

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)  
JULY 2015  
MARKING SCHEME ENGLISH ELECTIVE (C) (101)

GENERAL INSTRUCTIONS

1. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWERS. THE STUDENTS CAN HAVE THEIR OWN EXPRESSION AND IF THE EXPRESSION IS CORRECT, THE MARKS SHOULD BE AWARDED ACCORDINGLY.
2. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN A GROUP OR INDIVIDUALLY ON THE FIRST DAY OF EVALUATION.
3. THE HEAD EXAMINER MUST GO THROUGH THE FIRST TEN ANSWER SCRIPTS EVALUATED BY EACH EVALUATOR TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE MARKING SCHEME. THE REMAINING ANSWER SCRIPTS MEANT FOR EVALUATION SHALL BE GIVEN ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF INDIVIDUAL EVALUATORS.
4. 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. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWERS.
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 BE TOTALLED UP AND WRITTEN IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE PARTS, MARKS MUST BE AWARDED IN THE LEFT HAND MARGIN.
7. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION IN THE MARKING SCHEME THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED. THIS IS A MANDATORY REQUIREMENT.
8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER OF THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.

11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q1 (SECTION A) AND Q 8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 – 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES MEANT FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 5 – 6 HOURS EVERY DAY AND EVALUATE 20 – 25 ANSWER BOOKS AND SHOULD DEVOTE A MINIMUM OF 15 – 20 MINUTES TO EVALUATE EACH ANSWER SCRIPT.

	<b>SECTION A (READING)</b>	<b>Total Marks 20</b>
1	<p><b>NOTE MAKING</b>  <b>Objective:</b> 1. To develop the skill of taking down notes.  2. To develop the extracted ideas into a sustained piece of writing.</p>	<b>10 marks</b>
1.1	<p>Distribution of Marks  <b>Abbreviations / Symbols</b> (with /without key) – minimum four  <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)  <b>Title</b></p>	<p>1 mark  4 marks  1 mark</p>
	<p><b>IMPORTANT INSTRUCTIONS:</b></p> <p>Accept the notes and summary in both the first and third persons, provided the format is correct and content is covered properly.</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. Half a mark should be deducted from the total if the student writes complete sentences.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.</p> <p>Note: If a student has attempted only the summary or the notes, due credit should be given.</p>	
	<p><b>Title:</b>     Division of Labour / Different Kinds of Workers / Any other relevant title</p>	
	<p>1   making a house  1.1 digger to dig up clay  1.2 maker to make bricks  1.3 mover to move the bricks  1.4 builder to construct the house</p> <p>2   other makers  2.1 carpenter for furniture &amp; windows  2.2 artists for pictures  2.3 ironsmith for utensils</p> <p>3   providing things that people want  3.1 work deserves to be paid for  3.2 no use working for something that nobody wants  3.3 some work out of love &amp; don't get paid</p> <p>4   <u>diff.</u> kinds of workers  4.1 whyn't every man make things for himself  4.2 simpler <u>w/o</u> trouble  4.3 in the past each man built house, grew food  4.4 wife made clothes</p> <p>5   realisation – better to divide the work  5.1 <u>diff.</u> jobs – <u>diff.</u> men / 1 man – 1 job  5.2 practice makes man perfect  5.3 doing same work always is quicker and easier  5.4 <u>e.g.</u> a pin made by a dozen or more  5.4.1   one straightens out the wire  5.4.2   another cuts it into lengths</p>	

