

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2010  
MARKING SCHEME  
FUNCTIONAL ENGLISH- (101)  
CLASS XII  
Code No. 212/1(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.

QUESTION PAPER CODE 212/1

SECTION A (READING)

20 MARKS

Q1.1 READING

RAS MOHUN

TOTAL MARKS: 12

Under Section A, Reading (Q1) question has been designed to test a student's 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 main parts of the text.

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

**Answers : a)**

i.

- because boys were visually challenged /
- to help them run in their tracks (any 1) 1 mark

ii.

- told them to hold metal hoop by string 1 mark
- run with the wire as guide 1 mark

iii.

- yes, boys could run fast in their respective tracks /
- no, boys were badly hurt (either yes or no with justification) 1 mark

iv.

- stationed Sighted Master at finishing post with bell 1 mark
- stretched strong rope at finishing point 1 mark

v.

- novelty / showcased efforts of school to help visually challenged /
- the three were the fastest runners skilled at different kinds of races. (any 1) 1 mark

vi.

- wanted to behave like a normal child/wanted to compete on even terms
- they had become so used to running in the tracks that he could run even without the string (any one) 1 mark

## Q1.2 VOCABULARY

**Objective :** To deduce the meanings of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

**Answers :** b)      1. hoop  
                         2. modelled  
                         3. wrapping  
                         4. mishaps

## 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.

<b>Marking :</b> Note making	<b>5 marks</b>
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 : Childhood Obesity

1. Unhealthy global trends / Reality check
  - a. 2007-22 million children below 5yrs obese
2. Complications
  - a. thickness of artery like 45 yr old
  - b. juv. diabetes
    - i. problem of the west-US, UK
    - ii. developing countries-Brazil, Thailand, China
3. Obesity in India
  - i. prevalent among upper socio economic class
  - ii. urban Delhi-37% youngsters overweight
4. Reasons for rise in obesity
  - a. changed dietary habits
    - i. access and choice of middle class
    - ii. compulsion of mod. upper class
    - iii. parents working
    - iv. prefer easy processed food
  - b. drop in physical activity
5. Measures to fight obesity
  - a. concerted efforts of govt. schools, families
  - b. educate parents
  - c. not associate overweight with being 'healthy'

- |          |   |            |
|----------|---|------------|
| 1. yrs.  | - | years      |
| 2. juv.  | - | juvenile   |
| 3. &     | - | and        |
| 4. govt. | - | government |
| 5. mod   | - | modern     |

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

### Q2. b. SUMMARY

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

<b>Marking:</b>	Content	2 marks
	Expression	1 mark

**Note:** Considering the numerous facts mentioned in the notes about obesity, 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.

## **SECTION B (WRITING)**

**TOTAL - 25 MARKS**

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

### **Q.3. OPTION-1**

**POSTER**

**EDUCATION FOR ALL**

**TOTAL – 5 MARKS**

**Objective :** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking :**

Content	3 marks
(To include heading and issuing authority)	

#### **Suggested Value Points**

1. create awareness about education
2. importance of education
3. steps /measures to spread education
4. appropriate slogans

**Expression**

2 marks

(Coherence and relevance of ideas, accuracy and style)

( Due credit should be given for creativity and economy of words)

Option-2

**FORMAL INVITATION CARD**

**TOTAL – 5 MARKS**

**Objective :** To use an appropriate style to draft a formal card

**Marking :** 5 marks

Format 1 mark  
name of the organizers ½ mark  
mentioning RSVP with name/phone no. ½ mark

**Content** 2 marks

- mention the event – play “Alexander” ½ mark
- time, date, venue ½ mark
- purpose of the invitation – Golden Jubilee ½ mark
- name of chief guest Mr. Abraham ½ mark

**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. senders signature/name )

Content 4 marks

### Suggested value points

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

### Expression:

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

4 marks

2 marks

2 marks

Or

### 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  
coherence and relevance of ideas and style)

2marks

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 (heading and writer's name) 1 mark

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  
(any other relevant point)

## 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 (to include greeting and thanking) 5 mark

#### 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))

**SECTION C (GRAMMAR)**

**20 MARKS**

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 be able to present ideas in grammatically logical sequence  
5 marks

**Marking:** 1 mark for every correct answer

**Answer**

- (c) Biography is both a craft and an art
- (d) A biographer begins with research, gathering all the available information about a person's life
- (b) Then he looks for evidence for inner truths – feelings and desires
- (c) with all the collected information he proceeds to write a story
- (a) Finally he fits the details in such a way that it fits into an understandable moving whole

**Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**Objectives:** To be able to extend a situation into a meaningful dialogue.

**Marking:** 1 mark each for every correct exchange 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

**Note:**

**The dialogues could include conversation with both the twins / either of the twins/ each twin separately or any other award winner**

**Marks have to be awarded if a student has framed 5 questions instead of 5 sets of exchanges**

**Sample Answers**

1. Q: Would you like to narrate your act of courage?  
A: I saved a child from a charging bull/ foiled a robbery. / I saved a child from a charging bull and foiled a robbery
2. Q: What were your thoughts at that time?  
A: I wanted to save the people/child
3. Q: Were you scared?  
A: No, I only thought of helping the boy/ people/ child
4. Q: What inspired you?  
A: My fearlessness and stories of valour read by me.
5. Q: Would you do the same in future?  
A: Yes, I will not hesitate to help those in trouble

**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 no marks are to be deducted if the candidate has given only the correct words.

