

# Secondary School Examination

## March 2010

### Marking Scheme ---- English (Language and Literature) (Outside) 2/1, 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 suggested answers. The content is thus indicative. If a student has given any other answer, which is different from the one given in the Marking Scheme, but conveys the meaning, such answers should be given full weightage.
2. 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. 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 a 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 is awarded whether the part in brackets is included or not.
8. Students 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, Q.12, Q.13 and Q.16 are meant to test the comprehension ability 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 3 or more than 3 marks, break-up of marks should be shown separately (as suggested in the Marking Scheme) and then totalled.
12. Some of the questions may relate to higher order thinking ability/skills (HOTS). These questions have been indicated separately by putting \* on the question number. These questions are to be evaluated carefully and the students' understanding/analytical ability may be judged.
13. 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.
14. Separate Marking Scheme for all the three sets has been given.

Q.No.	Expected Answer/Value Points	Set – 2/1	Distribution of Marks
1.	<p><b>Objectives:</b> To identify the main point of the text and to deduce the meanings of unfamiliar lexical items.</p> <p><b>Marking:</b> 1 mark for each correct value point. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p> <p>(a) to express friendship love, affection, goodwill, congratulations, thanks or get-well messages (any four) 2</p> <p>(b) scent bottles and mud tables (with the inscription “good luck to you”) 1 + 1 = 2</p> <p>(c) by a branch of the Olive tree 1</p> <p>(d) became very ordinary and uninteresting 1 + 1 = 2</p> <p>(e) sending greeting cards became convenient 1</p> <p>(f) British 1</p> <p>(g) (i) usually 1</p> <p>(ii) greatly 1</p> <p>(h) gratitude 1</p>		12 marks
2.	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meaning of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct value point. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p> <p>(a) asking new questions 1</p> <p>(b) could not decide, which was good and which was not? OR Could not definitely say, one thing was good and the other was not 2</p> <p>(c) put the same type of question to the daughter/asked whether the sun was good or the sky 1</p> <p>(d) –both were beautiful 1 + 1 = 2 –close and inseparable</p> <p>(e) –difficult to tell which one object was good 1 + 1 = 2 –changed the pattern of asking questions/what was good in one object</p>		8 Marks
3.	<p style="text-align: center;"><b>SECTION B (Writing) 20 Marks</b></p> <p><b>Letter Writing</b></p> <p><b>Objective:</b> To use an appropriate style and format to write a letter of complaint, requests etc. (formal) and to family and friends etc. (informal) - To plan, organize and present ideas coherently</p> <p><b>Marking:</b> Marking should be in accordance with the following writing assessment scale</p> <p>- <b>Format/Layout</b> : 2 marks</p> <p>- <b>Content</b> : 3 marks</p> <p>- <b>Expression</b> : 3 Marks</p> <p>* Grammatical accuracy, appropriate words and spellings (1 ½)</p> <p>* Coherence and relevance of ideas and style (1 1/2)</p>		

**Format/Layout :** layout includes sender's address, data, designation and address of addressee, subject, salutation, complementary close etc. according to requirement

Under **content**, credit should be given for the candidate's creativity in presenting his/her own ideas.

**Note :** - No mark is to be awarded if the content is not given

-Use of both the traditional and the new format is permitted

However mixing of the two is **NOT acceptable**

**Value Points** both for **Option I (informal letter)** and **option II (formal letter)** are provided in the question paper itself.

4. **Article/ Paragraph**

**Objective:** To use an appropriate style to write an article, a paragraph etc. expressing your opinion.

- To plan, organize and present ideas coherently.
- To present an argument

**Marking: (Article) Option I** Marking should be in accordance with the flowing writing assessment scale

- **Format** (Title/Heading; name) : 1 mark
- **Content** : 4 marks
- **Expression** : 3 marks

\* Grammatical accuracy, appropriate words and spellings (1 ½)

\* Coherence and relevance of ideas and style (1 ½)

- Under **content**, credit should be given for the candidate's creativity in presenting his/her own ideas.
- Value points given below are suggestive only. Any other relevant point given by the student may be accepted.

**Articles – Value Points:**

- Tourist spots littered with plastic plates, broke bottles, excess foods
- Inculcate good civic habits

Do's :- Have a sense of belongingness

:- throw the litter in the dustbins

:- advise your children to do the same

:- ask the authorities to put sign boards at the places

Don't:- Don't spoil the lawns

:- Advise others also not to do it as a responsible citizen

**OR**

**Marking: (Paragraph) Option II** Marking should be in accordance with the following writing assessment scale

- **Format** (Title/Heading) : 1 mark
- **Content** : 4 marks
- **Expression** : 3 marks

\* Grammatical accuracy, appropriate words and spellings (1 ½)

\* Coherence and relevance of ideas and style (1 ½)

- Under **content**, credit should be given for the candidate's creativity in presenting his/her own ideas.

