

SERIES: SGN/C  
CODE NO. 28

SENIOR SCHOOL CERTIFICATE EXAMINATION  
JULY 2018  
MARKING SCHEME

**ENGLISH (ELECTIVE) (N)**

**CLASS XII  
CODE NO. 28**

**GENERAL INSTRUCTIONS**

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. 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.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. 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.
6. 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 UNDER SECTION A (READING) AND Q4 (A) UNDER SECTION C (TEXT FOR DETAILED STUDY) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN 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 AWARDED 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.

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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 AND Q4(A)].
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. 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 VALUE POINTS 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 GIVES 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

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	SUGGESTED VALUE POINTS	
	<b>SECTION A: READING</b>	<b>20 marks</b>
<b>1(A)</b>	<b>OBJECTIVE:</b> Testing comprehension of an unseen passage	
	<b>COMPREHENSION PASSAGE</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>12 marks</b>
(a)	Youth is a dynamo, an ocean of energy and an inexhaustible reservoir of energy cannot be held in a prison as its basic nature is to flow and express itself	1+1=2 mark
(b)	no sense of moral code, no indepth knowledge, to learn, earn, burn and enjoy; materialistic, dissipating natural resources .	1+1=2 mark
(c)	express themselves in violent ways may join terrorist groups, expressing resentment through their reaction.	1+1=2 mark
(d)	self- indulgent, no sense of moral code of conduct, alien to their nature, not worried about consequences of their attitude/approach, self centered-only moto to enjoy life.	1+1=2 mark
(e)	by thinking about development of planet and future advancement of earth by engaging in evolving a new way of life and releasing a new principle of global consciousness	1+1=2 mark
(f)	(i) dynamo (ii) opportunities	1+1=2 mark
<b>1(B)</b>	<b>OBJECTIVE:</b> Interpretation and appreciation of an unseen poem	
	<b>COMPREHENSION PASSAGE</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>8 marks</b>
(a)	mountain kingdom, pastoral valley, urban areas/ meadows	1 mark
(b)	superpower who rules the world/ power of God	1 mark
(c)	metaphor	1 mark
(d)	A spirit/ God –invisible but reflects itself through its works/ creations	1 mark
(e)	the atheists do not have faith in God/supernatural power	1 mark
(f)	when man is born he is conscious of his relation to this power or God but materialism and worries corrupt his faith.	1 mark
(g)	presence of this power visible in feeling of hunger and shedding of tears when one is lonely	1 marks
(h)	this power trusted because it is creator of man and all other beings and phenomen of this world.	
	<b>Section-B :Writing Skills and Grammar</b>	<b>30 marks</b>
<b>2</b>	<b>Objective:</b> To test the ability to think logically and express oneself clearly.	

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<b>(a)(i)</b>	<b>SPEECH WRITING</b>	
	<p><b>Word limit: 80-100 words</b></p> <ul style="list-style-type: none"> <li>- Greeting and thanking <span style="float: right;">1/2+1/2= 1 mark</span></li> <li>- Content and logical development of thought <span style="float: right;">3 marks</span></li> <li>- Expression and style <span style="float: right;">1 mark</span></li> </ul> <p><b>TOPIC: Importance of power in our daily Life and how to save it at School and at Home</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- electric energy occupies top grade in energy hierarchy</li> <li>- finds innumerable uses in home, industries, agriculture and even in transport</li> <li>- importance of power in our daily life-for our day to day smooth living-uninterrupted power supply needed.</li> <li>- impressive growth in power generation, power shortage still continues</li> <li>- should try to save power at our level, in our small ways-small change lighting, gadgets and proper utilisation of electricity-will to conserve-replacing incandescent light bulbs with efficient CFL/LED.</li> <li>- discreet use of heaters, coolers, air conditioning, water heaters, washing machines etc.</li> <li>- at home and school, turn off all fans, lights etc , when not needed</li> <li>- create awareness to save energy/ power</li> <li>- use natural light whenever possible</li> <li>- saving electricity fulfils double purpose-helps stop global warming, save money</li> </ul> <p>(any other relevant point)</p>	<b>5 marks</b>
<b>(ii)</b>	<b>ARTICLE WRITING</b>	
	<p><b>Word limit: 80-120 words</b></p> <ul style="list-style-type: none"> <li>- Format(title and writer's name) <span style="float: right;">1 mark</span></li> <li>- Content and logical development of thoughts/ ideas <span style="float: right;">3 marks</span></li> <li>- Expression and style <span style="float: right;">1 mark</span></li> </ul> <p><b>TOPIC- Importance of Work Skills for Employment</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- skill development need of the hour</li> <li>- about 90 percent of employment opportunities require vocational skills.</li> <li>- only 20 percent of our graduates get employed-rest unable to get suitable employment due to lack of employment skills</li> <li>- demand for skilled/ multi skilled workers increased</li> <li>- critical need for quality skill development and training in present context of globalization.</li> <li>- need to equip workforce with employable skills and knowledge for improved productivity and economic growth.</li> <li>- driving force behind financial growth and community development of any</li> </ul>	<b>5 marks</b>

