

SENIOR SCHOOL CERTIFICATE EXAMINATION- COMPARTMENT  
JULY 2018

## MARKING SCHEME

ENGLISH CORE (301)

CLASS XII

## GENERAL INSTRUCTIONS

1. 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.
2. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
3. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
4. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
5. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (LITERATURE) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN LINES / PASSAGE. AS SUCH, THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.
12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.

13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. AS PER ORDERS OF THE HON'BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER THE DETAILS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

**[FOR THE HEAD EXAMINERS ONLY]**

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM, COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER MUST CONDUCT A MOCK EVALUATION EXERCISE ON THE FIRST DAY OF EVALUATION TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE NORMS AND INSTRUCTIONS OF CBSE. FORMAL EVALUATION IS TO BEGIN FROM DAY-2 (GROUP EVALUATION) ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF EVALUATORS, AS PER THE EXERCISE CARRIED OUT DURING MOCK EVALUATION.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVE HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE **90** MARKS AND ABOVE, AS REPORTED BY EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 8 HOURS EVERY DAY AND EVALUATE 25-30 ANSWER BOOKS INDIVIDUALLY AND 50-60 ANSWER BOOKS IN PAIRS.
6. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

90 AND ABOVE

72-74

28-32

1/3	SUGGESTED VALUE POINTS	2018
	<b>SECTION A: READING</b>	
1	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)</li> <li>• Content must be divided into headings and sub-headings</li> </ul> <p>The notes provided below are <b>only guidelines</b>. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations.</p> <p>Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	<b>8 marks</b>
	<b>NOTE MAKING</b>	5 marks
(a)	<p>Distribution of Marks</p> <p><b>Title &amp; Indentation</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p>	<p>1 mark</p> <p>3 mark</p> <p>1 mark</p>
	<p><b>NOTE:</b> Accept the notes and summary in the third person</p> <p><b>Suggested Notes:</b></p> <p><b>Title: Facts about Diabetes or any other suitable title.</b></p> <ol style="list-style-type: none"> <li><u>Types of diabetes</u> <ol style="list-style-type: none"> <li>1.1 insulin dependent</li> <li>1.2 non-insulin dependent</li> </ol> </li> <li><u>Non-insulin dependent – facts</u> <ol style="list-style-type: none"> <li>2.1 also called type II diabetes</li> <li>2.2 begins by 40 years</li> <li>2.3 common after 55 years</li> <li>2.4 earlier called adult onset diabetes</li> <li>2.5 symptoms                             <ol style="list-style-type: none"> <li>2.5.1 develops gradually</li> <li>2.5.2 hard to identify at 1st</li> <li>2.5.3 ½ affected unaware</li> <li>2.5.4 feeling of tiredness / illness</li> </ol> </li> <li>2.6 results: damage to                             <ol style="list-style-type: none"> <li>2.6.1 heart</li> <li>2.6.2 blood vessels</li> <li>2.6.3 eyes</li> <li>2.6.4 kidneys</li> <li>2.6.5 nerves</li> <li>2.6.6 health</li> </ol> </li> </ol> </li> <li><u>Process of food digestion in body</u> <ol style="list-style-type: none"> <li>3.1 food broken into glucose</li> <li>3.2 glucose carried thru body by blood</li> <li>3.3 causes blood glucose levels to rise</li> <li>3.4 insulin released into blood stream</li> </ol> </li> </ol>	

	<p>3.5 signals body tissues to metabolize glucose for fuel                  3.6 blood glucose levels return to normal                  3.7 excess glucose stored in liver/muscle/fat</p> <p>4. <u>Function of Pancreas</u>                  4.1 produces insulin                  4.2 insulin not produced in insulin-dependent diabetes                  4.3 some insulin produced in non-insulin dependent diabetes                      4.3.1 body tissues do not metabolize glucose                      4.3.2 known as insulin resistance</p> <p>5. <u>Remedies</u>                  5.1 no cure yet                  5.2 only relief possible like                      5.2.1 avoid food rich in carbohydrates                      5.2.2 avoid cooked food                      5.2.3 eat raw, unpeeled food                      5.2.4 eat uncooked, whole grain food</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Suggested Abbreviations/Symbols</b>                      II – two                      Yrs – years                      1<sup>st</sup> – first                      ½ half                      thru - through</p> </div>	
(b)	<b>Summary</b> The summary should include all the important points given in the notes.	3 marks
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
2	<b>COMPREHENSION PASSAGE</b>	
	<b>NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.</b>	<b>12 marks</b>
2.1		
(a)	(ii) bring the message that the rains are coming soon	1 mark
(b)	(iii) the rain brings a lot of insects which they eat	1 mark
(c)	(ii) the paths to the sanctuaries become waterlogged	1 mark
(d)	(iii) because of the moisture in the air during the rainy season	1 mark
2.2		
(a)	proper view of the onset of monsoon	1 mark
(b)	goes mad – seeds come to life – plants shoot up / bugs and insects emerge	1 mark
(c)	emerge in their billions – feed on green plants	1 mark
(d)	animals no longer come to water holes – animals are difficult to find	1 mark
(e)	because roads are impassable	1 mark
(f)	bacteria / viruses / green moulds	1 mark

