

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2010
MARKING SCHEME
FUNCTIONAL ENGLISH- (101)
CLASS XII
Code No. 212(Outside Delhi)

GENERAL INSTRUCTIONS

1. The marking scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks be rewarded accordingly.
2. Answer scripts should not be given to the evaluators for evaluation until and unless the given marking scheme has been thoroughly discussed with them in a group or individually on the first day of evaluation.
3. The head examiner must go through the first five answer scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the marking scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluation is to be done as per instructions provided in the marking scheme. It should not be done according to one's own interpretation or any other consideration. However the marking scheme carries only suggested value points and does not constitute the complete answer.
5. If a question has parts please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded in the left-hand margin.
7. Where marks are allotted separately for content and expression as per the marking scheme they have to be reflected separately and then totalled. **This is a mandatory requirement.**
8. A slash (/) in the marking scheme indicates alternative answers. If a student writes an answer which is not given in the marking scheme but which is equally acceptable, marks should be awarded only in consultation with the head examiner.

9. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.

10. If a student writes a single word in response to a short answer type question and it constitutes the core of the answer it should be accepted and awarded full marks.

11. If a student literally lifts a portion of the given passage as an answer to a question no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.11 (Section D).

12. Some of the questions may relate to Higher Order Thinking Skills. These, questions are to be evaluated carefully and the student's understanding/analytical ability may be judged.

13. Wherever the word limit is given, no marks, to be deducted for exceeding the word limit. However, due credit should be given for precise answers.

SECTION A (READING)

20 MARKS

Q1. READING

OFF THE BEATEN TRACK

TOTAL MARKS: 12

Under Section A, Reading (Q1) question has been designed to test a students understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.

Objective : To identify and understand the main parts of the text.

Marking : As marked in the question paper. No penalty for spelling and grammar.
Accept any other answer equivalent in meaning to the answers given below.

Answers : (a)

- i. journey of life / journey through his school days / long journey
from Rameshwaram to his present position 1 mark
to address / advice the youth
to know their dreams and motivate them 1 mark
- ii. hard work ;ambition; assessing one`s self worth by the value of his
contribution; self confidence $\frac{1}{2} \times 4 = 2$ marks
- iii. The belief that one deserves the best / that they must live a good
life in a strong and prosperous nation 1 mark
- iv. that abundance and spirituality are mutually exclusive / it is wrong
to desire material things 1 mark
abundance brings with it security and confidence / helps to
preserve our freedom 1 mark
- v. whatever one does must come from the heart and express ones`s
spirit / it`s allright to dream of a life of abundance / to work for the
golden era / to express your spirit / spread love and joy around you
(any one) 1 mark

Q1.2 VOCABULARY

Objective : To deduce the opposites of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers : (b) i. enlightened
ii. abundance / profusion
ii. appreciate
iv. asceticism

Q 2. Note making and Summarizing

Total Marks: 8

Objective : To develop the skill of taking down notes
To develop the extracted ideas into a sustained piece of writing.

Marking : Note making	5 marks
Heading	1 mark
Abbreviations / Symbols (with or without key) (minimum four)	1 mark
Content (minimum three sub headings)	3 marks

Important instructions:

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.

Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.

Q 2. a Note making

Note: If the student has attempted only the summary or only the notes, due credit should be given.

Suggested Notes

Title : History of Gardens

or

Any other suitable title

1. Evolution of Garden

- a early man went in search of plants
- b. Neolithic period – man started to grow his own food
 - i. first garden – veg. garden

2. Early Agriculture

- a different types of plants grown
 - i. edible
 - ii. ornamental
 - iii. medicinal

3 Significance of Gardens

- a certain plants had rel. , spiritual value
 - i. used to honour gods
- b display of wealth & power
- c. garden as a paradise
 - i. e.g. hanging gardens of Babylon

4 Garden Architecture

- a design & layout of garden became imp.
 - i. symmetrical - trees pruned to fit design
- b. garden – a work of art

Key

- 1. veg. – vegetable
- 2. eg. – example
- 3. med. – medicine
- 4. rel. – religious

- Note:** 1. Any other suitable abbreviations done by the students may be accepted.
2. No student to be penalized if they have not given a key to abbreviations separately.

