

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 <ul style="list-style-type: none"> 2.1 prejudices / preconceived notions 	

			<p>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 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 [BOOK FAIR]</p> <ul style="list-style-type: none"> – what - book fair – when - for a week during autumn break – where - in the city – purpose - request for volunteers – last date for giving names – contact person – any other relevant details 	
			OR	
			<p>Suggested value points [STUDENTS NOT TO GO NEAR EXAMINATION CENTRE]</p> <ul style="list-style-type: none"> – for whom - junior classes – what - warning and advising not go near CBSE examination rooms 	

			<ul style="list-style-type: none"> - when - during CBSE exams - where - in school premises - why - need for maintaining silence - 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>(ABOUT THE SCHOOL)</p> <p>Suggested value points</p> <p>details of the school</p> <ul style="list-style-type: none"> - infrastructure - faculty - fee structure - results - activities / extracurricular activities - admission process - type of school - residential / day <p style="text-align: center;">(any other relevant details) (any 4 points)</p>	
			OR	
			<p>(APPLICATION FOR JOB)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - reference to advertisement - response to information about vacancy - purpose - reasons for suitability <p>resume</p> <ul style="list-style-type: none"> - personal details - qualifications - salary - drawn / expected / experience - other interests / hobbies - references - enclosures (optional) <p>(any other relevant points)</p>	
6	6	6	<p>SPEECH</p>	
			<p>Format (opening address and conclusion)</p>	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 ROLE OF A TEACHER IN SOCIETY) – role / place of teacher in society - past – present day role of teachers – complex role - educator / facilitator – builder of nation – according to ancient literature Guru held in high esteem – teacher transforms child into thinking, responsible, useful citizen – teacher plays significant role in shaping individuals, thus shaping society (any other relevant point) (any 4)	
			OR	
6	6	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
			Suggested Value Points (STANDARD OF LIVING CAN BE RAISED, BUT ONLY AT A GREAT COST) Note: Student's view to be expressed either for or against the topic For: increase in industrial production: – more quality goods – better life – lower prices – more jobs Against: – depletion of raw material – air / water pollution – responsibility to keep earth safe and healthy for future generations (any other relevant details)	
7	7	7	ARTICLE WRITING	
			Format	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks

7	–	–	<p>Suggested value points: (COLLEGE LIFE - A CAREFREE LIFE / any other suitable heading)</p> <ul style="list-style-type: none"> – freedom to work at one’s own pace – no homework – no dictats – no uniform – stress on self reliance – no punishments / no fear – flexibility of study hours – more responsibility – working towards one’s career <p>(any other relevant details) (any 4)</p>	
			OR	
			<p>Suggested value points: (ADVERTISEMENTS – THEIR ROLE IN A COMMON MAN’S LIFE / any other suitable heading)</p> <ul style="list-style-type: none"> – advertisements found all around – in newspaper / TV / movies / hoardings – very few informative ads – most advertisements misguided consumers by exaggerations – popularity of stars (movies / sports) exploited – making luxury sound necessity – promoting consumerist culture <p>(any other relevant details) (any 4)</p>	
–	7	–	<p>Suggested value points: (IMPORTANCE OF GAMES AND SPORTS IN THE LIFE OF A STUDENT / any other suitable heading)</p> <p>Earlier</p> <ul style="list-style-type: none"> – games and sports valuable for students – earlier generation had time and space / willingness to play – provided physical fitness and mental alertness – resulted in sound sleep and good eating habits <p>Now a couch potato due to</p> <ul style="list-style-type: none"> – video games / mobile games / computer games – even a football is played on the computer – bad eating habits / poor sleeping habits <p>Suggestions</p> <ul style="list-style-type: none"> – school to encourage healthy lifestyle – medical experts recommend physical exercise – exercise important means to prevent obesity / BP / stress / depression – energy channelized – yoga should be encouraged 	