**8 Marks**

	<p><b>Paragraph:</b> The detailed <b>value points</b> are provided in the question paper itself</p>	
5	<p><b>Report Writing</b></p> <p><b>Objective:</b> To use an appropriate style to write a report, notice, paragraph etc. expressing opinion</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking:</b> Marking should be in accordance with the following writing assessment scale</p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Headline/dateline; Reporter) : 1 mark</li> <li>- <b>Content</b> : 2 marks</li> <li>- <b>Expression</b> : 1 mark</li> <li>* Grammatical accuracy, appropriate words and spellings (1/2)</li> <li>* Coherence and relevance of ideas and style (1/2).</li> </ul> <p><b>Note:</b> Under content credit should be given for the candidate's creativity in presenting his / her own ideas. The detailed <b>value points</b> are provided in the question paper itself</p>	4 Marks
6	<p style="text-align: center;"><b>SECTION C (Grammar) 15 Marks</b></p> <p><b>Objective:</b> To use grammatical items accurately and appropriately.</p> <p><b>Marking:</b> ½ mark for each correct answer</p> <p>(a) nowhere - anywhere/_everywhere (b) it - this (c) call - called (d) metre - metres (e) in - of (f) find - found</p>	1/2 X 6 = 3 Marks
7	<p><b>Objective :</b> To test the use of non-finites</p> <p><b>Marking:</b> 1/2 mark for each correct answer</p> <p>(a) provided (b) stealing (c) committing (d) to sell</p>	1/2 X 4 = 2 Marks
8	<p><b>Objective:</b> To use the test of reported speech (narration).</p> <p><b>Marking:</b> 3 marks ( one mark for each blank)</p> <p>(a) why she was looking so disturbed (b) that she had got a big test (c) she was very nervous</p>	3 Marks
9.	<p><b>Objective:</b> To reorder sense groups into a syntactically coherent and complete sentences.</p> <p><b>Marking:</b> 2 marks ( one mark for each blank)</p>	

	<p>(a) Tiger is the largest member of the cat family.</p> <p>(b) People admire the tiger for its strength and beauty</p>	2 Marks
*10	<p><b>Objective:</b> To test the use of Passive Voice</p> <p><b>Marking:</b> 3 marks ( one mark for each blank)</p> <p>(a) is increased by short brisk exercise</p> <p>(b) are made to feel</p> <p>(c) are improved</p>	3 Marks
*11	<p><b>Objective:</b> To test the ability to form appropriate words specially nouns, adjectives, verbs, adverbs etc.</p> <p><b>Marking</b> 2 marks (1/2 mark for each correct answer)</p> <p>(a) recently</p> <p>(b) involvement</p> <p>(c) stolen</p> <p>(d) interrogation</p>	2 Marks
<p><b>SECTION D (Text Books)      45 Marks</b></p>		
12	<p><b>Objective:</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) death of her son</p> <p>(b) carried the dead child to her neighbours and asking for Medicines</p> <p>(c) had lost her senses</p> <p>(d) Salyamuni / Buddha</p> <p>(e) 'At length'</p>	<p>1</p> <p>(1/2 + 1/2)</p> <p>1</p> <p>1</p> <p>1</p> <p>5 Marks</p>
13	<p><b>Objective:</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) Maddie</p> <p>(b) Yes, didn't mean to hurt her</p> <p>(c) to find / meet Wanda</p> <p>(d) badly</p>	<p>1</p> <p>1 + 1</p> <p>1</p> <p>1</p> <p>5 Marks</p>
14	<p><b>Objective:</b> To test knowledge and extrapolation of the text</p> <p><b>Marking:</b> Content 4 marks; Expression 2 marks</p> <p>- young seagull was afraid of flying because of the vast expanse of sea beneath</p> <p>- left alone for 24 hours, left to starve</p> <p>- desperate with hunger</p> <p>- mother takes a piece of fish within his reach but not nearer</p> <p>- dived at the fish - falls into space</p> <p>- wings spread - begins to. soar</p>	



