

Strictly confidential - (For Internal and Restricted Use Only)
Secondary School Examination (Class-X)
March-2015
Marking Scheme - English (Language and Literature)
Set-2/1/1, 2/1/2, 2/1/3

General Instructions

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

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

MARKING SCHEME
Set-2/1/1
CLASS X (CODE NO 184)
SUMMATIVE ASSESSMENT – II
(LANGUAGE & LITERATURE)

Section - A Reading (20 Marks)

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

8 Marks

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

No penalty for spelling, punctuation or grammar mistakes

Answers

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

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

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

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

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

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

(g)– no traffic, no one in a hurry

(h) - the place where Gandhiji wrote a book, 'Anashakti Yoga' a guest house was renamed 'Anashakti Ashram' after the book.

Q.2 Marking: -

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

8 +4= 12 Marks

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

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

- (c) – the school closed, screaming with joy of having ‘no school’
 – seemed to welcome the tiger 1+1
- (d) – the tiger thought man to be coward, afraid even to breathe and assured him
 to count the cash as he just wanted to watch 1+1
- (e) (iv) holding tightly in the arms 1
- (f) (i) pleasure 1
- (g) (ii) honourable 1
- (h) (iv) raising 1

SECTION B – (Writing & Grammar)

25 Marks

Q.3. Letter/Article Writing

5 Marks

LETTER

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

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

Format =1 mark

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

Content - 2 marks

Expression -2 marks

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

(Value points are suggested in the Question paper itself)

OR

ARTICLE

Format =1 mark

Title and writer's name

Content -2 marks

Expression -2 marks

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

Suggested Value Points:

Title – Clean India-A Dream of Every Indian or any other suitable title

By ABC

- Need for cleanliness
- Role of each Indian –from home to surroundings, workplaces and schools etc
- Rivers –a lifeline, control pollution of rivers
- Some Do's and Don'ts
- Waste Management

Q.4. Story Writing

10 Marks

Objective: - to plan, organize and present ideas coherently in a story using the child's imagination and creativity based on the given inputs.

Format -1 mark

Title (writer's name)

Creative Content -4 marks

Expression -5 marks

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

(The outline is given in the question paper. Students to write a story using the given situation / trigger)

(Grammar 10 Marks)

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

Marking : 1 mark for each correct answer. 1x3= 3 Marks

- (a) (ii) many
- (b) (iii) in
- (c) (i) and

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

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	Error	Correction
(a)	who	which/that
(b)	an	the
(c)	to	by
(d)	in	out / us

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

Marking: 1 mark for each correct sentence 1x3= 3 Marks

- (a) But Delhi has become a centre of trade for tender coconuts these days.
- (b) Its demand has increased due to the food value of the fruit.
- (c) The demand has been fuelled by growing awareness of coconut water's health benefits.

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

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

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

- (a) -Valli
- (b) - afraid of getting down alone
- (c) - cause to laugh at / smiled / delighted / laughed

OR

- (a) - the young lawyer/ the author –Sinclair Lewis
- (b) - to serve summons
- (c) - felt happiness

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

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

- (a) - lost her only son,-
-carried her dead son to all her neighbors asking for medicine to save her son
- (b) - went wild with joy in water, plunging and rolling in it / splashed water –
water must be kept on the move
- (c) - as she had ugly face, lack of sense and little chance of her getting married
- (d) - No.
- he was quite bored with the ball, as he had been half asleep in one of the little salons since midnight with three other gentlemen whose wives were enjoying themselves very much.

Q.10 Value based Question

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

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

- set a goal,/ having the courage, confidence and ability to take risk-
leads one to success-

- Valli had set the target- to have a joy-ride to an unknown destination and realized her dream-
- One example from the life experience of some great man who had set the goal and taken risk to achieve the goal.

OR

Love, care and sympathetic treatment to the mentally/physically challenged children can work wonders and if they are shown neglect and indifference they tend to become introvert and shy like Bholi. Kind words, love and sympathetic pat help them to regain confidence, enable them to compete with others, ultimately help them become socially acceptable.

Such children need social /parental attention and encouragement so that they come out of their complex. Example of Bholi's teacher in transforming Bholi into a bold and confident person to face the world bravely.

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

Marking: - Content: - 6 marks

Total = 10 Marks

Expression: - 4 marks

Coherence and relevance of ideas and style - 2 marks

Grammatical accuracy and spellings - 2 marks

(I) -The Nazis arrested the eight people hiding in the Annexe as well as two of their helpers- Kugler and Kleimen

(ii) – The family spent four days locked in a cell in Amsterdam and on September 1, 1944, they were transferred, without a trial, to the transit camp –Westerbork Camp for the Jews – considered punishable prisoners.

- On September 3, 1944, the eight prisoners joined 1000 others.
- After the arrest;-
- Kleiman, because of his poor health, was released on Sept. 18, 1944, and he remained in Amsterdam until his death in 1959.
- Kuglar managed to escape his imprisonment on March 28, 1945- when he and his fellow prisoners were being sent to Germany.
- Elizabeth (Bep) – died in Amsterdam
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- Margot and Anne Frank- died in the Concentration Camp as a result of epidemic that broke out in 1944-45.
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OR

The two shades of life in the hiding place:-

On one side, there was bad news – Mr. Van’s arrest for hiding two Jews in his house. His arrest means no more potatoes for them. Then the awful food, the Jewish question, the tension, the miserable atmosphere.