			OR	
			<p>Suggested value points: (RISING FOOD PRICES AND HOW TO CONTROL THEM / any other suitable heading)</p> <p>Situation then and now</p> <p>Causes</p> <ul style="list-style-type: none"> – floods – droughts – extremes of temperature – greed of middle men – wastage at farm – spoilage during transit – any other relevant point <p>Methods to control</p> <ul style="list-style-type: none"> – incentives to be given to agricultural sector – minimum support price to be set – systemised Public Distribution System – ensure welfare of farmers and common man <p>(any other relevant details)</p>	
–	–	7	<p>Suggested value points: (PRIVATE CARS OR PUBLIC TRANSPORT / any other suitable heading)</p> <p>Reasons for opting for private cars</p> <ul style="list-style-type: none"> – helps reach destination faster – helps save travelling time – travel at one's convenience – not dependent on others for one's travel needs <p>(any other relevant details)</p> <p>Reasons for opting for public transport</p> <ul style="list-style-type: none"> – saves fuel / money – traffic jam can be avoided – pollution level brought down <p>(any other relevant details)</p>	
			OR	
			<p>Suggested value points: (HOW SHOULD A STUDENT MANAGE HIS TIME? / any other suitable heading)</p> <ul style="list-style-type: none"> – managing time a long term goal for Board and competitive exam – proper division of syllabus according to available time – fixing realistic achievable goals and implementation – not compromising on sleep / physical activities – giving both exams equal importance <p>(any other relevant points)</p>	

SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)				
			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.	
8	8	8	[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.] Value points:	
(a)	(a)	(a)	Mother	1 mark
(b)	(b)	(b)	– because of insecurity of losing her mother	1 mark
(c)	(c)	(c)	– fear of losing her mother / pain of separation	1 mark
(d)	(d)	(d)	– simile / as a late winter's moon	1 mark
OR				
(a)	(a)	(a)	– poorly lit / sour cream walls /not intelligent children / slum school / bleak grey world of poverty / deprivation	1 mark
(b)	(b)	(b)	– innocent / happy looking / unaffected by surroundings	1 mark
(c)	(c)	(c)	– enjoy the freedom of the squirrel / enjoy dreaming of a better world / enjoy the outside world	1 mark
(d)	(d)	(d)	– child not happy in class wants to escape	1 mark
9	9	9	Short answer type questions (Prose) Distribution of marks: Content:	1 mark
			Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	–	–	– called for teachers to teach children – Kasturba and their son joined – opened primary schools in six villages – called doctors to look into health conditions – provided three basic medicines castor oil, quinine and sulphur ointment – taught about hygiene and personal cleanliness – kept check on the activities even after he left Champaran (any 2)	3 marks
–	(a)	–	– Gandhi chided the lawyers for collecting big fees from sharecroppers – said peasants' case should not be taken to the court as they cannot	3 marks

			<ul style="list-style-type: none"> – afford it – made lawyers feel guilty for not helping the poor peasants and supporting them to fight for their cause (any 2) 	
–	–	(a)	<ul style="list-style-type: none"> – anything as precious as gold for them – adults looked for something that would help them buy some food and earn their livelihood – children looked for notes / coins / broken toys etc. (any 2) 	3 marks
(b)	–	–	<ul style="list-style-type: none"> – good job got Rs 800, food etc. – though moneywise profitable yet he was not happy – fixed time job – though moneywise profitable – not happy – had lost his freedom – the steel canister weighed more than his plastic bag – no longer his own master – lost his identity (any 2) 	3 marks
–	(b)	–	<ul style="list-style-type: none"> – Mukesh unlike all other members of his community looked beyond the family business / occupation – has high aspirations – longs to become a motor mechanic – willing to walk 5km to a garage to learn – hoped to drive a car one day through the streets of Firozabad (any 2) 	3 marks
–	–	(b)	<ul style="list-style-type: none"> – Gandhiji, a law abiding citizen – did not want to go against the court's orders – conflict of duties – did not want to set a bad example as a law breaker on one hand and on the other wanted to render humanitarian and national service to the people 	3 marks
(c)	–	–	<ul style="list-style-type: none"> – she will still suffer – her terrified hands will still be ringed with the ordeal – she will not be free from her bondage – her suffering will go along with her to her grave – her struggle for freedom – for women will continue through the prancing tigers in the panel (any 2) 	3 marks
–	(c)	–	<ul style="list-style-type: none"> – keeping quiet will calm us down – help us live in peace – halt destruction – will help us to introspect – makes us realise the need to be happy and united – teaches us to live in close proximity with nature and not harm her in anyway – creates an exotic moment – give time for introspection – prevent green wars and wars with weapons (any 2) 	3 marks

