

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2010
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
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 FOR DIFFERENT PARTS OF THE QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND CIRCLED ON THE LEFT HAND MARGIN OF THE ANSWERS.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED ON 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 A MANDATORY REQUIREMENT.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS 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 IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA-QUESTION, ANSWER OF THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 UNDER SECTION A (READING) AND Q7 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES ARE NOT TO BE UNNECESSARILY PENALISED FOR 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 WEAKNESSES BEFORE AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING THE WORD LIMIT. 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 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 AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1 AND Q7].
14. A FULL SCALE OF MARKS - 0 TO 100 IS TO BE USED. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.

[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 THAT HAS NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVE HIS OR HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS A BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO GO THROUGH ALL THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATOR. THE FINAL DECISION IN THIS REGARD, HOWEVER, RESTS WITH THE HEAD EXAMINER ONLY.

SUGGESTED VALUE POINTS

SECTION A: READING

SECTION A: READING				
1	1	1	COMPREHENSION PASSAGE	
(a)	(a)	(a)	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.	
(i)	(i)	(i)	<ul style="list-style-type: none"> -- highly self -- directed / progressive -- alive to the sense of her dignity -- aware about the importance of her functions in domestic and public domains -- rational in approach -- careful in handling situations -- desire to do things as best as possible <p style="text-align: center;">(any two)</p>	2 marks
(ii)	(ii)	(ii)	-- enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment	2 marks
(iii)	(iii)	(iii)	<ul style="list-style-type: none"> -- prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women -- negative attitude towards sending girls to schools -- early marriage, poverty, illiteracy of parents, restrictions on their mobility -- deep foundation of inequality of sexes <p style="text-align: center;">(any two)</p>	2 marks
(iv)	(iv)	(iv)	<ul style="list-style-type: none"> -- women's political empowerment got a big boost -- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. <p style="text-align: center;">(any one)</p>	2 marks
(v)	(v)	(v)	-- educational system / socialisation process	1 mark
(b)(i)	(b)(i)	(b)(i)	oppressive /exploitation	1 mark
(ii)	(ii)	(ii)	eradicate	1 mark
(iii)	(iii)	(iii)	populous	1 mark
2	2	2	<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 if a student has written the title either in Q2(a) or Q2(b) part • Min. 3 main headings and 3 sub-headings to form content 	

			<p>The notes provided below are only guidelines. Any other title, main points and sub-points should 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 not to be accepted as notes.</u> (In such cases ½ -1 mark may be deducted from marks allotted to content)</p> <p>Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<p>NOTE MAKING Distribution of Marks Abbreviations / Symbols (with /without key) – any four Title Content (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	<p>1 mark 1 mark 3 marks</p>
			Suggested Notes	
			Title: Cold / Common Cold / Common Cold -- A Menace / any other suitable title	
			<ol style="list-style-type: none"> 1 The Problem of common cold / What is common cold? <ol style="list-style-type: none"> 1.1 catching cold – common / commonest of all ailments 1.2 diff. to control / occurs repeatedly / caught frequently /one suffers time and again 1.3 med. sc. has failed to find cure / not much done to solve it 2 Causes / Causes and areas affected <ol style="list-style-type: none"> 2.1 no. of viral infect'ns 2.2 spread by family of viruses / rhinoviruses are responsible 2.3 affects lining of nose 2.4 affects other passages leading to lungs 2.5 viruses for many colds still not isolated 3 Virus research / Difficulty in controlling common cold virus <ol style="list-style-type: none"> 3.1 viruses can't be seen with ord. microsc'pe 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs. 3.3 can't be isolated 3.4 tissue culture has led to discovery of many viruses 3.5 attacks surface cells ∴ dif. to oppose 3.6 immunity from one does not guarantee against others 4 Techniques of tissue culture <ol style="list-style-type: none"> 4.1 a recent step 4.2 has aided virus research 4.3 bits of animal tissues enabled to live indep'tly of the body 4.4 led to discovery of unknown / unsuspected viruses 	