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	<p>country.</p> <ul style="list-style-type: none"> <li>- powerful tool to empower individuals and improve their social acceptance.</li> <li>- skills have to be relevant to the emerging economic environment</li> <li>- better level of skills enables people to adjust more effectively to challenges and opportunities of work.</li> <li>- apart from core subject, expertise, prominent employable skills sought: problem solving, adaptability, communication skills(verbal &amp; written) technology/ its skills etc</li> </ul> <p>(any other relevant point)</p>	
<b>(b)(i)</b>	<b>ARTICLE WRITING</b>	
	<p><b>Word limit: 150-200 words</b></p> <ul style="list-style-type: none"> <li>- Format: title and writer's name <span style="float: right;">1 mark</span></li> <li>- Content: logical development of thought/ ideas <span style="float: right;">4 marks</span></li> <li>- Expression <span style="float: right;">5 marks</span> <ul style="list-style-type: none"> <li>Grammatical accuracy, appropriate words and correct spelling <span style="float: right;">[2 ½]</span></li> <li>Coherence and relevance of ideas and appropriate style <span style="float: right;">[2 ½]</span></li> </ul> </li> </ul>	<b>10 marks</b>
	<p><b>TOPIC: Role of Music in Life</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- music-creativity in pure form</li> <li>- plays vital role in our life-way of expressing our feelings and emotions</li> <li>- gives relief in pain-helps to de-stress-relax</li> <li>- provides joy, helps one calm down-has therapeutic effect on human psyche</li> <li>- enriches mind and gives self confidence</li> <li>- motivating in trying time</li> <li>- improves our quality of life</li> <li>- brings us closer to the divine in all of us.</li> </ul>	
	<b>Or</b>	
<b>(ii)</b>	<b>DEBATE</b>	
	<p><b>Word limit: 150-200 words</b></p> <ul style="list-style-type: none"> <li>- Format: greeting and thanking, introduction <span style="float: right;">1 mark</span></li> <li>- Content <span style="float: right;">4 marks</span></li> <li>- Expression <span style="float: right;">5 marks</span> <ul style="list-style-type: none"> <li>Grammatical accuracy, appropriate words and correct spelling <span style="float: right;">[2 ½]</span></li> <li>Coherence and relevance of ideas and appropriate style <span style="float: right;">[2 ½]</span></li> </ul> </li> </ul>	<b>10 marks</b>
	<p><b>TOPIC- "Malls will have no effect on small shopkeepers "</b></p> <p><b>Suggested value points</b></p> <p><b>FAVOUR</b></p> <ul style="list-style-type: none"> <li>- shopping malls-integral part of cities-hallmarks of development</li> </ul>	