2.3		
(i)	announce	1 mark
(ii)	vanish	1 mark
3	<b>COMPREHENSION PASSAGE</b>	
	<b>NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.</b>	<b>10 marks</b>
3.1		
(a)	(ii) traditional music, art and literature	1 mark
(b)	(iv) idli	1 mark
3.2		
(a)	the breeze soothes the body / refreshes the mind / brightens the intellect	1 mark
(b)	because of the cultural and intellectual life of the city	1 mark
(c)	They all patronise music and dance in its traditional form / All patronise music or dance	1 mark
(d)	It has the moon's soft beauty and pace	½ + ½ = 1 mark
(e)	Kathakali is most masculine and virile	1 mark
(f)	turned out hundreds of celebrated maestros and dancer who have brought fame and glory to the country	1 mark
3.3		
(a)	marvel	1 mark
(b)	patronize	1 mark
	<b>SECTION B: ADVANCED WRITING SKILLS</b>	
	<b>NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</b>	
4	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format</b> (Title and Writer's Name)	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	<b>Heading: Grow More Trees To Reduce Pollution</b>	
	<b>Suggested value points</b> - trees conserve energy - absorb carbon dioxide / affect air quality - provide shade - prevent soil erosion - muffle the city noises - cool the streets and the surroundings - slow the water evaporation / increase atmospheric moisture - any other relevant point	
	<b>(any 4 points)</b>	

	<b>OR</b>	
4	<b>REPORT</b>	<b>10 marks</b>
	<b>Format – Title &amp; Byline (writer’s name)</b>	1 mark
	<b>Content</b>	4 marks
	<b>Expression</b> grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]	5 marks
	<b>Title :</b> Report on visit to Mahatma Gandhi Animal Care Home / Treatment of animals at Mahatma Gandhi Animal Care Home  <b>Suggested Value Points</b> - injured dogs and cats - abandoned pets - very old animals - all very well cared for - well equipped medical room - veterinary surgeon - green surroundings - any other relevant points <b>(any four points)</b>  <b>Note- past tense should be used along with third person</b>	
5	<b>POSTER</b>	<b>4 marks</b>
	<b>Format</b>	<b>1 mark</b>
	<b>Content</b>	<b>2 mark</b>
	<b>Expression</b>	<b>1 mark</b>
	<b>Heading</b>  <b>Suggested value points</b> ▪ topic and purpose ▪ slogans to conserve water ▪ make people aware <b>(any other relevant point)</b>  <b>No marks should be deducted in absence of issuing authority.</b>	
	<b>OR</b>	
5	<b>INFORMAL INVITATION</b>	<b>4 marks</b>
	<b>(As an Invitation Letter)</b>	
	<b>Format</b>	1 marks
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<b>Format-</b> place, date, salutation (invitee – Dear Rameshwari & closing (Yours affectionately or any other suitable closing)	1 mark
	<b>Content</b> <b>Suggested value points</b> - invite the friend (Rameshwari) - to spend winter breaks with you in Mumbai	2 marks

	<ul style="list-style-type: none"> <li>- request to confirm (any other relevant points)</li> </ul> <p><b>Expression</b></p> <p><b>Note-</b> use of first person pronoun</p>	1 mark
6	<b>SPEECH – How to Manage Anger</b>	<b>10 marks</b>
	<b>Format - opening address , closing</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling [3 marks] coherence and relevance of ideas and style [2 marks]</p>	5 marks
	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- rising cases of aggressive/violent behaviour of students</li> </ul> <p>Causes</p> <ul style="list-style-type: none"> <li>- lack of anger management</li> </ul> <p>Solutions</p> <ul style="list-style-type: none"> <li>- introspect</li> <li>- consider consequences</li> <li>- counting up to 10 and deep breathing</li> <li>- counselling by teachers</li> <li>- moral science and anger management discussed in schools</li> <li>- help each other – students to take initiative</li> <li>- any other relevant point</li> </ul> <p><b>(any four points)</b></p>	
	<b>OR</b>	
6	<b>DEBATE</b>	<b>10 marks</b>
	<b>Format - opening address with taking a stand for or against the topic with appropriate closure</b>	1 mark
	<b>Content</b>	4 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling 3 marks coherence and relevance of ideas and style 2 marks</p>	5 marks
	<p><b>Everyone should become vegetarian</b></p> <p><b>In Favour</b></p> <ul style="list-style-type: none"> <li>- healthy diet</li> <li>- vegetarians live longer</li> <li>- environmental concern as meat industry affects the land and the atmosphere by polluting it</li> <li>- cheaper</li> </ul> <p><b>Against</b></p> <ul style="list-style-type: none"> <li>- vegetarian diets are devoid of the proteins and fats that animal meat contains</li> <li>- limited choice of food for vegetarians</li> <li>- problems while travelling abroad – vegetarian food not always available</li> </ul> <p><b>(any other relevant points)</b> <b>(minimum two content points)</b></p>	