Q2. b. SUMMARY

- Objective:**
- 1) To expand notes (headings and sub-headings) into a summary
 - 2) To test ability of extraction

- Marking:**
- | | |
|------------|---------|
| Content | 2 marks |
| Expression | 1 mark |

Note: Considering the numerous facts mentioned in the notes, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

Suggested Value points

- highlight the need to conserve electricity – its merits
- measures to be taken
- appropriate slogans

Expression

2 marks

(Coherence and relevance of ideas and style)

Q.4. Option -1

LETTER TO THE EDITOR – CAREER COUNSELLING TOTAL -10 MARKS

Objectives: To use an appropriate style to write a formal letter.
To plan, organize and present ideas coherently

Marking: Format 2 marks
(1. sender's address 2. date
3. address of the addressee
4. salutation 5. subject
6. complimentary close
7. sender's signature/name)

Content 4 marks

Suggested value points

- mention of counselling workshops – regular feature
- utility of such workshops
- advantages
- disadvantages – if any

Expression: 4 marks

(Grammatical accuracy,
appropriate words and spellings 2 marks

Coherence and relevance of ideas
and style) 2 marks

Option -2

LETTER SEEKING INFORMATION – INSTITUTE OF SPACE SCIENCE**TOTAL -10 MARKS**

Objectives: To use an appropriate style to write a formal letter.
To plan, organize and present ideas coherently

Marking:

Format	2 marks
(1. sender's address	
2. date	
3. address of the addressee	
4. salutation	
5. subject	
6. complimentary close	
7. sender's signature/name)	
Content	4 marks

Suggested value points

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

Expression 4 marks

(Grammatical accuracy,
appropriate words and spellings 2marks
coherence and relevance of ideas and style) 2 marks

Q.5. Option -1**ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH**

Objective: To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking: Format 1 mark
(heading and writer's name)

Content 4 mark

Expression 5 marks

Grammatical accuracy,
appropriate words and spellings 2½marks
Coherence and relevance of ideas
and style 2½marks)

Suggested value points

- importance of favourable environment
- effect on child's potential
- stress free learning leads to maximum output
- leads to healthy competition

Option – 2

SPEECH – COMMERCIAL ADVERTISEMENTS – BOON OR CURSE

TOTAL – 10 MARKS

Objective: To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking: Content 5 mark
(to include greeting and thanking)

Suggested Value Points

Any view point based on given input

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

Expression 5 marks

Grammatical accuracy,
appropriate words and spellings 2½marks
Coherence and relevance of ideas and style (2½marks)

In Section C care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

Q6. REARRANGING**TOTAL: 5 MARKS**

Objectives: To read and arrange sentences in a sequential order 5 marks

Marking: 1 mark for every correct answer

Answer

- a. Elizabeth Garrett Anderson was born in a rich family, in 1836.
- b. On growing up, Elizabeth realized that there was only one registered woman doctor in the world – Elizabeth Blackwell.
- c. When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies.”
- d. Elizabeth was in the audience and felt inspired.
- e. She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn't they become doctors.

Q7. DIALOGUE WRITING**TOTAL-5 MARKS**

Objectives: To extend the given input into a meaningful dialogue.

Marking: ½ mark each for every correct dialogue provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

Sample Answers:

1. Mrs. C: Do you at times feel misunderstood?
Gayatri: Yes, everywhere, especially at home.
2. Mrs. C: Are your parents happy at the number of hours you put in for your studies?
Gayatri: No, They feel I am not studying enough.
3. Mrs. C: Do they have any other complaints against you?
Gayatri: Yes, they do. They often say that I am rude.

4. Mrs. C: What is their view on the way you dress?
 Gayatri: Well, they say that I do not dress appropriately on many occasions.
5. Mrs. C: Do you help your mother in housework?
 Gayatri: I have so much of school work that I have no time to help.
6. Mrs. C: Do you talk too much on the phone?
 Gayatri: There is always so much to catch up on especially if I have been absent for a day from school.

(Any other suitable exchange may be accepted)

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking:

½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However, if only the correct words are given marks are to be awarded.

<u>Incorrect</u>		<u>Correct</u>
1. didn't	-	don't
2. under	-	in/inside/below
3. has	-	have
throat	-	throats
4. a	-	the
and	-	which
5. must	-	can
no error		
must be	-	is
6. it	-	them
7. crush	-	crushed
8. they	-	it
9. this	-	which
10. will	-	can

Note: Sentence 2 has 3 options as indicated above
 Sentence 3 has 2 options as indicated above
 Sentence 4 has 2 options as indicated above
 Sentence 5 has 3 options as indicated above

Q9. FRAMING QUESTIONS

TOTAL-5 MARKS

Objectives: To understand the context and frame relevant and appropriate questions.

Marking: ½ mark each for every accurate question framed

Note: No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

Suggested Answers:

1. Do you check the material of the clothes that you buy?
2. Do you look at the price before buying clothes?
3. Do you buy branded clothes?
4. Do you give importance to style while buying clothes?
5. Do you give preference to the utility of the clothes that you buy?
6. Do you buy bright coloured clothes?
7. Do you give importance to the design of the clothes?
8. Are you influenced by the choices of your parents and friends?
9. Do you prefer buying clothes from boutiques?
10. Do you mind buying clothes from smaller shops?

SECTION D: LITERATURE

TOTAL -35 MARKS

Under Section D, (Q10) question has been designed to test a students understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.