	5.4.3 another sharpened the point 5.4.4 another put the head on					
	<b>Suggested abbreviations:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">&amp; – and</td> <td style="width: 50%; padding: 2px;">diff. – different</td> </tr> <tr> <td style="padding: 2px;">w/o – without</td> <td style="padding: 2px;">e.g. – example</td> </tr> </table>	& – and	diff. – different	w/o – without	e.g. – example	
& – and	diff. – different					
w/o – without	e.g. – example					
	<b>Note:</b> 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.					
1.2	<b>SUMMARY</b> <b>Objective:</b> 1. To expand notes (headings and sub-headings) into a summary 2. To test the ability of extraction	<b>4 marks</b>				
	Distribution of Marks <b>Content</b> <b>Expression</b> <b>Note:</b> Due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.	3 marks 1 mark				
2	<b>COMPREHENSION PASSAGE</b>	<b>10 marks</b>				
	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. <b>Please do not hesitate to award full marks if the answer deserves it.</b>					
	<b>Objective:</b> To identify and understand main parts of the text <b>Note:</b> No penalty for spelling and grammatical error 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					
2.1 (a)	– incomplete, harmful and creates people who are violent and unloving	1 mark				
(b)	– destroys joys and friendliness	1 mark				
(c)	– international vehicle for communication – known on a wider scale	1 mark				
(d)	– one world, one humanity – enquiry of scientific subjects / unifying	1 mark				
(e)	– our education – sad and serious; do not forget the language of laughter and respect for life	1 mark				
2.2 (f)	(iii) trivial	1 mark				
(g)	(i) confusing	1 mark				
(h)	(ii) means	1 mark				
(i)	(i) prejudices / opinions	1 mark				
(j)	(iv) convert	1 mark				
	<b>SECTION B: (WRITING AND GRAMMAR)</b>	<b>Total Marks 40</b>				
	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	<b>NOTICE</b> <b>Objective:</b> To draft a notice in an appropriate style	<b>4 marks</b>
	<b>Content</b> (includes format)	3 marks
	<b>Format</b>	
	<ul style="list-style-type: none"> <li>– name of the club, notice / title, date of issue, signatory, designation of the issuing authority</li> <li>– The candidate should not be penalised if he / she has used block letters, with or without a box.</li> </ul>	
	<b>Expression</b> (Coherence and relevance of ideas, accuracy and style)	1 mark
	<b>Suggested Value Points</b> (VISIT TO NEHRU PLANETARIUM) <ul style="list-style-type: none"> <li>– details of the visit</li> <li>– purpose of the visit</li> <li>– inspiration – Mission Mars</li> <li>– any other relevant details</li> </ul>	
	OR	
	<b>ADVERTISEMENT</b> <b>Objective:</b> To use an appropriate style to write an advertisement	
	<b>Content</b> (includes format)	3 marks
	<b>Expression</b>	1 mark
	<b>Suggested Value Points</b> (SITUATION VACANT) <ul style="list-style-type: none"> <li>– need for academic counsellor</li> <li>– purpose</li> <li>– qualification and experience</li> <li>– any other</li> </ul>	
4	<b>LETTER WRITING</b>	<b>6 marks</b>
	<b>Objective:</b> To use an appropriate style to write a formal letter to the editor To plan, organise and present ideas coherently	
	<b>Format</b> <ol style="list-style-type: none"> <li>1. sender's address</li> <li>2. date</li> <li>3. receiver's address</li> <li>4. subject</li> <li>5. salutation</li> <li>6. complimentary close</li> <li>7. sender's signature / name</li> </ol>	1 mark
	<b>Content</b>	3 marks
	<b>Expression</b>	2 marks
	<b>Suggested Value Points:</b> (LETTER TO THE EDITOR) <ul style="list-style-type: none"> <li>– severe winter</li> <li>– homeless, migrants, wage earners</li> <li>– death, disease</li> </ul> <b>Suggestions</b> <ul style="list-style-type: none"> <li>– shelter homes</li> <li>– blankets</li> <li>– food and safety</li> <li>– any other</li> </ul>	

	OR	
	<p><b>Suggested value points:</b> (LETTER TO THE EDITOR)</p> <ul style="list-style-type: none"> <li>– employment of educated women in cities</li> <li>– lack of paying guest accommodation</li> <li>– exploitation by landlords and middlemen</li> <li>– vulnerable</li> <li>– need hostel facilities</li> <li>– empower women</li> <li>– any other</li> </ul>	
5	<p><b>SPEECH WRITING</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format:</b> greeting and thanking	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling (2½) coherence and relevance of ideas and style (2½)</p>	5 marks
	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– during election candidates selected on the basis of caste, creed, community etc.</li> <li>– they divide instead of uniting</li> <li>– tear down the wall of prejudices</li> <li>– education brings about change</li> <li>– any other</li> </ul>	
	OR	
	<p><b>REPORT WRITING</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format:</b> title / heading, writer's name	1 mark
	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>– details of the visit</li> <li>– environmental problems</li> <li>– misuse of park facilities by the public</li> <li>– encroachments by the neighbouring villages</li> <li>– any other</li> </ul>	4 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling (2½) coherence and relevance of ideas and style (2½)</p>	5 marks
6	<p><b>ARTICLE WRITING</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format</b> (title / heading and name of writer)	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]</p>	5 marks

