

**Strictly confidential - (For Internal and Restricted Use Only)**

**Secondary School Examination (Class-X)**

**March-2015**

**Marking Scheme - English (Language and Literature)**

**Set-2/2/1, 2/2/2, 2/2/3**

### **General Instructions**

1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are the suggested answers. The content is thus indicative. If the student has given any other answer, which is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should be given full weightage.
2. Evaluation is to be done as per the instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed.
3. If the question has parts, please award marks in the right hand side for each part. Marks awarded to the different parts of the question should then be totalled up and written in the left hand margin and circled.
4. If the question does not have any parts, marks will be awarded in the left-hand margin.
5. If the candidate has attempted any extra question or part, marks obtained in the best question/part should be retained and the other answer should be scored out.
6. In the Marking Scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct.
7. Brackets ( ) indicate optional information; the mark will be awarded whether the part in brackets is included or not.
8. Candidates should not be penalised if they do not follow the order of the section / question while answering.

9. In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
10. Q.1 , Q.2 and Q.8 are meant to test the comprehension of the candidates and not the ability of expression. Full credit should be given for the correct value point, even if the answer is not given in a full sentence.
11. In questions consisting of 2 or more than 2 marks, break-up of marks should be shown separately (as suggested in the Marking Scheme) and then totalled.
12. A full scale of marks 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

**MARKING SCHEME**  
**Code. 2/2/1**  
**CLASS X (CODE NO 184)**  
**SUMMATIVE ASSESSMENT – II**  
**(LANGUAGE & LITERATURE)**

**Section - A Reading (20 marks)**

**Q1 Objective: To identify the main points from the text.**

**8 Marks**

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

No penalty for spelling, punctuation or grammar mistakes

**Answers**

(a) - at a height of 6075 feet in the Central Himalayas

(b) - 300-km. wide breathtaking view of the Himalayas

(c)- Nanda Devi, the second highest peak in India

(d) -its natural surroundings inspired him to write many of his poems

(e) -on a clear day , the blue of the sky makes a splendid background to the peaks (Nilkanth, Nandaghunti, Nandaghat and Nandakot) at sunrise and at sunset, when the colour changes to a golden orange, the scene gets etched in one's memory

(f)–when Gandhiji visited the place in 1929, its scenic beauty held him spell bound/ he named it the Switzerland of India/ prolonged his two-day stay to fourteen days

(g)– no traffic, no one in a hurry

(h) –the area hosts many fairs religious ceremonies

**Q.2 Marking: -**

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

**8 +4= 12 Marks**

(a)- all the coffee drinkers and tiffin- eaters stopped eating and drinking; wailed and uttered low moans 1+1

(b) - when they are hungry, but human beings kill or exploit one another to show off their pride, power and false prestige 1+1

- (c) – the school closed, screaming with joy of having ‘no school’  
 – seemed to welcome the tiger 1+1
- (d) – children, though being scared, seemed to be enjoying and seemed to  
 welcome the tiger. So he followed them. 1+1
- (e) - (iv) holding tightly in the arms 1
- (f) (i) pleasure 1
- (g) (ii) honourable 1
- (h) (ii) half asleep 1

### **SECTION B - Writing & Grammar (15+10=25 Marks)**

#### **Q.3. Letter/Article Writing**

5 Marks

#### **LETTER**

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

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

Format =1 mark

- i. Sender’s address
- ii. Date
- iii. Receiver’s address
- iv. Subject/Heading
- v. Salutation
- vi. Complementary close

Content - 2 marks

Expression -2 marks

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

(Value points are suggested in the Question paper itself)

OR

**ARTICLE**

Format =1 mark

Title and writer's name

Content -2 marks

Expression -2 marks

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

Value Points given in the question paper

**Q.4. Story Writing**

10 Marks

Format -1 mark

Title

Creative Content -4 marks

Expression: - 5 marks

- Coherence and relevance of ideas and style - 2.5 marks
- Grammatical accuracy, appropriate words, spellings - 2.5 marks

(The outline is given in the question paper)

**(Grammar 10 Marks)**

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

Marking : 1 mark for each correct answer.

1x3= 3 Marks

(a) ( ii ) the

(b) (iii) a few

(c) (i) of

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

Marking : 1 mark for each correct answer

1X4=4 Marks

	<b>Error</b>	<b>Correction</b>
(a)	his	her
(b)	a	the
(c)	Collide	collided
(d)	to	with

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

Marking: 1 mark for each correct sentence

1X3= 3Marks

- (a) This is because such themes are timeless
- (b) Animal stories have been popular with all age groups.
- (c) The young like humanized animal stories very much.

