of social life – Dolly later becomes Eppie’s godmother and mother-in-law – is kind and patient – devoutly religious – open and friendly – friend and guide to Silas Marner – helps in the reorientation of Silas Marner <p style="text-align: center;">(any 3)</p>	
		<p>Marvel</p> <ul style="list-style-type: none"> – poor, homeless, jobless, wanderer, a tramp wearing shabby, old fashioned clothes / bearded plump and short limbs/ harmless / simple /nose of cylindrical protrusion – wears a shabby obsolete hat, shoelaces substitute for button – air of abandon and eccentricity about him / does everything in a leisurely manner / Griffin considers him stupid – unwilling to work for the Invisible man – drinks a lot and when he hears the invisible man he thinks it is due to the drink – practical man – accedes to Griffin’s request as he realises that the latter is a man of power – Griffin thinks he is stupid and makes him the victim of his manipulations – first visible partner and companion to the Invisible Man – fear of injury makes him a puppet carrying out orders – carries scientific notes and a large sum of money for the Invisible Man – he is smart enough to take protection in the cell / jail to save himself from the Invisible Man – when Invisible Man’s retaliation turns against Dr Kemp, Marvel is saved – smart, knows what advantages to take from the situation – gets all the money – keeps the books – becomes owner of an inn – only one who is benefitted from association with Griffin <p style="text-align: center;">(any 3)</p>	