Q10. REFERENCE TO CONTEXT

TOTAL- 7 MARKS

Objective: To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

Marking:

7 marks

Answers:

OPTION (1) SURVIVORS

- a) the poem is about the ravages / aftereffects / damage / destruction due to war both in material, physical and psychological terms

- 1 mark

- b) - the combatants / survivors
 - they dream of their friends who died in the war / the scenes of war
 - 1 + 1 mark
- c) the non-combatants call war glorious but it shattered the pride of the soldiers – so how could it be glorious
 - 2 mark
- d) - the survivors of the war
 - they have been reduced to a helpless state and have to re-learn the basic processes of life
 - 1 mark
 - 1 mark

OPTION (2)

CURTAIN

- a) Ironical that murder leads to birth of ghosts / murder can be white – no bloodshed
 - 1 mark
 Kiss leads to separation creating two lonely souls; from one happy soul they have become two suffering individuals
 - 1 mark
- b) It is a speech that one makes to oneself. ‘Two’ refers to the two lovers who have separated.
 - 1+1 mark
- c) The two lovers are the ghosts.
 - 1 mark
 - called Hamlets due to loneliness / no one to share their grief / debating within themselves regarding decision to separate / whether their decision to separate was right. (any two)
 - 1 mark
- d) Two worlds apart tomorrow
 - 1 mark

Q11. POETRY ANSWERS

TOTAL 4X2=8 MARKS

Objectives: To test students’ comprehension of poetry – local and global

Marking: Content: 3 marks

Expression: 1 mark

SUGGESTED ANSWERS

- a) The first stanza expresses the feeling of joy at the abundance which is a part of autumn such as-blooming flowers, ripening fruits and the feeling that the season will never end.
 The second stanza describes the harvesting and the collecting of the grains, a slowing down of the pace of things, preparing for winter.

The third stanza mentions the beauty of the dying day and the sounds associated with this season which has a mournful mood—the bleating of the full grown lambs, the wail of the gnats etc.

- b) Love for his mother mixed with regret/remorse/guilt. He remembers her as a young, active, beautifully adorned mother and is shocked to realize how frail and emaciated she has become – a feather of a one time wing – he feels a choking sensation – ‘my tongue licks bark’ because he realizes she won’t be there too long.
- c) His surprise that such a beautiful girl could be born to people from such a humble background (father cabbage net seller and mother makes laces). He walks with her every Sunday when the Sermon is being delivered in the church.

Q12. DRAMA

TOTAL-5 MARKS

Objectives: To test the students’ ability to comprehend plays, understand character etc.

Marking:	Content:	3 marks
	Expression:	2 marks

OPTION (1) AN ADVENTURE STORY

Alexander makes this remark on his death bed. His last act of mercy is not naming a successor.

Ironic because he had been very cruel and merciless in his life and by not naming a successor he was going to leave the people in greater turmoil as it would lead to fights between his generals who would want to occupy the throne.

OR

OPTION (2) THE MONKEY’S PAW

The second wish was to get dead Herbert come back to life
Because he died in an accident and mother wanted him back alive
They could hear a knocking on the door which became increasingly louder and almost broke down their door. This incident disturbed their peace of mind and emphasized their feeling of loss and sorrow.

Objective: To test the student's ability to comprehend, interpret and evaluate prose texts

Marking: Content: 3 marks
Expression: 1 mark

- a) They were the officers appointed by Ashoka to ensure that the people followed the rules of Dharma and to ensure no one misused the rules and to protect those who had no family and to see justice was available to every citizen.
- b) It highlights the plight of a cab driver Iona Potapov who wants to share his sorrow at the loss of his son with someone but can't find anyone. He tries talking to his fares and to people around him but no one is interested and finally he finds solace talking to his horse. It shows how we have lost the ability to sympathize and show compassion to one another.
- c) She feels so because she had always believed that the lady in the sketch had been herself but on the day she finally moves into the house she finds her daughter-in-law standing in the same pose wearing a saree of the same colour. It is then that she realizes that the lady resembled her daughter-in-law more than her. Also all these years she had considered herself the mistress of the house but in reality it was her daughter-in-law who finally became the mistress.

Q14. PROSE (LONG ANSWERS)

Total 7 marks

Objectives: To test the students' ability to comprehend prose texts globally, interpret and evaluate them.

Marking: Content - 4 marks
Expression - 3 marks

OPTION (1) CHARACTER SKETCH

Note: Marks should be awarded for the student's creativity

Suggested Value Points:

Similarity

- theatre artists / both young actresses

Contrast

- both as different as chalk from cheese
- Lisa –deep, intense, passionate about her acting and sensitive to the issues around her.
- affected by the suffering of the people and the war
- one – man woman – Doronin love of her life. His death a traumatic experience.
- Suzanne – frivolous, flirtatious, likes to have admirers, marriage is not a serious issue, makes a game of it.

OPTION (2) HUM OF INSECTS

Suggested Value Points:

- remembers happy carefree days spent in his garden
- biscuits brought by his aunt
- songs sung by his grandfather
- illusion that everyone who smiles is happy and the beasts of burden are also happy to serve
- illusion that the world existed only as far as the garden gate
- illusion that the happy days would last for ever