	<p style="text-align: center;"><b>OR</b></p> <p>Essential</p> <ul style="list-style-type: none"> <li>- Presence of Bakers in the Gaon village - a must</li> <li>- Marriage gifts meaningless without the sweet bread - 'the bol'</li> <li>- Party or a feast loses its charm without bread</li> <li>- On the occasion of daughters' engagement - lady of the house must prepare sandwiches</li> <li>- Christmas - cakes and bolinhas , a must</li> </ul>	6 marks
15	<p><b>Objective:</b> To test local and global knowledge of the play.</p> <p><b>Marks:</b> Content 2 marks; Expression 2 marks</p> <ul style="list-style-type: none"> <li>- falls into an easy chair, begins to wail</li> <li>- asks her father to bring Lomov back quickly</li> <li>- blames her father for Lomov's going out of their house</li> <li>- yells at him to fetch him</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- Chubukov - misunderstands that Lomov had come to borrow money</li> <li>- Lomov said - had come to trouble him with a request for help</li> <li>- did not reveal his purpose of coming directly</li> </ul>	4 Marks
16	<p><b>Objective:</b> To test local and global understanding of the poem</p> <p><b>Marks:</b> 4 marks (1 each)</p> <ul style="list-style-type: none"> <li>(a) in the jungles in the east</li> <li>(b) - large and tawny               <ul style="list-style-type: none"> <li>- roars</li> </ul> </li> <li>(c) afraid / feeling of death</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>(a) the author/the poet/Adrienne Rich</li> <li>(b) writing letters</li> <li>(c) - inside the house;               <ul style="list-style-type: none"> <li>- now moving outside</li> </ul> </li> </ul>	<p>1</p> <p>2</p> <p>1</p> <p>4 marks</p>
17	<p><b>Objective:</b> To test the knowledge of theme as contained in the poem</p> <p><b>Marking:</b> 3 marks ( Content: 2 , Expression: 1 )</p> <ul style="list-style-type: none"> <li>(a) - is a dragon               <ul style="list-style-type: none"> <li>- bravest and the fiercest of them all</li> <li>- wants a nice safe cage for him, shows his basic nature of being calm and quiet - the effect of parody which the poet wants to create</li> </ul> </li> <li>(b) - the one who is playing with the ball               <ul style="list-style-type: none"> <li>- state of grief, sadness, disappointment</li> <li>- ball fallen down into the water - can't be retrieved</li> </ul> </li> </ul>	<p>3</p> <p>3</p>

	<p>(c) - the animals</p> <ul style="list-style-type: none"> <li>- the discussions/ the logic/ the reasons about subjects of philosophy or religion which the animals do not indulge in</li> </ul> <p style="text-align: right;">( any two)</p>	3	6 Marks
18	<p><b>Objective :</b> To test knowledge and appreciation of the text</p> <p><b>Marking:</b> 8 marks</p> <p style="padding-left: 40px;">Content      5 marks</p> <p style="padding-left: 40px;">Expression: 3 marks</p> <ul style="list-style-type: none"> <li>- pretty lady, born into a family of clerks as if 'through an error of destiny'</li> <li>- thinks herself born for delicacies and luxuries</li> <li>- marries a clerk with all discomforts</li> <li>- borrows a necklace for her vanity, pretensions and false ego – lost/stolen</li> <li>- suffers a needles,? sacrifice for ten years to pay the debt ( does all sorts menial Jobs) - becomes a strong, hard, crude woman of the poor household</li> <li>- remains unhappy the whole of her life</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- brilliant scientist, invented a rare drug, could make himself invisible</li> <li>- removed his clothes to become invisible after setting fire to his landlord's house</li> <li>- escaped easily from the boys who followed his footprints in London</li> <li>- robbed a London store - took off his clothes quickly when chased</li> <li>- escaped after hitting and robbing a shop keeper</li> <li>- escaped the people and the constable, throwing off one garment after the other, hitting them with blows</li> </ul>	8 Marks	
19	<p><b>Objective :</b> To test the knowledge and understanding of the text</p> <p><b>Marking:</b> 4 marks ( Content: 2 , Expression. 2 )</p> <ul style="list-style-type: none"> <li>- Mrs. Pumphrey sent fresh eggs, two dozen at a time to build up Tricki's strength</li> <li>- Herriot and his partners began to take two eggs each in breakfast</li> <li>- then bottles of wine began to arrive to enrich Trick's blood</li> <li>- began a ceremony to take two glasses of wine before and several during the meal</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- tells him about the police being called</li> <li>- called for extra protection for such an important paper</li> <li>- Max would be afraid, would jump out of the balcony, the story of which he had cooked - would get rid of him</li> </ul>	4 Marks	
20	<p><b>Objective:</b> To test the knowledge and understanding of the text</p> <p><b>Marking:</b> 3 marks ( Content: 2 , Expression: 1 )</p> <ul style="list-style-type: none"> <li>- lawyer ordered to go back to New Mullion to fetch Lutkins</li> <li>- with him went a man who had worked with Lutkins</li> <li>- saw Bill, the hack driver with Lutkin's mother talking and laughing at the platform</li> <li>- companion told the lawyer that Bill was Lutkins himself</li> </ul>		

