Strictly Confidential: (For Internal and Restricted use only)
Secondary School Examination September-2020
Marking Scheme – English Language and Literature (SUBJECT CODE: 184)
COMPARTMENT EXAM
(PAPER CODE: 2/C/3) (SERIES: JBB/C)

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.

2. "Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc. may invite action under IPC."

3. 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. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them. In class-X, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**

4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.

5. Evaluators will mark (√) wherever answer is correct. For wrong answer (X) be marked. Evaluators do not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is the most common mistake which evaluators are committing.**

6. 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 totaled up and written in the left-hand margin and encircled. This must be followed strictly.

7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This must also be followed strictly.

8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.

9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks 0 – 80 (as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).

12. Ensure that you do not make the following common types of errors committed by the Examiners in the past:-

- Leaving answer or part thereof unassessed in an answer book.
- Giving more marks for an answer than assigned to it.
- Wrong totaling of marks awarded on a reply.
- Wrong transfer of marks from the inside pages of the answer book to the title page.
- Wrong question wise totaling on the title page.
- Wrong totaling of marks of the two columns on the title page.
- Wrong grand total.
- Marks in words and figures not tallying.
- Wrong transfer of marks from the answer book to online award list.

- Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should not merely be a line. Same is with the 'X' for incorrect answer.)
- Half or a part of answer marked correct and the rest as wrong, but no marks awarded.

13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.

14. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.

15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.

16. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.

17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

Secondary School Examination
September 2020
Compartment Paper
Marking Scheme : English Language and Literature(184)
(PAPER CODE : Set- 2/C/3)

	Section-A (Reading) (20 Marks) **Objective:** • **to comprehend the passage** • **to identify the main points from the text** **Marking: 8 marks - 1 mark for each correct answer.** **No penalty for spelling, punctuation or grammatical mistakes**	
1 1.1	**Read the following passage carefully.** **On the basis of your reading of the above passage, answer the following questions:** **(a)** The most popular beverage in the world is **Ans. (iv) water** **(b)** Who introduced tea to Europe? **Ans. (iii) Dutch** **(c)** Which kind of tea is **not** mentioned in the passage? **Ans. (iv) Yellow tea** **(d)** The new and convenient way of making tea is **Ans. (iii) by using tea bags** **(e)** Why is 'a cup of tea a day' compared to 'an apple a day'? **Ans.(iii) both tea and apple promote health** **(f)** Where is the tea ceremony a traditional way of greeting guests? **Ans. (ii) Japan** **(g)** Complete the statement given below: **Ans. Fluorides in tea are useful for preventing <u>tooth decay</u>** **(h)** Earl Grey is a green tea (True/False) **Ans. false**	1X8= 8Marks
2	**Objective:** • **to comprehend the passage** • **to identify the main points from the text** **Marking: 2 marks each** **No penalty for spelling, punctuation or grammatical mistakes**	

2 2.1	**Read the following passage carefully.** On the basis of your reading of the above passage, answer the following questions in 30 – 40 words each**:** **Answer any four of the following questions in 30-40 words each.** (a) What is generation gap? **Ans. different ways of thinking and perception, behavioural changes** (b) What causes the generation gap in the family? **Ans. parents authoritative, dictate, don't understand children's problems, don't talk even, busy in their jobs (any two)** (c) How has advancement in technology led to the generation gap? **Ans. children busy with digital devices, social media, not open to parents, instead of parents consult the Internet (any two)** (d) What steps need to be taken to bridge this generation gap? **Ans. parents to spend more time with children, show interest, be positive instead of scolding open communication (any two)**	2X4=8 marks
2.2	On the basis of your reading of the above passage, answer the following: Marking: - One mark each No penalty for spelling, punctuation or grammatical mistakes Answer the following questions by choosing the most appropriate options from the given choices: (a) What is meant by the word, 'particular'? (para 2) **Ans. (i) specific** (b) Which word is similar in meaning to the word, 'isolated'? (para 3) **Ans. (iii) separated** (c) Which word is opposite in meaning to the word, 'solutions'? (para 4) **Ans. (iii) problems** (d) Which word is opposite in meaning to the word, 'reduce'? (para 5) **Ans. (ii) expand**	1X4=4 marks