7	<b>LETTER WRITING</b>	<b>6 marks</b>
	<p><b>Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. Mixing of the formats is not permitted</b></p>	
	<p><b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. salutation 6. closing</p>	1 mark
	<b>Content</b>	3 marks
	<p><b>Expression</b> grammatical accuracy, appropriate words and spelling      <b>1 mark</b> coherence and relevance of ideas and style                      <b>1 mark</b></p>	2 marks
	<p><b>RESPONSE TO LETTER OF COMPLAINT</b> <b>Suggested Value Points</b> - reference of the books not according to the order - expressing regret - explaining reasons why the error took place - promising a prompt and correct delivery - any other relevant point  <b>(any 3 points)</b></p>	<b>6 marks</b>
	<b>OR</b>	
	<p><b>LETTER –Placing an order for educational toys and other play equipments</b> <b>Suggested Value Points</b> - reference to advertisement / correspondence / telephone conversation - details of the order     • list of educational toys and other play equipments     • numbers / quantity required     • discount on catalogue prices - terms and conditions (optional)     • delivery time     • advance payment/mode of payment     • price     • make / brand - any other relevant point <b>(any 3 points)</b></p>	<b>6 marks</b>



<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b>		
	<p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence, both content and expression in answers to the given questions deserve equal importance while awarding marks</p>	
8	<p><b>Distribution of marks:</b>  <b>Content:</b> <span style="float: right;"><b>3 marks</b></span>  <b>Expression</b> <span style="float: right;"><b>3 marks</b></span>  <b>grammatical accuracy, appropriate words and spelling</b> <span style="float: right;"><b>[1½ marks]</b></span>  <b>coherence and relevance of ideas and style</b> <span style="float: right;"><b>[1½ marks]</b></span></p>	
8	<p>Dunstan Cass</p> <ul style="list-style-type: none"> <li>- Squire's youngest son also called Dunsey</li> <li>- reckless, manipulative</li> <li>- a foil to Godfrey</li> <li>- lies for the sake of lying</li> <li>- drinks heavily</li> <li>- lured by greed and wealth and has no conscience (blackmails Godfrey / steals Silas Marner's money)</li> </ul> <p style="text-align: right;">(any 4 with evidence)</p>	6 marks
<b>OR</b>		
8	<p>Mrs. Hall</p> <ul style="list-style-type: none"> <li>- She is a shrewd businesswoman</li> <li>- money minded</li> <li>- good housekeeper</li> <li>- does not get intimidated</li> <li>- dominating</li> <li>- worldly wise</li> <li>- independent</li> </ul> <p style="text-align: right;">(any 4 with evidence)</p>	6 marks
9	<p><b>Distribution of marks:</b>  <b>Content:</b> <span style="float: right;"><b>3 marks</b></span>  <b>Expression:</b> <span style="float: right;"><b>3 marks</b></span>  <b>grammatical accuracy, appropriate words and spelling</b> <span style="float: right;"><b>[1½ marks]</b></span>  <b>coherence and relevance of ideas and style</b> <span style="float: right;"><b>[1½ marks]</b></span>  <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	
9	<p>Reasons for Silas Marner leaving Lantern Yard</p> <ul style="list-style-type: none"> <li>- Silas Marner led a pious life and had an excellent reputation</li> <li>- the senior deacon, taken ill and tended by fellow people</li> <li>- when it was Silas' turn, the deacon breathed his last</li> <li>- Dane manipulated matters and Silas was accused of stealing money</li> <li>- the disgrace grieved him</li> <li>- his fiancée deserted him</li> <li>- disgraced Silas Marner left the town for good</li> </ul> <p style="text-align: right;">(any 4 with evidence)</p>	6 marks
<b>OR</b>		