	<p><b>Suggested Value Points</b> (EDUCATION OF THE GIRL CHILD)</p> <ul style="list-style-type: none"> <li>– lack of encouragement for girl education</li> <li>– prejudices and superstitions hinder their progress</li> <li>– belief that boys are superior</li> <li>– need equal rights</li> <li>– need awareness programmes</li> <li>any other</li> </ul>													
	OR													
	<p>(ADVERTISEMENTS)</p> <p><b>Suggested Value Points</b></p> <p>benefits</p> <ul style="list-style-type: none"> <li>– awareness of goods and services</li> <li>– good example of ethics and professionalism</li> <li>– increases the revenue and thus reduces the cost of producing newspaper</li> <li>– informs the reader about products, programmes and general information</li> </ul> <p>disadvantages</p> <ul style="list-style-type: none"> <li>– serve vested interests</li> <li>– no balance between news and advertisements</li> <li>– proliferation of advertisements affect general readers</li> <li>– sensationalise news to win more readers</li> <li>– adopt diverse techniques to increase revenue</li> <li>– made to buy things that we don't need</li> </ul>													
	<b>NOTE:</b> In question 7 care should be taken not to award marks to any inaccurate answers carrying errors in grammar and punctuation.													
7(a)	<p>REARRANGING</p> <p><b>Objective:</b> To read and arrange words and phrases into meaningful sentences</p>	<b>3 marks</b>												
(i)	She taught him to invent the plough and the sail.	1 mark												
(ii)	She taught his wife how to spin and weave.	1 mark												
(iii)	She invented the science of numbers and taught it to man.	1 mark												
7 (b)	<p>EDITING</p> <p><b>Objective:</b> To use grammatical items appropriately</p> <p><b>Marking:</b> 1 mark each</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded</li> <li>- If only the correct words are given, marks should be awarded</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Error</th> <th style="text-align: center;">Correction</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td style="text-align: center;">ones</td> <td style="text-align: center;">my / the</td> </tr> <tr> <td>(ii)</td> <td style="text-align: center;">making</td> <td style="text-align: center;">make</td> </tr> <tr> <td>(iii)</td> <td style="text-align: center;">more</td> <td style="text-align: center;">most</td> </tr> </tbody> </table>		Error	Correction	(i)	ones	my / the	(ii)	making	make	(iii)	more	most	<b>3 marks</b>
	Error	Correction												
(i)	ones	my / the												
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7 (c)	<p>FRAMING QUESTIONS</p> <p><b>Objective:</b> To understand the context and frame relevant and appropriate questions</p> <p><b>Marking:</b> ½ a mark for every accurate question framed</p> <p><b>Note:</b> No marks to be awarded if there is any inaccuracy. The eight questions should cover maximum number of inputs given in the question.</p>	<b>½x8=4 marks</b>												

	<p>Congratulations Mr Anup Kumar for winning the best actor award.</p> <ol style="list-style-type: none"> <li>1. Could you tell me what prompted you to join the film industry?</li> <li>2. Did you undergo any special training before joining the film industry?</li> <li>3. In your long career what were the early roles that you played?</li> <li>4. Which was your first film?</li> <li>5. In how many films have you acted so far?</li> <li>6. What kind of roles have you enjoyed doing?</li> <li>7. Who is your role model?</li> <li>8. What are your future projects in the coming year? (any other suitable questions may be accepted)</li> </ol>	
	<b>SECTION C: LITERATURE</b>	<b>Total marks 40</b>
8	<p><b>Reference to Context</b> Under Section C (Q8), questions have 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. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.</p> <p><b>Objective:</b> To test students' comprehension of poetry – local, global, interpretative, inferential and evaluative</p> <p><b>Value points:</b></p>	<b>10 marks</b>
8(a) (i)	The Darkling Thrush – Thomas Hardy	1 mark
(ii)	– cold December night, poet in a pessimistic mood, gloomy land, everything seemed empty, lonely and unhappy / last day of the year and the century	1 mark
(iii)	– worldly things / things on the earth	1 mark
(iv)	– the darkling thrush / the thrush / the bird	1 mark
(v)	– message of hope and joy in a gloomy world	1 mark
8 (b)(i)	Ode to Autumn – John Keats	1 mark
(ii)	– autumn is personified as a woman	1 mark
(iii)	– blowing air / wind separating good grain from the chaff	1 mark
(iv)	– soft-lifted / half-reaped	1 mark
(v)	– reaper is drowsed / intoxicated with poppy fumes	1 mark
9	<b>Objective:</b> To test students' comprehension of prose – local and global	<b>4 marks</b>
	<b>Content</b>	3 marks
	<b>Expression</b>	1 mark
	Answer any one	
(a)	<ul style="list-style-type: none"> <li>– finds the crumbled slip of paper in his coat pocket</li> <li>– remembers the warning by the soothsayer to beware of the Ides of March – the 15<sup>th</sup> of March</li> <li>– remember Caesar scribbled on the slip meant, remember what had happened to Caesar</li> <li>– he feared for his life</li> <li>– he considered himself a strict judge</li> <li>– knew that people hated such judges whom they would like to harm</li> </ul>	
	OR	