	SECTION B (Writing & Grammar) (30 Marks)	
3	**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** **i. sender's address – 14/201, Aram Bagh, Lucknow, Uttar Pradesh** **ii. date** **iii. receiver's address – The Editor, The New Times, Lucknow** **iv. subject/heading** **v. salutation** **vi. closing (complimentary close, name – Ranjit/Rajni, making proper paragraphs)** **Content - 4 Marks** **Expression: 3 Marks** - coherence and relevance of ideas and style –1½ marks - grammatical accuracy, appropriate words and spellings – 1½ marks Q. Letter to editor on alarming rise in population in the recent years that affects the nation's development **Ans. Value points:** • **State the problem – rise in population** • **Causes – illiteracy, superstitions, conservative thinking, gender bias** • **Effects – rise in unemployment, poverty, crowded cities, pressure on resources, effect on environment, negative effect on nation's development** • **Suggestions – more job opportunities, encourage self-employment, curb the growing attraction for city life by providing better facilities in villages** **(any other relevant point)**	8 marks

	OR **Article Writing** **[Note: No marks to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of the ideas, appropriate use of language and skills of reasoning.]** **Word limit:** 100-150 words **Format** – 1 mark (Heading & Writer's Name) **Content** – 4 marks **Expression** – 3 marks (grammatical accuracy, appropriate words, spellings, coherence & relevance of ideas and style) Q. Write an article in 100-150 words on the topic 'Good Manners'. You are Pranjal/Praneeta **Ans. Value points:** • **Title – "Good Manners" / any other relevant title** • **what are good manners?** • **situations in which we are well mannered** • **affect on different persons like senior citizens, ladies, differently abled** • **words that show good manners: examples - thank you, sorry, welcome etc.** • **effects – feeling of happiness, contentment, goodwill, become role model, achieve success professionally, a healthy society** **(any other relevant point)**	
4	**Story writing** It was a dark winter night. I was going along a deserted road. Suddenly I saw something lying on the road…… **OR** A wolf hungry – sheep too well guarded – thinks of a plan – puts on sheep's skin – mingles with the flock – enjoys feasting on sheep – sheep bleating – gets caught – at last killed by the shepherd	10 marks

<table>
<tr><td></td><td>Title - 1 Mark
Content - 5 Marks
Expression - 4 Marks
-coherence, relevance of ideas -2 marks
-accuracy, appropriate words and correct spellings -2 marks
The story must remain within the given clues. However, creativity must be rewarded within the given clues. The candidate can develop the story the way they like.</td><td></td></tr>
<tr><td>5</td><td>Fill in the following blanks
Objective: to use grammatical items accurately and appropriately
Marking: 1 mark for each correct answer.
(a) (i) arrived
(b) (iii) have any difficulty
(c) (i) ran away with
(d) (i) were there in the bag?</td><td>1x4=4 marks</td></tr>
<tr><td>6</td><td>Write the error along with its correction.
Objective: to use grammatical items accurately and appropriately
Marking: 1 mark for each correct answer
(½ mark for error identification and ½ mark for correct answer)
<table><tr><th></th><th>Error</th><th>Correction</th></tr><tr><td>(a)</td><td>an</td><td>the</td></tr><tr><td>(b)</td><td>for</td><td>of</td></tr><tr><td>(c)</td><td>which</td><td>who</td></tr><tr><td>(d)</td><td>an</td><td>any</td></tr></table></td><td>1 X 4 = 4 marks</td></tr>
<tr><td>7</td><td>Rearrange to form meaningful sentences
Objective: to reorder sense groups into syntactically coherent and complete sentences
Marking: 1 mark for each correct sentence

(a) Many children are still employed in factories. / Children are still employed in many factories.</td><td>1x4=4 marks</td></tr>
</table>