			5 Immunity to cold 5.1 no immunity 5.2 viruses attack cells on the surface 5.3 many types of viruses – hence no protect'n	
(b)	(b)	(b)	Summary The summary should include all the important points given in the notes. Content Expression	2 marks 1 mark
			SECTION B: ADVANCED WRITING SKILLS 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.	
3	3	3	NOTICE	
			Format The format should include: 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.	1 mark
			Content	2 marks
			Expression	2 marks
			Suggested value points (INAUGURATION OF LITERARY ASSOCIATION) – what (inauguration of literary association) – where (venue) – when (date and time) – chief guest and target audience – any other relevant details	
			OR	
			ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
			Suggested value points (BUNGALOWS REQUIRED / WANTED ON COMPANY LEASE) – type of accommodation – location – purpose (guest house) – expected rent – facilities – contact (due credit should be given for economy of words used)	

4	4	4	REPORT WRITING	
			Format 1. title, reporter'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
			Suggested value points: (EXHIBITION CUM SALE / any other suitable heading) – what (exhibition cum sale) – when (date and time) – where (venue) – duration – inauguration – highlights (various stalls, items displayed, student participants) – response of public and success of programme – any other relevant points	
			OR	
			Suggested value points (SEMINAR ON SWINE FLU) – what, when, where, how / why – various sessions – guest speakers, panel of experts – highlights (activities undertaken, aids used) – target audience (students and parents) – response and outcome – any other relevant details	
5	–	–	LETTER WRITING [Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]	
			Format 1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.	2 marks
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]	4 marks
			(RASH AND RECKLESS DRIVING) Suggested Value Points	

			<p>rash and reckless driving</p> <ul style="list-style-type: none"> - chaos on roads - danger to road users - hit and run cases - accidents – deaths, injuries - road rage <p>possible suggestions for prevention</p> <ul style="list-style-type: none"> - better policing - strict norms for issue of license - strict traffic rules and their implementation - enforcing speed limits within the city - imposing fines - spreading awareness and education - any other relevant details 	
			OR	
			<p>(TRANSFER OF TELEPHONE LINE)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - shifting of residence from present address to new address, request for early transfer of telephone - telephone number - new address - any other relevant details 	
-	5	-	<p>LETTER WRITING</p> <p>[Note: - No marks are to be awarded if only the format is given. Credit should be given to 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>	2 marks
			<p>Content</p>	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]</p>	4 marks
			<p>(MOSQUITO MENACE)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - diseases caused – malaria, dengue, chikungunya - inconvenience caused <p>suggestions</p> <ul style="list-style-type: none"> - regular and periodic fumigation (spraying of DDT) - create public awareness - stagnant water to be drained 	

		<ul style="list-style-type: none"> - clear garbage and surroundings - regular checks by health officers - imposing fines - stricter rules and their implementation - cleanliness drive - any other relevant details 	
		OR	
		<p>(REQUEST FOR ACCOMMODATION)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - details of arrival (date and time) - no of members (adults / children) - duration (no of days) - type of accommodation - tariff / charges per day - confirmation - any other relevant details 	
	5	<p>LETTER WRITING</p> <p>[Note: - No marks are to be awarded if only the format is given. Credit should be given to 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>	2 marks
		<p>Content</p>	4 marks
		<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]</p>	4 marks
		<p>(NEGATIVE INFLUENCE OF ADVERTISEMENTS)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - problem – senseless and useless advertisements - negative influence – misleading and exploiting the viewers - encouraging superstitions and useless commodities - enticing viewers to spend money - suggestions (optional) - any other relevant details 	
		OR	
		<p>(REQUEST FOR SUPPLY OF LUNCH PACKETS)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - lunch packets – vegetarian or non-vegetarian - coach no / train name and no / date and time of arrival 	