	<p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- became a champion debater and public speaker</li> <li>- a good canoeist and all-around outdoors-person</li> <li>- an expert photographer, particularly of nature and scientific exhibits</li> <li>- devoted a lot of energy towards the Debating and Model United Nations Clubs</li> </ul>	<p style="text-align: center;"><b>3 Marks</b></p>
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Q.No.	Expected Answer/Value Points	Distribution of Marks
1.	(g) (i) fully (ii) increasingly (h) coated	1 1 1
2.	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meaning of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct value point. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p> <p>(f) asking new questions (g) could not decide, which was good and which was not? OR Could not definitely say, one thing was good and the other was not (h) put the same type of question to the daughter/asked whether the sun was good or the sky (i) –both were beautiful –close and inseparable (j) –difficult to tell which one object was good –changed the pattern of asking questions/what was good in one object</p> <p style="text-align: center;"><b>SECTION B (Writing)      20 Marks</b></p>	<p>1 1 1</p> <p>1</p> <p>2</p> <p>1 1 + 1 = 2</p> <p>1 + 1 = 2 <b>8 Marks</b></p>
3.	<p><b>Letter Writing</b> <b>Objective:</b> To use an appropriate style and format to write a letter of complaint, requests etc. (formal) and to family and friends etc. (informal) - To plan, organize and present ideas coherently <b>Marking:</b> Marking should be in accordance with the following writing assessment scale - <b>Format/Layout</b> : 2 marks - <b>Content</b> : 3 marks - <b>Expression</b> : 3 Marks * Grammatical accuracy, appropriate words and spellings (1 ½) * Coherence and relevance of ideas and style (1 1/2) <b>Format/Layout :</b> layout includes sender's address, data, designation and address of addressee, subject, salutation, complementary close etc. according to requirement Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas. <b>Note :</b> - No mark is to be awarded if the content is not given -Use of both the traditional and the new format is permitted However mixing of the two is <b>NOT acceptable</b></p> <p><b>Value Points</b> both for <b>Option I (informal letter)</b> and <b>option II (formal letter)</b> are provided in the question paper itself.</p>	

4	<p><b>Article/ Paragraph</b></p> <p><b>Objective:</b> To use an appropriate style to write an article, a paragraph etc. expressing your opinion.</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking: (Article) Option I</b> Marking should be in accordance with the flowing writing assessment scale</p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Title/Heading; name) : 1 mark</li> <li>- <b>Content</b> : 4 marks</li> <li>- <b>Expression</b> : 3 marks</li> <li>* Grammatical accuracy, appropriate words and spellings (1 ½)</li> <li>* Coherence and relevance of ideas and style (1 ½)</li> <li>- Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas.</li> <li>- Value points given below are suggestive only. Any other relevant point given by the student may be accepted.</li> </ul> <p><b>Articles – Value Points:</b></p> <ul style="list-style-type: none"> <li>- Tourist spots littered with plastic plates, broke bottles, excess foods</li> <li>- Inculcate good civic habits</li> </ul> <p>Do's :- Have a sense of belongingness</p> <ul style="list-style-type: none"> <li>:- throw the litter in the dustbins</li> <li>:- advise your children to do the same</li> <li>:- ask the authorities to put sign boards at the places</li> </ul> <p>Don't:- Don't spoil the lawns</p> <ul style="list-style-type: none"> <li>:- Advise others also not to do it as a responsible citizen</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Marking: (Paragraph) Option II</b> Marking should be in accordance with the following writing assessment scale</p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Title/Heading) : 1 mark</li> <li>- <b>Content</b> : 4 marks</li> <li>- <b>Expression</b> : 3 marks</li> <li>* Grammatical accuracy, appropriate words and spellings (1 ½)</li> <li>* Coherence and relevance of ideas and style (1 ½)</li> <li>- Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas.</li> </ul> <p><b>Paragraph:</b> The detailed <b>value points</b> are provided in the question paper itself</p>	8 Marks
5	<p><b>Report Writing</b></p> <p><b>Objective:</b> To use an appropriate style to write a report, notice, paragraph etc. expressing opinion</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking:</b> Marking should be in accordance with the following writing assessment scale</p>	

	<p>- <b>Format</b> (Headline/dateline; Reporter) : 1 mark          - <b>Content</b> : 2 marks          - <b>Expression</b> : 1 mark          * Grammatical accuracy, appropriate words and spellings (1/2)          * Coherence and relevance of ideas and style (1/2)</p> <p><b>Note:</b>          Under content credit should be given for the candidate's creativity in presenting his / her own ideas.          The detailed <b>value points</b> are provided in the question paper itself</p>	<b>4 Marks</b>
	<b>SECTION C (Grammar) 15 Marks</b>	
<b>6</b>	<p><b>Objective:</b> To use grammatical items accurately and appropriately.</p> <p><b>Marking:</b> 1/2 mark for each correct answer</p> <p>(a) the - <u>a</u>          (b) looked - <u>looking</u>          (c) has - <u>had</u>          (d) it - <u>them</u>          (e) picture - <u>pictures</u>          (f) He - <u>She</u></p>	1/2 x 6 = 3 marks
<b>7</b>	<p><b>Objective :</b> To test the use of non-finites</p> <p><b>Marking:</b> 1/2 mark for each correct answer</p> <p>(a) provided          (b) stealing          (c) committing          (d) to sell</p>	1/2 X 4 = 2 Marks
<b>8</b>	<p><b>Objective:</b> To use the test of reported speech (narration)</p> <p><b>Marking:</b> 3 marks (one mark for each blank)</p> <p>(a) that he hadn't prepared his lesson          (b) not to worry          (c) if he wanted</p>	
<b>9</b>	<p><b>Objective :</b> To reorder sense groups into a syntactically coherent and complete sentences</p> <p><b>Marking:</b> 2 marks ( one mark for each blank)</p> <p>(a) He was suspended from the university for political activities.          (b) He was imprisoned many times during the 1950's.</p>	3  <b>2 Marks</b>
<b>10</b>	<p><b>Objective:</b> To test the use of Passive Voice</p> <p><b>Marking:</b> 3 marks ( one mark for each blank)</p> <p>(a) is increased by short brisk exercise          (b) are made to feel          (c) are improved</p>	<b>3 Marks</b>