**SECTION C (Literature: Textbooks and Long Reading Text) 15+10=25 Marks**

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

Marking:- 1 mark for each value point.

1x3= 3 Marks

- (a) -over eighty crore cups of tea are drunk every day throughout the world
- (b) - Rajvir was more interested in looking at the beautiful scenery.
- (c) - more interested

OR

- (a) - Bholi
- (b) - the way she stammered/ she could not speak
- (c) - courageous / bold

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

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

- (a) - went wild with joy in water, plunging and rolling in it / splashed water – water must be kept on the move  
- playfulness / love for water
- (b) - Valli gathered necessary information about her journey.  
  
-saved every penny by cutting down her expenses, chose afternoon time for her bus ride when her mother used to sleep
- (c) -Loisel possessed eighteen thousand francs, which his father had left him and borrowed the rest - made ruinous promises, took money from usurers and lenders, -went to get the new necklace for which paid thirty six thousand francs and took back the jewels to Mme Forestier
- (d) mother-friend and companion, at night worked with him, encouraged his interest in learning, took him on trips, bought him telescopes, microscopes, cameras and other equipment and helped him  
  
got him children’s book, ‘Travels of Monarch X’ which opened the world of science to the eager boy

**Q.10 Value based Question**

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

Marking :- Content: 2 marks ; Expression : 2 marks                      Total= 4 Marks

- Effective cultural communication is concerned with overcoming cultural differences across nationality, religion, language, border, culture and behaviour. The diversity of people in cities and countries means an element of cross cultural communication will always be needed between various ethnic groups; this will help in reducing tensions and misunderstanding between these communities and thus live in peace and harmony.
- This type of communication can be established through learning each other’s language, religion and traditions.
- Confusion of the people of Mars arose because of the ignorance of the language, culture and tradition of the people on Earth. In this age of globalization, it has become all the more urgent for healthy cross-cultural communication.

OR

- Human desires for material possession are endless- never satisfied
- Most of the humans spend greater part of life to amass wealth- yet unhappy
- Happiness out of material things is temporary
- Greed, lust for things cause discontentment and anger and violence/ humans have lost human values like love, sympathy and contentment (the animals still possess them) for a happy life.

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

Marking: - Content: - 6 marks

Total = 10 Marks

Expression: - 4 marks

Coherence and relevance of ideas and style - 2 marks

Grammatical accuracy and spellings - 2 marks

Anne's relationship with her parents:-

- adored her father, perfect in her eyes, modest, peace loving, wanted the best of his daughters, wanted Anne to be happy, always defended her against attack of Van Daans and Mr. Dussel, worried a lot when her father fell ill
- criticized him for treating her as a child who was going through difficult phases

Relationship with her mother:-

- She felt her mother was incapable of providing love, kindness and affection when she was feeling extremely lonely and in need of kind attention
- hatred for mother-wrote about her untidiness, sarcasm, lack of sweetness, she wrote her mother was not what a mother should be and she did not want to follow her example, did not want to confide in her

OR

Reasons for growing intimacy between Anne and Peter:-

- Anne feels extremely lonely and is in need of kindness and affection- wrestles with her inner self and considers what type of person she wants to become as she enters womanhood, tries to understand her identity in the microcosm of the annex, comes to long not for female companionship, but intimacy with a male counterpart.
- becomes infatuated with Peter, the Van Daan's teenage son, and comes to consider him a close friend, confidant, and eventually an object of romantic desire

- Common bond between Anne and Peter:-
- Both felt alienated from their parents, both needed company ' Anne's longing to talk to someone brought her close to Peter and friendship developed '
- Common bond increased Anne's desire to confide in him- Peter became her darling

OR

Helen has devoted one full chapter to her favorite books / talks about Bible

/ was disinterested in the Bible in the beginning – maybe she did not understand it

- But as years passed by, she gained experience, she learned to appreciate it and it became not just her favorite book, but a source of great strength and a guide in difficult times

OR

Character sketch of Arthur Gilman

Arthur Gilman – one of the founders of Radcliffe College and the Principal of Cambridge School for Young Ladies

- An effective teacher- the teaching of English literature became quite enjoyable and interesting because of Gilman's in-depth understanding of the subject
- Kind -showed his kindness when he allowed Helen's sister to study in his school
- Keen insight into Helen's psyche led her understand Helen's stress due to the load of studies and he felt greatly concerned for Helen's growth.