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	<ul style="list-style-type: none"> <li>- teenagers love to visit malls with their friends and family</li> <li>- air-conditioned atmosphere-a big relief from sweltering heat</li> <li>- enjoy free time in a relaxed way</li> <li>- neat and clean, safe and secure building-forget the stress and pressure of schools and colleges</li> <li>- help teenagers shop anything under the sky under one roof.</li> <li>- window shopping, the best way to learn about products in market, best done in malls</li> <li>- provide perfect place to give and enjoy parties</li> <li>- movie theatres-way of enjoying holidays with friends and family</li> <li>- emerging as most favourite place for teenagers to hang around in company of their loved ones without worrying about heat or hunger</li> </ul> <p><b>AGAINST</b></p> <ul style="list-style-type: none"> <li>- mushrooming of shopping malls-becoming a nuisances for common people</li> <li>- teenagers suffer most</li> <li>- everything about malls detestable-imposing structure and lucrative exterior symbolise-superficiality of city life-increasing materialistic outlook</li> <li>- youngsters spend valuable time and hard earned money of their parents in shopping malls</li> <li>- harmful for health of visitors-air-conditioned without proper ventilation</li> <li>- heavy on the purse-showroom charges higher prices in comparison to those in open markets</li> <li>- encourage western culture among teenagers-get lured by glossy advertisements- they get away from Indian values</li> </ul>			
3(a)	<b>(APPLIED GRAMMAR)</b>			<b>5 marks</b>
	<b><u>Editing( missing words)</u></b>			
	<b>OBJECTIVE: Application of grammatical skills</b>			
	<b>Word before</b>	<b>Word missing</b>	<b>Word after</b>	(1x5=5) marks
I)	<b>him</b>	<b>if</b>	<b>he</b>	
II)	<b>began</b>	<b>to</b>	<b>weep</b>	
III)	<b>too</b>	<b>was</b>	<b>moved</b>	
IV)	<b>father</b>	<b>had</b>	<b>expired</b>	
V)	<b>join</b>	<b>the</b>	<b>last</b>	
3(b)	<b><u>Narration</u></b>			<b>1x5=5 Marks</b>
	<b>OBJECTIVE: To test the ability to report in indirect speech</b>			
	A. she was going too fast			
	B. she had exceeded the speed limit			1 mark

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	C. she was late for work	1 mark
	D. him to allow her to go this time	1 mark
	E. she had to report at the police station the next day	1 mark
	<b>SECTION C: LITERATURE (Text for Detailed Study)</b>	<b>30 marks</b>
<b>4(A)</b>	<b>OBJECTIVE :</b> To test comprehension, interpretation, appreciation, expression  (ANY TWO)	<b>4x2=8 marks</b>
<b>a)</b>	(i) - river cascaded down the hill - hillside covered in cedar trees - violent and uncontrollable river	2 marks
	(ii) - savage holy and mysterious place - haunted - demon lover beneath a waning moon	2 marks
<b>(b)</b>	(i) - Monk spoke these words Prakriti felt humiliated because of her low caste - mother questioned about her revealing the cast - humiliating on being chandalini - was despised & looked down upon	2 marks
	(ii) - Prakriti spins myth of caste & origin - self humiliation by calling herself untouchable - innate quality never affected by name - worse-than self murder	2 marks
<b>(c)</b>	(i) - Frau Frieda - living by selling her dreams to people - interpreting dreams	2 marks
	(ii) - author observed her wearing it always - added to her enigmatic personality - provided charm/mystery/power	2 marks
<b>4(B)</b>	<b>OBJECTIVE:</b> To test appreciation, interpretation, fluency, coherence  <b>Content:</b> (accept any other point which may be relevant but not stated in the suggested answers) -3 marks <b>Expression: 2 marks</b>	<b>5x2=10 marks</b>



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	<b>Word limit : 80-120 words each</b> <b>(ANY TWO)</b>	
(i)	<p>didn't leave with Frank because</p> <ul style="list-style-type: none"> <li>- realized stakes were too high</li> <li>- responsibility of father &amp; brother</li> <li>- memories of childhood/attachment</li> <li>- promised to mother at her deathbed to take care of her family</li> <li>- although Frank promised bright future, love/ sense of responsibility proved stronger</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
(ii)	<ul style="list-style-type: none"> <li>- abundance of symbols used by the poet</li> <li>- autumn &amp; twilight symbolizes poet's later stage of life.</li> <li>- loneliness of watching the swan alone</li> <li>- fleeting nature of youth</li> <li>- number of swan is 59</li> <li>- last swan lonely as poet</li> <li>- symbolizes beauty, grace, energy</li> <li>- lake symbolizes-life &amp; abundance</li> <li>- dry path-passage of time</li> <li>- everything changes &amp; dies in poet's world</li> <li>- unchanged world of swans</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
(iii)	<ul style="list-style-type: none"> <li>- defensive in nature</li> <li>- real self</li> <li>- envious of her real sister</li> <li>- sister favoured by parents</li> <li>- considered 'an apple of the eyes'</li> <li>- felt guilty for not being bright</li> <li>- reality comes out</li> <li>- image relentlessly questions till facts are out.</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
4(C)	<b>OBJECTIVE : To test global comprehension</b> <b>Word limit : 120 – 150 words</b> <b>(ANY TWO)</b>	<b>6x2=12 marks</b>
(a)	<ul style="list-style-type: none"> <li>- the youth at temple refused entry to Tao Ying</li> <li>- re-measurement of Xiao's height</li> <li>- no longer less than one meter and ten centimeter tall</li> <li>- she hit him on head</li> <li>- son puzzled, amazed</li> <li>- took him to park then temple</li> <li>- felt son's judgmental eyes</li> <li>- running away of son symbolized losing him</li> <li>- gave burnt cakes to customer without realizing</li> </ul> <p>any other relevant point/points</p>	Content- 4 Expression-2 = 6 marks