	(b) They are washing utensils when they should be playing. **(c)** Children also have certain rights. **(d)** CRY is working for the welfare of the children.	
	SECTION C (Literature) (30 Marks)	
	General Instructions: This section is meant to test the student's familiarity with and appreciation of the recommended texts. However, if the faulty expression prevents clear communication ½ mark may be deducted.	
8	**Read the extract given below and answer the questions that follow –** a) The loss of the ball will help the child to understand his _____ **Ans. (iii) first responsibility** b) Giving another ball to the child is _____ **Ans. (i) intruding on him** c) The boy is sad because _____ **Ans. he has lost his ball** d) The ball is called worthless because it costs only _____ **Ans. a dime** **OR** a) Who was knocking at the door? **Ans. (i) a waiter** b) Ausable, by profession was a **Ans. (iii) secret agent** c) Max bit his lip nervously because ____ **Ans. somebody was knocking at the door / he thought police was at the door** d) Max went towards the window to _____ **Ans. save himself by jumping out of the window / save himself from police**	1X4=4 marks
9	**Answer any five of the following questions in 30-40 words each.** **Distribution of marks:** **Content** – 1 mark **Expression** – 1 mark	2X5=10 marks

(a) Hari Singh is both a thief and a human being. Comment.

Ans. thief – by compulsion – illiterate – no opportunity
- wanted to get education – become a better thief – swindle better / to become a better con artist – education given by Anil – brought change in him - realized his mistake – came back – understood the importance of respect and kind-heartedness
(any two)
(any other relevant point)

(b) What lesson did Ebright learn when he entered the country science fair in the seventh grade?

Ans. did not win; learnt a lesson, to be a true scientist if he wanted to win; real experiments, not a model or a slide
(any two)
(any other relevant point)

(c) Bholi's heart was overflowing with a 'new hope and a new life'. What does the phrase 'a new hope and a new life' mean to Bholi?

Ans. to be a support for her parents in their old age; teach students in her own school
(any other relevant point)

(d) What does Mandela refer to as 'so glorious a human achievement'?

Ans. The blacks fought a long battle against the white rule, succeeded; May 1994 formation of first democratic government; first black president – a glorious human achievement / end of Apartheid regime
(any two)
(any other relevant point)

(e) Why does the poet show a preference for living with the animals?

Ans. They bring tokens of goodness – peaceful, self-contained and happy (qualities human beings lack), don't make him sick by discussing duty to God, are not in awe of ancestors, are not overtly religious
(any two)
(any other relevant point)

(f) How was Lencho's cornfield destroyed? Had he any hope of help?

Ans. hailstorm destroyed his cornfield; had faith in God; wrote a letter to God for help

10	**These questions have been set to test the student's understanding of the text and their ability to interpret evaluate and respond to the themes/issues raised. Therefore, there can't be just one correct answer. All presentations logically supported by textual evidence must be considered correct.** **Content = 4 marks** **Fluency = 2 marks** **Grammatical accuracy = 2 marks** Q. Through the story of Kisa Gotami, what did the Buddha try to preach to the common man? **Ans. Value points** • **death common to all / loss is inevitable** • **Kisa's only son died; sad, unhappy** • **suggestion : go to the Buddha** • **the Buddha's advice** • **couldn't find any family in which no death has occurred.** • **reconciled ; learnt the lesson** **(any other relevant point)** **OR** Q. "Valli's bus journey was a joyride full of pleasant and new experiences." Why / Why not? **Ans. Value points** • **her desire** • **experiences during the journey – beautiful world outside, a young cow, funny and amusing; other experiences in the bus** • **on her way back, same cow lying dead on the road** • **two aspects of life** **(any other relevant point)**	8 marks
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	Q. What changes occurred in Matilda's lifestyle after she had lost the necklace? **Ans. Value points** • **loss of borrowed necklace** • **Loisels' integrity ; replacement of necklace** • **borrowed money, high rate of interest** • **change in lifestyle – life of poverty** • **change in lodgings, without a maid** • **all household chores** • **Loisel worked overtime** **(any other relevant point)** **OR** Q. How would you assess Griffin as a scientist and a human being? What qualities or values would you suggest which might make him a better person? **Ans. Value points** • **brilliant scientist – discovered way to become invisible** • **problems he faced; became secretive, vindictive** • **what he should have been – more open, accommodating** • **humane – not exploitative** • **pursue science for human welfare** **(any other relevant point)**	