–	–	(c)	<ul style="list-style-type: none"> – the beautiful things given by God give us immense joy – brings peace and calmness to the mind – removes sorrow – by admiring sights of nature <p>[the sun, the moon, big and small trees the daffodils in the world of green the clear rills that quenches the thirst of the birds the musk rose blooms in the forest that spreads its sweet fragrance the grandeur of the mighty dead and their mighty tales]</p>	3 marks
(d)	–	–	<ul style="list-style-type: none"> – the beautiful things given by God give us immense joy – brings peace and calmness of the mind – removes sorrow – by admiring sights of nature <p>[the sun, the moon, big and small trees the daffodils in the world of green the clear rills that quenches the thirst of the birds the musk rose blooms in the forest that spreads its sweet fragrance the grandeur of the mighty dead and their mighty tales]</p>	3 marks
–	(d)	–	<ul style="list-style-type: none"> – Aunt Jennifer totally different – is scared / oppressed / has no freedom in her married life because of her husband's authority – tigers are free and prancing about gaily in the jungle in the presence of men / chivalric / fearless / confident / not afraid of men (one point mentioning Aunt Jennifer and one point from tiger's alertness) 	3 marks
–	–	(d)	– fearlessness / chivalry / confidence / freedom / dominance (any 2)	3 marks
(e)	–	–	<ul style="list-style-type: none"> – Dewan produced tiger / brought from the people's park in Madras / kept hidden in his house – Maharaja aimed at it and shot it but not aware that he missed the mark – Maharaja assumed that he had accomplished his mission 	3 marks
–	(e)	–	– by bribing and appeasing the British officer / sent him 50 rings as gift for his wife	3 marks
–	–	(e)	– on listening to a small baby just 10 days old speaking; astrologer filled with surprise and wonder; places finger on nose	3 marks
(f)	–	–	– a fisherman from nearby village / who had been badly wounded	3 marks
–	(f)	–	<ul style="list-style-type: none"> – Yumi refused to clean the wounds as he was a white man – having no other alternative Sadao asked Hana to help 	3 marks
–	–	(f)	<ul style="list-style-type: none"> – all the servants left – a messenger in uniform from the General arrived; Hana fearful he had come to arrest Dr Sadao 	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
			– the low cast people have suffered miserably, segregated and marginalised – low castes deprived of opportunities – face social stigma – suffer humiliation – deprived of decent living / face prejudices (any 2) advice – only education can uplift them / to study hard / get good results / a position in society / establish her identity	
			OR	
			– arranged for a boat, provided fresh water, food, torch, etc. – briefed him about safety measures to be taken – asked him to wait for a Korean ship – asked him to signal if help required – disguised / dressed him as a Japanese Humanitarian values – universal value of sympathy / humanitarian consideration / love for fellow beings / compassion	
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	–	–	– Students and elderly members of the village attended the last lesson – Everyone intent on learning whatever they could – even Franz seemed to love his books – M Hamel dressed in his best attire, tried to teach all that he knew – feeling of oneness and immense love and respect for the mother tongue seen on everyone's face – mixed air of pride and sorrow – ended class with the words 'Vive la France' on the board – any other relevant point (any 4)	

–	11	–	<ul style="list-style-type: none"> – terror possessed him completely / his legs paralysed / icy horror grabbed his heart <p>to get over the effect</p> <ul style="list-style-type: none"> – hired an instructor to learn the art of swimming – was taught to overcome fear through systematic practice – slow and steady practice at different places all alone – residual doubts finally removed by swimming all alone in lake 	
–	–	11	<p>Efforts made to overcome fear of water</p> <ul style="list-style-type: none"> – hired an instructor to learn the art of swimming – was taught to overcome fear through systematic practice – slow and steady practice at different places all alone – residual doubts finally removed by swimming all alone in lake 	
			OR	
11	–	–	<ul style="list-style-type: none"> – when pushed into the YMCA pool by a big bully (bruiser) not aware that Douglas didn't know swimming – Douglas struck with fear, made futile attempts to come up – yet tried to maintain his cool and planned to hit hard on the bottom of the pool – hoping to come out of water – tried many strategies to come out of water, became unconscious- had a narrow escape from death – was rescued in time 	
–	11	–	<ul style="list-style-type: none"> – Ironmaster on his routine round saw the vagabond – mistook him for Nils Olof , a comrade at the regiment – looking at his miserable condition, felt sorry for him and invited him to spend Christmas eve with them – peddler declined because he had stolen money, feared being recognised and not his acquaintance, feared being handed over to the police 	
–	–	11	<ul style="list-style-type: none"> – Sophie fantasising and indulging in hero worship like all adolescents – born in average, middle class family, yet has high ambitions – dreamt of living a sophisticated life, aspired to become an actress or have her own boutique – not at all practical – made up romantic stories – admired young football champ Danny Casey, hero worshipped him – imagined having met him at arcade – tried to convince her brother of Danny's interest in her 	
			<p>Q12 & Q 13 – Long Reading Text</p> <p>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</p>	