		<ul style="list-style-type: none"> - type of packing - volunteers with identification to collect - confirmation – with amount to be paid - cash payment / bill needed - any other relevant details 	
6	-	-	ARTICLE WRITING
			Format: (Title and writer's name) 1 mark
			Content 4 marks
			Expression 5 marks
			grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]
			Suggested Value Points (SAFE OR ADVENTUROUS LIFE / LIFE AND ADVENTURE / any other suitable title)
			safe life <ul style="list-style-type: none"> - life meant to be lived not risked - life is precious - to avoid disappointment and failure / frustration - prioritising - adventure waste of time and money - moral duty / responsibility to live life safe for the loved ones - avoid distraction - any other relevant point (any 4)
			adventure <ul style="list-style-type: none"> - life to be lived to the fullest - thrilling / exciting - raises quality of life - craving for exploration and adventure - for name and fame - romancing danger - obsession with risk - any other relevant point (any 4)
			[Note: If the student writes in first person he / she should not be penalised because it is an open ended question.]
			OR
			Suggested Value Points (SCIENCE AND RELIGION / any other suitable title)
			<ul style="list-style-type: none"> - both complementary / both support life and go hand in hand Science <ul style="list-style-type: none"> - rational - scientific - explores the physical world - involves experimentation and observation (any two)

			Religion – discovers spirituality – inner truth – strengthens moral, cultural and universal values (any two) – any other relevant point	
–	6	–	ARTICLE WRITING	
			Format: (Title 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
			Suggested Value Points (CABLE TV – A BOON OR A BANE / any other suitable title) boon – reference to different programmes – source of information, knowledge, entertainment – important means of education – powerful medium of propaganda / public opinion – revolutionalised life – shrunk the world – any other relevant point bane – addiction – no physical activity – couch potatoes, leads to obesity – influence of western culture – alienates family relationships – encourages commercialism and materialism – any other relevant point (any 4)	
			OR	
			Suggested Value Points (THE ROLE OF STUDENTS IN REMOVING ILLITERACY / any other suitable title) – each one teach one – teaching to start from home e.g. housemaids – organising night classes / camps	

			<ul style="list-style-type: none"> - door to door campaign - creating awareness about literacy - fruitful use of holidays - giving them rewards / incentives - any other relevant point <p style="text-align: right;">(any 4)</p>	
-	-	6	ARTICLE WRITING	
			Format: (Title 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
			Suggested Value Points (PREVENTION OF CRUELTY TOWARDS ANIMALS / any other suitable title) <ul style="list-style-type: none"> - examples of specific cruelty - indiscriminate killing for meat, skin, hide, entertainment, overloading beasts of burden - animal sacrifice - display in circus - experimenting in labs <p style="text-align: right;">(any two)</p> prevention <ul style="list-style-type: none"> - sensitising people / creating awareness - animal rights day - stricter laws and penalties - banning by law - use of machines to reduce burden - any other relevant point <p style="text-align: right;">(any two)</p>	
			OR	
			Suggested Value Points (VALUE EDUCATION – NEED OF THE HOUR / any other suitable title) <ul style="list-style-type: none"> - values to be caught inadvertently - guidance at the formative age - to aim at creating better human beings / progressive society - organising different programmes / activities / seminars - to foster values like tolerance, truth, honesty, compassion, communal harmony, care and concern 	

			<ul style="list-style-type: none"> - emulating role models prudent scholars / parents / teachers / leaders - value based education interwoven in the regular curriculum - any other relevant point <p style="text-align: center;">(any four)</p>	
			SECTION C: LITERATURE (TEXT BOOKS)	
			<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 answer and long answer type questions. Hence both content and expression in answer to the given questions deserve equal importance while awarding marks.</p>	
7	7	7	<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 stanza. 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"> - slag heap - foggy slums - slums as big as doom <p style="text-align: center;">(any two)</p>	2 marks
(b)	(b)	(b)	<ul style="list-style-type: none"> - dirty / unhygienic / miserable / pathetic / full of woes and wants / uncertain future / blotted / life of disease and despair / impoverished / poor / bones peeping through skins / spectacles of mended glass / their time and space are foggy <p style="text-align: center;">(any one)</p>	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> - simile 	1 mark
			OR	
(a)	(a)	(a)	<ul style="list-style-type: none"> - beautiful mountain scene / landscape / scenery <p style="text-align: center;">(any one)</p>	1 mark
(b)	(b)	(b)	<ul style="list-style-type: none"> - keep ones' money and move ahead / not sharing / being indifferent / insensitive / don't stop by / don't buy their products <p style="text-align: center;">(any one)</p>	1 mark
(c)	(c)	(c)	<ul style="list-style-type: none"> - hurt the scenery / spoil the scenery / marring the landscape / harm the scenery / the existence of roadside stand <p style="text-align: center;">(any one)</p>	1 mark