9	<p>Invisible Man</p> <ul style="list-style-type: none"> <li>- meets Dr. Kemp; asks him to join him in unleashing Reign of Terror</li> <li>- Dr. Kemp informs Col. Adye of invisible man's presence in his house</li> <li>- invisible man escapes, feels betrayed</li> <li>- vows to take revenge on Dr. Kemp</li> <li>- attacks Kemp's house</li> <li>- chases Kemp down the streets of Port Burdock</li> <li>- is surrounded by people of Burdock</li> <li>- is beaten up by the mariners</li> <li>- is finally killed by the mob</li> </ul> <p style="text-align: right;">(any 4 with evidence)</p>	6 marks
	<p><b>Q10 [This question has been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</b></p>	
10	<p><b>Distribution of marks:</b></p> <p><b>Content: 3 marks</b></p> <p><b>Expression: 3 marks</b></p> <p><b>grammatical accuracy, appropriate words and spelling [1½ marks]</b></p> <p><b>coherence and relevance of ideas and style [1½ marks]</b></p>	
10	<ul style="list-style-type: none"> <li>- She suggests the animal whose story her father was to create. (skunk)</li> <li>- She keeps interrupting the story with suggestions about the animals, the skunk was going to meet. (owl, wizard etc.)</li> <li>- asking whether magic spells were real</li> <li>- She is in a reality phase – asks her mother whether spiders really ate bugs as suggested by her father</li> <li>- catching her father when he mentions Roger Fish instead of Roger Skunk</li> <li>- protesting when the mother in the story gets the smell of roses changed to the foul smell of the Skunk</li> <li>- insists wizard hits the mother</li> </ul> <p style="text-align: right;">(any 4)</p>	6 marks
<b>OR</b>		
10	<ul style="list-style-type: none"> <li>- banned tiger hunting in his forests</li> <li>- killed seventy tigers within ten years of his reign</li> <li>- married a girl from a kingdom with large number of tigers</li> <li>- killed five or six tigers each time he visited his father-in-law till he had killed ninety-nine</li> <li>- the last tiger caused greatest problem</li> <li>- news of one in a village but tiger did not appear</li> <li>- finally Dewan brought one from People's Park in Madras</li> <li>- king aimed, tiger fell down unconscious</li> <li>- tiger finally killed by hunters</li> </ul> <p style="text-align: right;">(any 4)</p>	6 marks
11	<p><b>Short answer type questions</b></p> <p><b>Distribution of marks:</b></p> <p><b>Content: 2 marks</b></p> <p><b>Expression : 1 mark</b></p>	

	<b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
a)	Subjective answer – either of the two with evidence from the text to be accepted  No, not happy – long working hours; not his own master; burdened with responsibilities; no time to roam with friends; has to carry the heavy cannister (any two)  Yes , happy – secure life; getting salary; getting regular meals (any two)	3 marks
b)	so that one has time to introspect; to pause before taking action; to calm oneself down; to keep still; to realize the harm we are doing to the earth; to realize the harm we are inflicting on ourselves; to realize that we are all brothers (any 2)	3 marks
c)	did not like feeling fearful of water / was deprived the pleasure of fishing, canoeing, boating and swimming/ was determined to overcome his fear (any one)	3 marks
d)	- had met her in America / in his American professor’s house - had waited to fall in love with her until he was sure she was Japanese	3 marks
e)	- no record of violence - very pleasant fellow - star at the Christmas concert - a congenital kleptomaniac  (any 2)	3 marks
f)	She will remain ringed by the ordeals she was mastered by when she was alive / She will not be able to shake off the shackles of her married life	3 marks
	<b>Q12 [This question has been set to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</b>	
12	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>coherence and relevance of ideas and style [1½ marks]</b>	
12	- She was kind to peddler. - She treated him with respect. - persuaded him to accompany her - fed him/ got him bathed / shaved - saw to his comforts - persuaded her father to let the tramp stay on - invited him for the next Christmas eve - gifted her father’s old clothes  (any 4)	6 marks
	<b>OR</b>	
12	Sophie – daydreamer; impractical; wants a glamorous career; cut off from reality; attention seeker – creates the story of her meeting Danny Casey to arouse her brother’s interest/ to come closer to him (any 2)  Jansie – practical; grounded; knows the reality of her future in the biscuit factory  (any 1)	6 marks

13	<b>This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.</b>	
a)	‘slag heap’ refers to the slums / the heaps of garbage	1 mark
b)	spectacles of steel / spectacles made of steel and mended glass / broken spectacles / mended spectacles / spectacles discarded by the rich	1 mark
c)	their thin appearance / their skins peeped through by bones	1 mark
d)	simile	1 mark
<b>OR</b>		
a)	the fear was separation from her mother / loss of her mother / mother’s death	1 mark
b)	to refer to her pale and wan appearance / to emphasize the paleness of the mother’s face	1 mark
c)	they were “See you soon, Amma.”	1 mark
d)	signifies her attempt to hide her fear from her mother / attempt to reassure her mother	1 mark

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