11	<p><b>Objective:</b> To test the ability to form appropriate words specially nouns, adjectives, verbs, adverbs etc.</p> <p><b>Marking</b> 2 marks (1/2 mark for each correct answer)</p> <p>(a) recently (b) involvement (c) stolen (d) interrogation</p>	3 Marks
<b>SECTION D (Text Books) 45 Marks</b>		
12	<p><b>Objective:</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) death of her son (b) carried the dead child to her neighbours and asking for Medicines (c) had lost her senses (d) Salyamuni / Buddha (e) 'At length'</p>	<p>1 (1/2 + 1/2) 1 1 1 5 Marks</p>
13	<p><b>Objective :</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) democratic I (b) through (fair and free) elections (c) saluted and pledged their loyalty (d) many years before would have arrested him (e) demonstration</p>	<p>1 1 1/2 + 1/2 1 1 5 Marks</p>
14	<p><b>Objective :</b> To test knowledge and extrapolation of the text.</p> <p><b>Marking:</b> Content 4 marks; Expression 2 marks</p> <p>- Yes - nobody knows the address of God - simple man, has unflinching faith in God - crop destroyed - believes none could help him except God - writes a letter, asks for money - gets lesser amount than asked for - sure - God could neither commit mistake, nor would send less - doubts the integrity of the post office employees</p> <p style="text-align: center;"><b>OR</b></p> <p><u>Chinese legend :</u> Chinese emperor - boiled water before drinking - twigs burning under the pot fell into the water - gave delicious flavour - twigs were tea leaves <u>Indian legend :</u> Buddhist ascetic, Bodhidharma - cut off his eyelids because felt sleepy during meditations - ten tea plants grew out of the eyelids - when put in hot water and drunk banished sleep</p>	6 Marks



15	<p><b>Objective:</b> To test local and global knowledge of the play.</p> <p><b>Marks:</b> Content 2 marks; Expression 2 marks</p> <ul style="list-style-type: none"> <li>- falls into an easy chair, begins to wail</li> <li>- asks her father to bring Lomov back quickly</li> <li>- blames her father for Lomov's going out of their house</li> <li>- yells at him to fetch him</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- Chubukov - misunderstands that Lomov had come to borrow money</li> <li>- Lomov said - had come to trouble him with a request for help</li> <li>- did not reveal his purpose of coming directly</li> </ul>	<b>4 Marks</b>
16	<p><b>Objective:</b> To test local and global understanding of the poem</p> <p><b>Marks:</b> 4 marks (1 each)</p> <p>(a) in the jungles in the east</p> <p>(b) - large and tawny</p> <p style="padding-left: 40px;">- roars</p> <p>(c) afraid / feeling of death</p> <p style="text-align: center;"><b>OR</b></p> <p>(a) the author/the poet/Adrienne Rich</p> <p>(b) writing letters</p> <p>(c) - inside the house;</p> <p style="padding-left: 40px;">- now moving outside</p>	<p>1</p> <p>2</p> <p>1</p> <p><b>4 marks</b></p>
17	<p><b>Objective:</b> To test the knowledge of theme as contained in the poem</p> <p><b>Marking:</b> 3 marks ( Content: 2 , Expression: 1 )</p> <p>(a) - is a dragon</p> <ul style="list-style-type: none"> <li>- bravest and the fiercest of them all</li> <li>- wants a nice safe cage for him, shows his basic nature of being calm and quiet - the effect of parody which the poet wants to create</li> </ul> <p>(b) - the one who is playing with the ball</p> <ul style="list-style-type: none"> <li>- state of grief, sadness, disappointment</li> <li>- ball fallen down into the water - can't be retrieved</li> </ul> <p>(c) - the animals</p> <ul style="list-style-type: none"> <li>- the discussions/ the logic/ the reasons about subjects of philosophy or religion which the animals do not indulge in</li> </ul> <p style="text-align: right;"><b>( any two)</b></p>	<p>3</p> <p>3</p> <p>3</p> <p><b>6 Marks</b></p>