(d)	(d)	(d)	immensely pained at – lack of concern of the city people / betrayed trust of the farmers / unexpressed sorrow of the farmers / unfulfilled promise of the politicians / the gullibility of the farmers (any one)	1 mark
8	8	8	Short answer type questions (Poetry) Questions are to be answered in 30-40 words. Distribution of marks: Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	(a)	(a)	– optimism – a hope to see her mother again – reassuring her mother – hiding her anxiety and fear – emotions hidden behind the smile – true feeling of loss and pain of separation (any two)	2 marks
(b)	(b)	(b)	– stillness – learn to be productive and constructive – emergence of new life uninterrupted – reserve energy to sprout (any two)	2 marks
(c)	(c)	(c)	– natural beauty / any object of beauty – sight of beautiful things – nurturing liveliness – sublimating influence of beautiful things – eternal beauty of nature (any two)	2 marks
(d)	–	–	– go on prancing / would outlive their creator / live a fearless and proud life / remain undeterred / exhibit their freedom (any one)	2 marks
–	(d)	–	– on a panel with needle – embroidered on canvas – worked with wool and ivory needles – making a tapestry (any one)	2 marks
			traits – fearless, proud, chivalrous, confident – well built – not scared of men (any one)	

-	-	(d)	<ul style="list-style-type: none"> - has a hidden and suppressed desire to be free - liberated like the tiger who are masters of their domain - to display spirit of freedom - alternate reality <p style="text-align: center;">(any two)</p>	2 marks
9	9	9	<p>Short answer type questions (Prose) Questions are to be answered in 30-40 words. Distribution of marks:</p> <p>Content:</p>	1 mark
			<p>Expression (deduct ½ mark for two or more grammatical/spelling mistakes)</p>	1 mark
			<p>Value points:</p>	
(a)	(a)	(a)	<ul style="list-style-type: none"> - initial excitement - felt regretful - guilt ridden for having neglected his lessons and escaping school - realised the worth of the teacher and the language - suddenly books became his prized possessions <p style="text-align: center;">(any two)</p>	2 marks
(b)	(b)	(b)	<ul style="list-style-type: none"> - victims of inhuman sahurars, middlemen, politicians, bureaucrats, policemen - stigma of caste and exploitation - no escape from the lineage <p style="text-align: center;">(any two)</p>	2 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> - it restored her faith in the belief that all human beings are basically good / had succeeded in bringing about a transformation in the peddler / his basic goodness had been awakened / peddler had not let her down <p style="text-align: center;">(any two)</p>	2 marks
(d)	--	-	<ul style="list-style-type: none"> - saw the play over and over again / very impressed / welcomed and highly appreciated <p style="text-align: center;">(any two)</p>	2 marks
-	(d)	--	<ul style="list-style-type: none"> - boss had invited them - a welcome change from their usual routine - good experience hosting 200 people with different nationalities - professionally staged plays <p style="text-align: center;">(any two)</p>	2 marks
--	--	(d)	<ul style="list-style-type: none"> - the sunrise and sunset scene in Jotham Valley so impressed them that those scenes were reproduced by Tamil Drama Companies for years to come - all Tamil plays had a scene of sunrise and sunset - used white background curtain and a tune played on the flute as used by MRA <p style="text-align: center;">(any two)</p>	2 marks