12	12	12	Distribution of marks: Content:	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] Value Points: SILAS MARNER	3 marks
			<ul style="list-style-type: none"> – Silas’ loss of gold – on recovery from the fit, he turned towards his hearth – was about to push logs in the fire his blurred vision saw something golden on the floor – thought his gold had been returned – his fingers encountered golden curls and discovered a sleeping child – Molly had died – Eppie walked into Silas’ cottage – Eppie filled the void left in Silas Marner’s heart after the theft of gold – thought his little sister had come back / began to feel ‘old quiverings of tenderness’ / the child brings about a change in Silas Marner – transformed Silas Marner’s life – he believed God had given him real, living gold in exchange for his loss of gold – he started trusting people and God – returned to church 	
			OR	
			THE INVISIBLE MAN	
			<ul style="list-style-type: none"> – stranger attempts to explain himself to people – does not succeed – frustrated, removes clothes in the following order <ul style="list-style-type: none"> - dark glasses - then gloves - next shoes / socks / trousers kicked under table - after that coat / waist coat - finally white shirt, becoming completely invisible 	
13	13	13	Distribution of marks: Content:	3 marks
			Expression 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)	3 marks
			Value points: SILAS MARNER	

		<p>Godfrey Cass</p> <ul style="list-style-type: none"> - eldest son of Squire Cass - good natured / selfish / opportunist / weak-willed - secretly married to Molly Faren and has a daughter with her - biological father of Eppie - loves Nancy Lammeter and wishes to marry her - Dunstan (Dunsey Cass – younger brother) threatens to reveal his secret marriage - lacks courage to face the situation and allows himself to be used by Dunstan - the sight of a dead Molly gives Godfrey a sense of relief and liberty to marry Nancy - feels a sense of responsibility towards Eppie but does not accept her as he wants to marry Nancy – it would hinder his chances - no child from Nancy – Godfrey suffers - eventually confesses to Nancy as he wants to clear his conscience and make amends - offers to adopt Eppie - never stops to consider that Eppie may have her point of view - irony – earlier Godfrey wished to appear childless – fate deals a blow – he will have to appear childless in spite of having a daughter - thinks this the punishment he gets for running away from responsibilities - in the end Godfrey finds peace in his heart after confessing - finds strength to be completely honest with Nancy 	
		<p>OR</p> <p>THE INVISIBLE MAN</p>	
		<p>Griffin</p> <ul style="list-style-type: none"> - wanted / hunted man - secrecy in his experimentation - wanted recognition for his work - albino - marginalised by society - lonely / penniless - takes to path of crime – unremorseful / no guilt - eccentric scientist - insanity – mindless quest for power and control - inability to cope with new discovery - aggressive / violent reaction - innate capacity for evil - impatient / rude / ruthless - had lost the humane values and respect for rules and law of land - manipulative and selfish - pathetic tragic end of a misguided genius <p>Kemp</p> <ul style="list-style-type: none"> - wealthier / more respected - researches in the open – no hiding 	

			<ul style="list-style-type: none">- has a comfortable home- self composed- confident- dignified- intellectual- mature and focused on facts- scientific temper- observant- brave / calm/ patient in face of erratic events- caring- concerned about safety of others- law abiding- willingly shoulders responsibility- tried to warn Griffin about futility of his behaviour	
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