(b)	<ul style="list-style-type: none"> <li>– his wife had wished her son alive</li> <li>– would not have faced the mangled body alive</li> <li>– so Mr White wished him dead again and regained peace</li> </ul>	
10	<b>Objective:</b> To test students' comprehension of prose – local and global	<b>5 marks</b>
	<b>Content:</b> <b>Expression:</b> Answer any two	3 marks 2 marks
(a)	<ul style="list-style-type: none"> <li>– became rich and he had everything he wanted</li> <li>– his carelessness and greed brought about his ruin</li> </ul>	
(b)	<ul style="list-style-type: none"> <li>– a dog and turkey</li> <li>– bee was angered by a policeman</li> <li>– took it out on the dog and the turkey</li> </ul>	
(c)	<ul style="list-style-type: none"> <li>– both equally talented</li> <li>– They both loved and admired her equally.</li> <li>– She loved both of them equally / flirted with them.</li> </ul>	
11	Answer in 120-150 words	<b>6 marks</b>
	<ul style="list-style-type: none"> <li>– Rakesh's integrity and sincerity cannot be questioned.</li> <li>– As a doctor he was doing what was good for his father.</li> <li>– He did not want to lose his father.</li> <li>– The doctor in him got the better of the son.</li> </ul> <p>Any suitable answer to the last part of the question to be accepted</p>	
	OR	
	<ul style="list-style-type: none"> <li>– Anne was protective.</li> <li>– She had hopes and expectations from her daughter.</li> <li>– Freda's attitude was normal and innocent.</li> <li>– For her Marian was not differently abled but just another child.</li> <li>– We need to interact with them with patience, love and understanding.</li> <li>– They do not need sympathy but acceptance.</li> </ul>	
12	Extended reading: NOVEL Distribution of marks:	<b>10 marks</b>
	<b>Content:</b>	6 marks
	<b>Expression</b>	4 marks
	<b>Value Points:</b>	
	The Invisible Man <ul style="list-style-type: none"> <li>– stranger said he was an experimental investigator</li> <li>– He was cold and fatigued, needed rest.</li> <li>– did not want to be disturbed in his work</li> <li>– entry of strangers annoyed him</li> <li>– eyes weak and painful, he needed to shut himself in dark</li> <li>– if alone he could get out of his clothes</li> </ul>	
	OR	
	<ul style="list-style-type: none"> <li>– a loner, unassuming, eccentric, shabbily dressed, practical, drinks a lot, apparently stupid</li> <li>– retrieves Griffin's books from the inn</li> <li>– runs away with the books</li> <li>– ends up most successful</li> </ul>	
	OR	

	<p>Silas Marner</p> <ul style="list-style-type: none"> <li>- protagonist, simple, honest, kind-hearted weaver</li> <li>- outwardly happy at Lantern Yard</li> <li>- about to marry</li> <li>- framed by Dane for a crime he did not commit</li> <li>- At Raveloe, rich community</li> <li>- cannot socialise</li> <li>- money only consolation</li> <li>- entry of Eppie – bitterness gone</li> <li>- She becomes more precious than lost gold.</li> </ul>	
OR		
	<ul style="list-style-type: none"> <li>- Dunstan Cass - selfish, greedy, unpleasant</li> <li>- manipulative</li> <li>- contrast to his brother</li> <li>- blackmails him</li> <li>- steals money from Silas' cottage</li> <li>- gets killed</li> <li>- kills his brother's prized horse</li> <li>- always out to harm others</li> <li>- evil minded</li> <li>- a criminal to the core and a thief</li> </ul>	