(e)	-	-	<ul style="list-style-type: none"> - felt comfortable in sharing her secrets with him - he listened patiently - she respected him and looked up to him - a link between her and the vast world outside - let her feel that he believed her <p style="text-align: center;">(any two)</p>	2 marks
--	(e)	-	<ul style="list-style-type: none"> - she wouldn't believe her - would spread it to everyone - could not keep secrets - good at spreading rumours <p style="text-align: center;">(any one)</p>	2 marks
--	-	(e)	<ul style="list-style-type: none"> - met him at the arcade while looking at the clothes at the Royce's window - he had invited her for a date - she asked him for his autograph but could not get it as he did not have a pen or paper <p style="text-align: center;">(any two)</p>	2 marks
			<p>Q 10 & 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.]</p>	
10	10	10	<p>Distribution of marks:</p> <p>Content</p>	5 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½]</p> <p>coherence and relevance of ideas and style [2½]</p>	5 marks
			<ul style="list-style-type: none"> - when 3 or 4 years old he was knocked down by the waves at California beach - childhood misadventure – near drowning experience at YMCA pool (details to be elaborated) - fear of water thereafter remained a handicap 	
			OR	
			<ul style="list-style-type: none"> - Prof at Univ of Bologna, Italy - likes to attend academic meeting - scholar in semiotics, does literary interpretation - writes academic text, children's books, newspaper articles, writes novels on Sundays, written 40 papers on scholarly works of non fiction 	

			<ul style="list-style-type: none"> - narrative style – informal, playful - research work – has qualities of creative style - The Name of the Rose – brought a lot of fame and large audience <p style="text-align: center;">(any four)</p>	
11	11	11	<p>Distribution of marks:</p> <p>Content:</p>	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p>	3 marks
			<p>Value Points:</p> <ul style="list-style-type: none"> - microscopic plants - nourish and sustain the food chain of the southern oceans - single celled plants – use sun’s energy to assimilate carbon and synthesise organic compounds <p style="text-align: center;">(any two)</p> <p>importance – the absence of phytoplankton will lead to</p> <ul style="list-style-type: none"> - depletion of ozone will affect phytoplankton - will affect all the marine birds / animals - carbon cycle will be affected - take care of small things to take care of big things <p style="text-align: center;">(any two)</p>	
			OR	
			<ul style="list-style-type: none"> - the way he welcomed the child accepting him as he was - told him – it’s important to see how you are inside than how you look outside - one cannot go through life being scared and alienated - not to brood over limitations but count on his blessings - enjoy simple joys of everyday living with people around and nature, ignoring the unpleasant - it’s one’s attitude that matters - individual makes a difference to the problem - extended unconditional love - inspired him with love for life - instilled confidence in him <p style="text-align: center;">(any four)</p>	
12	12	12	<p>Distribution of marks:</p> <p>Content:</p>	1 mark
			<p>Expression</p> <p>(deduct ½ mark for two or more grammatical/spelling mistakes)</p>	1 mark

			Value points:	
(a)	-	-	<ul style="list-style-type: none"> - the officer wanted to be photographed with the dead tiger and did not mind the actual killing be done by the Maharaja - feared that other British officers would turn up for tiger hunting / wanted to kill 100 tigers himself 	2 marks
-	(a)	-	<ul style="list-style-type: none"> - didn't allow British officer to hunt tiger - tiger hunting was banned to all except the king - he wanted to kill the tigers himself 	2 marks
-	-	(a)	<ul style="list-style-type: none"> - astrologer's prediction that he would be killed by 100th tiger - to eliminate all tigers to disprove the prophecy and ensure his own safety 	2 marks
(b)	-	-	<ul style="list-style-type: none"> - to inform that the General was in pain and needed Dr Sadao to visit him - thought servants had betrayed him / messenger had come to arrest him for sheltering an American 	2 marks
-	(b)	-	<ul style="list-style-type: none"> - while assisting Sadao in the surgery, Hana started retching and her distress and his inability to go to her - when he found the young American sitting up on the third day after the operation - his overall impatience with the situation since they were stuck with POW 	2 marks
-	-	(b)	<ul style="list-style-type: none"> - ruthless / beat his wife / torturer/ unkind / cruel - could' imagine the scars on the American prisoner after the cruelty meted to him by Governor if he were handed over to the authorities / worried about the safety of her husband / wished the POW will never be turned in to the authorities 	2 marks
(c)	(c)	(c)	<ul style="list-style-type: none"> - to hide his cropped hair / to pass off as McLeery - to hide his plan of escape 	2 marks
(d)	(d)	(d)	<ul style="list-style-type: none"> - cutting hair short was an indignity - against her custom - sign of mourning, cowardice and defeat - long hair – symbol of bravery 	2 marks