18	<p><b><u>Objective :</u></b> To test knowledge and appreciation of the text</p> <p><b><u>Marking</u></b> 8 marks  Content 5 marks  Expression: 3 marks</p> <ul style="list-style-type: none"> <li>- agreed for the sake of her parents</li> <li>- their honour at stake due to existing social custom</li> <li>- rejected him because the bridegroom proved 'greedy, mean and contemptible coward'</li> <li>- demanded dowry for she had pock-marks on her face</li> <li>- remained no longer 'a dumb - cow' but became an independent girl of great confidence (due to ~he efforts of her teacher)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Lady in red - outwitted Horace, dressed in red, appeared at the door just at the right time (when he was ready to break open the safe) - posed as house mistress - threatened to call police - Horace got unnerved requested her to let go - told him to have forgotton the number to open the safe - wanted her jewels - agreed - offered his lighter for her cigarette to please her - took off his gloves - left his fingerprints - arrested</p>	8 marks
19	<p><b><u>Objective :</u></b> To test the knowledge and understanding of the text</p> <p><b><u>Marking:</u></b> 4 marks ( Content: 2 , Expression. 2 )</p> <ul style="list-style-type: none"> <li>- Mrs. Pumphrey sent fresh eggs, two dozen at a time to build up Tricki's strength</li> <li>- Herriot and his partners began to take two eggs each in breakfast</li> <li>- then bottles of wine began to arrive to enrich Trick's blood</li> <li>- began a ceremony to take two glasses of wine before and several during the meal</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- tells him about the police being called</li> <li>- called for extra protection for such an important paper</li> <li>- Max would be afraid, would jump out of the balcony, the story of which he had cooked - would get rid of him</li> </ul>	4 marks
20	<p><b><u>Objective:</u></b> To test the knowledge and understanding of the text</p> <p><b><u>Marking:</u></b> 3 marks ( Content: 2 , Expression: 1 )</p> <ul style="list-style-type: none"> <li>- lawyer ordered to go back to New Mullion to fetch Lutkins</li> <li>- with him went a man who had worked with Lutkins</li> <li>- saw Bill, the hack driver with Lutkin's mother talking and laughing at the platform</li> <li>- companion told the lawyer that Bill was Lutkins himself</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- became a champion debater and public speaker</li> <li>- a good canoeist and all-around outdoors-person</li> <li>- an expert photographer, particularly of nature and scientific exhibits</li> <li>- devoted a lot of energy towards the Debatino and Model United Nations Clubs</li> </ul>	3 marks

Q.No.	Expected Answer/Value Points	Distribution of Marks
1.	(g) (i) postal (ii) regional (h) convenient	1 1 1
2.	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meaning of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct value point. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p> <p>(k) asking new questions (l) could not decide, which was good and which was not? OR Could not definitely say, one thing was good and the other was not (m) put the same type of question to the daughter/asked whether the sun was good or the sky (n) –both were beautiful –close and inseparable (o) –difficult to tell which one object was good –changed the pattern of asking questions/what was good in one object</p> <p style="text-align: center;"><b>SECTION B (Writing)      20 Marks</b></p>	<p>1</p> <p>2</p> <p>1</p> <p>1 + 1 = 2</p> <p>1 + 1 = 2</p> <p><b>8 Marks</b></p>
3.	<p><b>Letter Writing</b> <b>Objective:</b> To use an appropriate style and format to write a letter of complaint, requests etc. (formal) and to family and friends etc. (informal) - To plan, organize and present ideas coherently <b>Marking:</b> Marking should be in accordance with the following writing assessment scale - <b>Format/Layout</b> : 2 marks - <b>Content</b> : 3 marks - <b>Expression</b> : 3 Marks * Grammatical accuracy, appropriate words and spellings (1 ½) * Coherence and relevance of ideas and style (1 1/2) <b>Format/Layout :</b> layout includes sender's address, data, designation and address of addressee, subject, salutation, complementary close etc. according to requirement Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas. <b>Note :</b> - No mark is to be awarded if the content is not given - Use of both the traditional and the new format is permitted However mixing of the two is <b>NOT acceptable</b></p> <p><b>Value Points</b> both for <b>Option I (informal letter)</b> and <b>option II (formal letter)</b> are provided in the question paper itself.</p>	

4	<p><b>Article/ Paragraph</b></p> <p><b>Objective:</b> To use an appropriate style to write an article, a paragraph etc. expressing your opinion.</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking: (Article) Option I</b> Marking should be in accordance with the following writing assessment scale</p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Title/Heading; name) : 1 mark</li> <li>- <b>Content</b> : 4 marks</li> <li>- <b>Expression</b> : 3 marks</li> <li>* Grammatical accuracy, appropriate words and spellings (1 ½)</li> <li>* Coherence and relevance of ideas and style (1 ½)</li> <li>- Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas.</li> <li>- Value points given below are suggestive only. Any other relevant point given by the student may be accepted.</li> </ul> <p><b>Articles – Value Points:</b></p> <ul style="list-style-type: none"> <li>- Tourist spots littered with plastic plates, broke bottles, excess foods</li> <li>- Inculcate good civic habits</li> </ul> <p>Do's :- Have a sense of belongingness  :- throw the litter in the dustbins  :- advise your children to do the same  :- ask the authorities to put sign boards at the places</p> <p>Don't:- Don't spoil the lawns  :- Advise others also not to do it as a responsible citizen</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Marking: (Paragraph) Option II</b> Marking should be in accordance with the following writing assessment scale</p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Title/Heading) : 1 mark</li> <li>- <b>Content</b> : 4 marks</li> <li>- <b>Expression</b> : 3 marks</li> <li>* Grammatical accuracy, appropriate words and spellings (1 ½)</li> <li>* Coherence and relevance of ideas and style (1 ½)</li> <li>- Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas.</li> </ul> <p><b>Paragraph:</b> The detailed <b>value points</b> are provided in the question paper itself</p>	8 Marks
5	<p><b>Report Writing</b></p> <p><b>Objective:</b> To use an appropriate style to write a report, notice, paragraph etc. expressing opinion</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking:</b> Marking should be in accordance with the following writing assessment scale</p>	