Windows could not be opened, unbearable heat, butter melting, not a cool spot anywhere, drying out the bread, the milk getting sour.

On the other hand - the news of Bep’s engagement, Mr. Kugler’s birthday and the stories about cabarets, movies and concerts

Thus, if one day they laughed at the comical side of hiding, the next day they were frightened.

OR

Mr. Keith’s contribution to the intellectual enrichment of Helen:-

- Helen had no aptitude for mathematics but Mr. Keith helped her understand the subject
- Helen continued her studies under the tutor Mr. Merton Keith of Cambridge
- gave her individual attention, proved more beneficial, it sharpened her faculty of reasoning and trained her to seek conclusions calmly and logically. She got on faster and did better
- was able to take the final examination for Radcliffe College

OR

Helen’s dislike for the examination:-

- examinations –the chief bugbears , harass students
- test rote learning without understanding
- cause stress, test memory
- out of fear, students fail to recollect the facts and memory fails

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Answers

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- (d) -its natural surroundings inspired him to write many of his poems
- (e) - on a clear day , the blue of the sky makes a splendid background to the peaks (Nilkanth, Nandaghunti, Nandaghat and Nandakot) at sunrise and at sunset, when the colour changes to a golden orange, the scene gets etched in one’s memory
- (f)–when Gandhiji visited the place in 1929, its scenic beauty held him spell bound/ he named it the Switzerland of India/ prolonged his two-day stay to fourteen days
- (g)– no traffic, no one in a hurry
- (h) - the place where Gandhiji wrote a book, ‘ Anashakti Yoga’ a guest house was renamed ‘ Anashakti Ashram ‘after the book.

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- (a)- all the coffee drinkers and tiffin- eaters stopped eating and drinking; wailed and uttered low moans 1+1
- (b)- when they are hungry, but human beings kill or exploit one another to show off their pride, power and false prestige 1+1

- | | |
|---|-----|
| (c) – the school closed, screaming with joy of having ‘no school’
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| (d)– the tiger thought man to be coward, afraid even to breathe and assured him
to count the cash as he just wanted to watch | 1+1 |
| (e) (iv) holding tightly in the arms | 1 |
| (f) (i) pleasure | 1 |
| (g) (ii) honourable | 1 |
| (h) (iv) raising | 1 |

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

Q.3. Letter/Article Writing

5 Marks

LETTER

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

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Format =1 mark

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(Grammar 10 Marks)

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

Marking : 1 mark for each correct answer. 1x3= 3 Marks

- (a) (iii) where
- (b) (ii) desires
- (c) (ii) on

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

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

	Error	Correction
(a)	on	at
(b)	an	the
(c)	much	many
(d)	on	to

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

Marking: 1 mark for each correct sentence 1x3= 3 Marks

- (a) The coconut water has become extremely popular due to its high nutritional value these days.
- (b) Now fresh coconut water is selling in the market for about Rs. 20.
- (c) The consumers don't mind the cost of fresh coconut water.

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

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

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

- (a) -afflicted with death and decay / death
- (b) - because death is certain / death is universal
- (c) - mourning / grieving / feeling sad

OR

- (a) - Bholi
- (b) - because she stammered
- (c) - imitated, ridiculed , copied the gesture

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

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

- (a) - Coorgs are allowed to carry fire arms without licence
- Coorg regiment- most decorated.
- Gen. Cariappa was a Coorg
(any two points)
- (b) - a mongoose, weasel, stoat, mink, baby seal, squirrel and others.
(accept any four names)
- (c) - hid his own identity
- drove / took him to various places to locate "Lutkins"
- charged him money per hour (where as he himself was Lutkins)
- (d) - searched everywhere but found nothing therefore dismayed,
disappointed, shocked and bewildered

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(Grammar 10 Marks)

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

Marking : 1 mark for each correct answer. 1x3= 3 Marks

- (a) (i) on
- (b) (ii) come
- (c) (iii) which

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

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	Error	Correction
(a)	among	between
(b)	rules	rule
(c)	a	the
(d)	in	at

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

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- (a) The craze for fresh coconut water pushes its demand during summer /
The craze for fresh coconut water during summer pushes its demand.
- (b) The idea behind the popularity of coconut water is its high nutritional value.
- (c) Its sweet water is so popular that it is sold like any other fruit in the city.

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

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

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

- (a) - to keep an otter as a pet instead of a dog.
- (b) - Camusfearma surrounded by nearby water (-therefore a suitable spot)
- (c) - thought of, occurred, came to his mind, struck his mind.

OR

- (a) - She didn't possess any suitable jewellery which could match the dress or the occasion / ball.
- (b) - To enable her to attend the ball / dance party organized by the Minister
- rare occasion
- (c) - formal social gathering for dancing / dance party

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

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

- (a) - Death is common to all / inevitable
-Lamenting and grieving does not bring back the dead person.
- (b) - September to March, the weather is perfect / pleasant
- (c) - demanded dowry after looking at her face as she had pock marks
/ greedy and mean – asked for money
- Bholi refused to marry
- (d) - false sense of pride and vanity / craze for good life / loss of the necklace.

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