<u>Incorrect</u>	<u>Correct</u>
1. World	world's
2. on	of
3. but	and
4. over	in
5. who	which
6. will	would
in	from
no error	
will be	were / are
7. turn	turned / no error
8. condition	conditions
9. suffer	suffering
10. beside	besides

**Note: Sentence 6 has 4 options as indicated above**  
**Sentence 7 has 2 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 two of the areas specified for the interview in the given input. Any other suitable questions may be acceptable

## SECTION D: LITERATURE

**TOTAL -35 MARKS**

### Q10. REFERENCE TO CONTEXT

**TOTAL- 7 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 question. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.

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

Marking:

7 marks

Answers:

**OPTION (1) ODE TO AUTUMN**

- a) Autumn; personification  
-  $\frac{1}{2} + \frac{1}{2}$  mark
- b) sitting on the granary floor, hair lifted in the wind  
- 1 + 1 mark
- c) sitting, winnowing, reaping, harvesting, gleaning, sleeping, watching the cider press  
(any four)  
-  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$  mark
- d) It is more slow paced, lethargic, earlier it was hectic /  
The mentioned activities are all farming activities  
In preceding stanza the ripening and swelling of fruits and vegetables, blooming of flowers, collection of nectar by bees, is described  
- 1+1 mark

**OPTION (2) CURTAIN**

- a) Curtain – Helen Spalding  
-  $\frac{1}{2} + \frac{1}{2}$  mark
- b) separation of two lovers  
- 1 mark
- c) –“stiffen like frosted flowers in a November garden”; simile  
-  $\frac{1}{2} + \frac{1}{2}$  mark
- d) It refers to the emotional state of two lovers which becomes cold and numb due to the pain and shock caused by the separation  
- 1+ 1 mark
- e) To show how unbelievable , difficult to understand / sudden / shocking the separation has been / how quickly the emotions have changed for the lovers (any two)  
- 1 + 1 mark

**Q11. POETRY**

**TOTAL 4X2=8 MARKS**

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

Marking:

Content:

3 marks

Expression:

1 mark

- a) They lose their friends;
- are haunted by the scenes of-war / ghosts of dead companion
  - realize war was not glorious after all / disillusionment/ indifference of the politicians and non-combatants
  - suffer from neurasthesia / shell shock / physical, emotional and mental injuries  
(any three)
- b) He keeps on beating against the bars of his cage; / doesnot give up
- wings wounded, bleed openly, causing old scars to open
  - sends a prayer begging and hoping for freedom (any three)
- c) Poem has been compared to
- globed fruit – showing it is something to be relished and is complete in itself
  - medallion – to be cherished / close to the heart
  - worn stone casement ledges – classical element that transcends the barriers of time and age
  - flight of birds – emphasizing its ability to lift the readers to sublime heights, to emphasize rhythm and harmony
  - motionless in time as the moon climbs – understanding of poem subtle and imperceptible (any two)

## Q12. PLAY

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

- Queen Mother to Alexander
- She replies to his question whether he could have contained his ambition at any time in the past  
she was aware his ambition was too deep rooted to let him rest in peace
- Any answer either in favour or against – with evidence

OR

## OPTION (2). MONKEY'S PAW

### Suggested answer

- No, because Mr. White had been expecting his wish for 200 pounds to be fulfilled
- had been anxious, tense and excited
- had been waiting for something unexpected to happen
- had felt the paw move in his hands
- was fearful / apprehensive about outcome of wish

OR

Yes, with a suitable justification

### Q13. FICTION

TOTAL 4X2=8 MARKS

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

**Marking:**

Content	-	3 marks
Expression	-	1 mark

- a) The pain she suffered at the death of her love Doronin made her identify with the pain and suffering of the characters she portrayed. Acting was no longer mouthing lines but portraying true feelings.
- b) Not over competitive; child should work for the pleasure of learning and to know how the result of his work benefits society; should nurture independent thinking minds.
- c) he wanted some private space; had to share room in the house; was a dreamer and was daydreaming in the tree without any interruption

### Q14. LONG ANSWERS - FICTION

Total 7 marks

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

**Marking:**

Content	-	4 marks
Expression	-	3 marks

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

**Suggested Value Points:**

- meeting the comedians at the café
- asking for help to deal with stage fright
- Robichon's proposal
- accepting his offer both for the money and the publicity
- looking forward to the lecture
- wondering what will happen

**Option- 2 ROOM 10'× 8'**

**Suggested Value Points:**

Accept both yes and no for an answer as the question is open ended.

**Similarities**

- Mrs. Malik and daughter-in-law quite similar in their approach to their mothers-in-law
- both insensitive
- both dominating personalities – husbands passive
- both quite modern

**Differences**

- Mrs. Malik
  - very hard working
  - practical - accepts government rent
    - accepts daughter- in -law's position as mistress of the house
- Daughter-in-law
  - fashionable
  - wears loud colours
  - happy to get a house without really working towards its constructions
  - speaks English to exclude mother-in-law from conversation