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

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**Answers**

- (a) - at a height of 6075 feet in the Central Himalayas
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- (c)- Nanda Devi, the second highest peak in India
- (d) -its natural surroundings inspired him to write many of his poems
- (e) -on a clear day , the blue of the sky makes a splendid background to the peaks (Nilkanth, Nandaghunti, Nandaghat and Nandakot) at sunrise and at sunset, when the color changes to a golden orange, the scene gets etched in one’s memory
- (f)–when Gandhiji visited the place in 1929, its scenic beauty held him spell bound/ he named it the Switzerland of India/ prolonged his two- day stay to fourteen days
- (g)– no traffic, no one in a hurry
- (h) –the area hosts many fairs religious ceremonies

**Q.2 Marking: -**

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

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- (a)- all the coffee drinkers and tiffin- eaters stopped eating and drinking; wailed and uttered low moans 1+1
- (b) - when they are hungry, but human beings kill or exploit one another to show off their pride, power and false prestige 1+1
- (c) – the school closed, screaming with joy of having ‘no school’ 1+1

- (d) – children, though being scared, seemed to be enjoying and seemed to welcome the tiger. So he followed them. 1+1
- (e) (iv) holding tightly in the arms 1
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### **SECTION B - Writing & Grammar (15+10=25 Marks)**

#### **Q.3. Letter/Article Writing**

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(Value points are suggested in the Question paper itself)

OR

**ARTICLE**

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Value Points given in the question paper

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(The outline is given in the question paper)

**(Grammar 10 Marks)**

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

Marking : 1 mark for each correct answer.

1x3= 3 Marks

(a) (iii) between

(b) (ii) was built

(c) (i) and

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

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

**Error Correction**

- |     |        |        |
|-----|--------|--------|
| (a) | in     | at     |
| (b) | a      | the    |
| (c) | of     | in     |
| (d) | learns | learnt |

**Q.7 Objective To reorder sense groups into a syntactically coherent and complete sentences.**

Marking: 1 mark for each correct sentence 1X3= 3 Marks

- (a) They are found in Siberia India and South-East Asia.
- (b) Fifty years ago tigers were common throughout much of Asia.

OR

Tigers were common throughout much of Asia fifty years ago.

- (c) They lived in many different habitats from tropical forests to semi-deserts.

**SECTION C (Literature: Textbooks and Long Reading Text) 15+10=25 Marks**

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

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

- (a) Mahaseer –large fresh water fish in the river Kaveri.
- (b) - dive for their catch i.e fish.
- (c) - plenty / large number / full of

OR

- (a) - the young lawyer / the author
- (b) - to seek / to locate his victims / accused
- (c) - daring / clever / faith in one's own ability

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

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

- (a) – for their favorite bread bangles and sweet bread of special - make
- (b) - wanted her to realize that there was no household / family which had not witnessed death.
- (c) - should have taken her friend into confidence and should have told the truth.
- (d) Bholi's mother was indifferent to her plight, neglected her (and in an effort to pass on her responsibility to the school teachers hence) irresponsible, unkind and indifferent.

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##### LETTER

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(The outline is given in the question paper)

**(Grammar 10 Marks)**

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

Marking : 1 Mark for each correct answer.

1x3= 3 Marks

(a) ( i ) lived

(b) (ii) whenever

(c) (i) either

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

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

	<b>Error</b>	<b>Correction</b>
(a)	by	in
(b)	wants	wanted
(c)	a	the
(d)	and	but

**Q.7 Objective To reorder sense groups into a syntactically coherent and complete sentences.**

Marking: 1 mark for each correct sentence 1X3= 3Marks

- (a) There will still be enough food for everyone.
- (b) The Earth will be a healthy and pleasant place to live in.
- (c) It is upto every one of us to help save the Earth.

**SECTION C (Literature: Textbooks and Long Reading Text) 15+10=25 Marks**

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

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

- (a) - It increases the pain and the body suffers / loses peace of mind / makes one sick and pale.
- (b) - By not lamenting, complaining and grieving.
- (c) - Grieving / mourning

OR

- (a) - Matilda / Mme Loisel
- (b) - to borrow jewellery to attend the ball.
- (c) - suffering / grief

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

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

- (a) - The elders in Goa are nostalgic about the good old Portuguese days and their famous loaves of bread.
- (b) - To stand at the front door, way of her house.  
- watch the happenings in the street outside.
- (c) - They accepted the marriage proposal because Bishamber was a rich grocer and he did not ask for any dowry.  
- Parents did not expect to get a better proposal.
- (d) - He did not want to receive the summons and he did not want to be witness in the case.  
- He wanted to befool the man.

**Q.10 Value based Question**

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

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- Effective cultural communication is concerned with overcoming cultural differences across nationality, religion, language, border, culture and behaviour. The diversity of people in cities and countries means an element of cross cultural communication will always be needed between various ethnic groups; this will help in reducing tensions and misunderstanding between these communities and thus live in peace and harmony.
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