	<p>- <b>Format</b> (Headline/dateline; Reporter) : 1 mark</p> <p>- <b>Content</b> : 2 marks</p> <p>- <b>Expression</b> : 1 mark</p> <p>* Grammatical accuracy, appropriate words and spellings (1/2)</p> <p>* Coherence and relevance of ideas and style (1/2)</p> <p><b>Note:</b> Under content credit should be given for the candidate's creativity in presenting his / her own ideas. The detailed <b>value points</b> are provided in the question paper itself</p>	<b>4 Marks</b>
	<b>SECTION C (Grammar) 15 Marks</b>	
6	<p><b>Objective:</b> To use grammatical items accurately and appropriately.</p> <p><b>Marking:</b> 1/2 mark for each correct answer</p> <p>(a) any - <u>nothing</u></p> <p>(b) knew - <u>know</u></p> <p>(c) or - <u>and</u></p> <p>(d) legend - <u>legends</u></p> <p>(e) he - <u>she</u></p> <p>(f) a - <u>the</u></p>	1/2 x 6 = 3 marks
7	<p><b>Objective :</b> To test the use of non-finites</p> <p><b>Marking:</b> 1/2 mark for each correct answer</p> <p>(a) provided</p> <p>(b) stealing</p> <p>(c) committing</p> <p>(d) to sell</p>	1/2 X 4 = 2 Marks
8	<p><b>Objective:</b> To use the test of reported speech (narration)</p> <p><b>Marking:</b> 3 marks (one mark for each blank)</p> <p>(a) what she did</p> <p>(b) she had a day off</p> <p>(c) that she enjoyed sitting in the park</p>	<b>3 Marks</b>
9	<p><b>Objective :</b> To reorder sense groups into a syntactically coherent and complete sentences</p> <p><b>Marking:</b> 2 marks ( one mark for each blank)</p> <p>(a) He was released from jail in February 1990.</p> <p>(b) He was elected the President of South Africa in 1994.</p>	<b>2 Marks</b>
10	<p><b>Objective:</b> To test the use of Passive Voice</p> <p><b>Marking:</b> 3 marks ( one mark for each blank)</p> <p>(a) is increased by short brisk exercise</p> <p>(b) are made to feel</p> <p>(c) are improved</p>	<b>3 Marks</b>

11	<p><b>Objective:</b> To test the ability to form appropriate words specially nouns, adjectives, verbs, adverbs etc.</p> <p><b>Marking</b> 2 marks (1/2 mark for each correct answer)</p> <p>(a) recently (b) involvement (c) stolen (d) interrogation</p>	3 Marks
<b>SECTION D (Text Books) 45 Marks</b>		
12	<p><b>Objective:</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) death of her son (b) carried the dead child to her neighbours and asking for Medicines (c) had lost her senses (d) Salyamuni / Buddha (e) 'At length'</p>	<p>1 (1/2 + 1/2) 1 1 1 5 Marks</p>
13	<p><b>Objective :</b> To test local and global understanding of prose passage</p> <p><b>Marking:</b> 1 mark for each value point.</p> <p>(a) Coorg (b) perfect weather; some showers (c) smell of coffee (d) invigorating</p>	<p>1 1 + 1 1 1 5 Marks</p>
14	<p><b>Objective :</b> To test knowledge and extrapolation of the text.</p> <p><b>Marking:</b> Content 4 marks; Expression 2 marks</p> <p>- thriftily saved whatever coins came her way - resisted the temptation of buying pepper mints, toys, balloons etc - stifled the desire to ride the merry-go-round in the village fair - saved total of sixty paisa - a young cow, tail high in the air, running fast in the middle of the road right in front of the bus, made her laugh - bus slowed - driver honked - cow frightened - became faster but always right in front of the bus</p> <p style="text-align: center;"><b>OR</b></p> <p>- the old fogey' (an old fashioned teacher) as called by Anne - disciplinarian, does not tolerate talking in the class - believes in rendering mild punishment (assigns extra home work on the same subject three times ) - unpredictable - takes the joke in the right spirit (not expected by Anne) didn't punish her after that - humorous - reads the poem to several</p>	6 Marks



15	<p><b>Objective:</b> To test local and global knowledge of the play.</p> <p><b>Marks:</b> Content 2 marks; Expression 2 marks</p> <ul style="list-style-type: none"> <li>- falls into an easy chair, begins to wail</li> <li>- asks her father to bring Lomov back quickly</li> <li>- blames her father for Lomov's going out of their house</li> <li>- yells at him to fetch him</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- Chubukov - misunderstands that Lomov had come to borrow money</li> <li>- Lomov said - had come to trouble him with a request for help</li> <li>- did not reveal his purpose of coming directly</li> </ul>	<b>4 Marks</b>
16	<p><b>Objective:</b> To test local and global understanding of the poem</p> <p><b>Marks:</b> 4 marks (1 each)</p> <ul style="list-style-type: none"> <li>(a) in the jungles in the east</li> <li>(b) - large and tawny               <ul style="list-style-type: none"> <li>- roars</li> </ul> </li> <li>(c) afraid / feeling of death</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>(a) the author/the poet/Adrienne Rich</li> <li>(b) writing letters</li> <li>(c) - inside the house;               <ul style="list-style-type: none"> <li>- now moving outside</li> </ul> </li> </ul>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">1</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">2</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">1</span> </div> <div style="margin-top: 20px;"> <b>4 marks</b> </div> </div>
17	<p><b>Objective:</b> To test the knowledge of theme as contained in the poem</p> <p><b>Marking:</b> 3 marks ( Content: 2 , Expression: 1 )</p> <ul style="list-style-type: none"> <li>(a) - is a dragon               <ul style="list-style-type: none"> <li>- bravest and the fiercest of them all</li> <li>- wants a nice safe cage for him, shows his basic nature of being calm and quiet - the effect of parody which the poet wants to create</li> </ul> </li> <li>(b) - the one who is playing with the ball               <ul style="list-style-type: none"> <li>- state of grief, sadness, disappointment</li> <li>- ball fallen down into the water - can't be retrieved</li> </ul> </li> <li>(c) - the animals               <ul style="list-style-type: none"> <li>- the discussions/ the logic/ the reasons about subjects of philosophy or religion which the animals do not indulge in</li> </ul> </li> </ul> <p style="text-align: right;"><b>( any two)</b></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">3</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">3</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span style="margin-right: 10px;">3</span> </div> <div style="margin-top: 20px;"> <b>6 Marks</b> </div> </div>

18	<p><b>Objective :</b> To test knowledge and appreciation of the text</p> <p><b>Marking</b> 8 marks  Content 5 marks  Expression: 3 marks</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- Anil, a writer, simple, kind, noble minded</li> <li>- trusting and generous - gives keys to Hari Singh, a thief - teaches him to cook, read and write</li> <li>- didn't mind Hari Singh making money - cheated Anil in daily purchases</li> <li>- stole 600 rupees - brought back (conscience pricked) - put under arrest</li> <li>- didn't expose - gave him opportunity to reform</li> <li>- Hari Singh turns a respectable man by his love and sympathy</li> </ul>	
	<p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- Martians tried to invade</li> <li>- one old book of nursery rhymes saved the earth</li> <li>- Think-Tank misinterpreted the nursery rhymes</li> <li>- How does your garden grow? With cockle shells and silver bells ... ' is interpreted as : <ul style="list-style-type: none"> <li>- earthlings know how to combine agriculture and mining - grow high explosives - might be launching an interplanetary attack of millions of cows</li> </ul> </li> <li>- thinks Humpty Dumpty's picture as his own - 'had a great fall' is interpreted as a plan to capture him and Mars Central Control</li> <li>- orders space people to leave earth at once</li> <li>- world saved</li> </ul>	8 marks
19	<p><b>Objective :</b> To test the knowledge and understanding of the text</p> <p><b>Marking:</b> 4 marks ( Content: 2 , Expression. 2 )</p> <ul style="list-style-type: none"> <li>- Mrs. Pumphrey sent fresh eggs, two dozen at a time to build up Tricki's strength</li> <li>- Herriot and his partners began to take two eggs each in breakfast</li> <li>- then bottles of wine began to arrive to enrich Trick's blood</li> <li>- began a ceremony to take two glasses of wine before and several during the meal</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- tells him about the police being called</li> <li>- called for extra protection for such an important paper</li> <li>- Max would be afraid, would jump out of the balcony, the story of which he had cooked - would get rid of him</li> </ul>	4 marks
20	<p><b>Objective:</b> To test the knowledge and understanding of the text</p> <p><b>Marking:</b> 3 marks ( Content: 2 , Expression: 1 )</p> <ul style="list-style-type: none"> <li>- lawyer ordered to go back to New Mullion to fetch Lutkins</li> <li>- with him went a man who had worked with Lutkins</li> <li>- saw Bill, the hack driver with Lutkin's mother talking and laughing at the platform</li> <li>- companion told the lawyer that Bill was Lutkins himself</li> </ul>	

**OR**

**3 marks**

- became a champion debater and public speaker
- a good canoeist and all-around outdoors-person
- an expert photographer, particularly of nature and scientific exhibits
- devoted a lot of energy towards the Debating and Model United Nations Clubs