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(b)	<ul style="list-style-type: none"> <li>- Ingmar Bergman never wanted to write- novels, short stories, essays, biographies even plays</li> <li>- wanted to make films about conditions, tensions, pictures, rhythms, important to him</li> <li>- complicated motion pictures</li> <li>- expressed his views through his films</li> </ul> <p>any other relevant point/points</p>	Content- 4 Expression-2 = 6 marks
(c)	<ul style="list-style-type: none"> <li>- to be sensitive is to feel, receive impressions, sympathize and be aware</li> <li>- discipline destroys sensitivity</li> <li>- self centered approach makes us insensitive</li> <li>- enclosed mind and heart lose appreciation of beauty</li> <li>- self-interest and discipline hamper freedom</li> <li>- process of imitation in life affects sensitivity and freedom</li> </ul> <p>any other relevant point/points</p>	Content- 4 Expression-2 = 6 marks
<b>SECTION D: FICTION</b>		<b>20 marks</b>
<b>Note: Attempt either Question No.5 or No. 6</b>		
<b>5</b>	<b>Novel : A Tiger for Malgudi by R.K. Narayan</b>	
(a)	<p><b>OBJECTIVE:</b> Seeking comments and interpretation</p> <p><b>Word limit : 80 – 120 words</b></p> <p style="text-align: center;"><b>(ANY TWO)</b></p>	<b>5 x 2 = 10 marks</b>
(ii)	<p><b>Character sketch of Madan</b></p> <ul style="list-style-type: none"> <li>- full name Madhu Sudan</li> <li>- was a cine director and producer</li> <li>- liked to be called Madan</li> <li>- saw the act of tiger in circus</li> <li>- liked his act with goat</li> <li>- wanted to make a film with tiger and contacted Captain</li> <li>- had professional approach towards work</li> <li>- was patient with Captain's delaying tactics regarding casting of tiger in the movie</li> <li>- demanding director, doesn't compromise on quality</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
<b>5(b)</b>	<p><b>OBJECTIVE:</b> Appreciation of character, event, episodes etc.</p> <p><b>Word limit : 150 – 200 words</b></p> <p style="text-align: center;"><b>(ANY ONE)</b></p>	<b>10 marks</b>

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	<p><b>Captain</b></p> <ul style="list-style-type: none"> <li>- teaches by starvation and isolation</li> <li>- harsh and tough, intimidating</li> <li>- coerce the tiger into submission by hurting it</li> <li>- realizes animals are different yet uses force</li> </ul> <p><b>i) Ascetic</b></p> <ul style="list-style-type: none"> <li>- communicates through spiritual teaching</li> <li>- lets the tiger be free</li> <li>- mutual acceptance</li> <li>- accepts the tiger as nature has made it</li> <li>- helps it to understand itself</li> <li>- provides a road to enlightenment</li> </ul> <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks
	<p><b>(ii)</b></p> <ul style="list-style-type: none"> <li>- Captain in total control of his own life and all that he touches</li> <li>- nothing wrong with this attitude</li> <li>- according to Hinduism one is responsible for the fruits of ones action</li> <li>- consumed by self importance expressed by his power over animals and people</li> <li>- cruel to animal</li> <li>- obsessed with material success</li> <li>- spiritually blind</li> </ul> <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks
<b>6</b>	<b>Novel : The Financial Expert by R.K. Narayan</b>	<b>20 marks</b>
<b>(a)</b>	<p><b>OBJECTIVE:</b> Seeking comments, interpretation, appreciation of episodes, interpersonal relationship</p> <p><b>Word limit : 80 – 120 words</b></p>	5x2=10 marks
<b>i)</b>	<p>Margayya</p> <ul style="list-style-type: none"> <li>- consults the priest to become rich</li> <li>- no religious motive</li> <li>- wanted to know the way to acquire money</li> <li>- priest advised worship of Goddess Lakshmi</li> <li>- need to pray single-mindedly</li> <li>- priest consulted horoscope</li> <li>- advised a forty day course of prayer &amp; penance</li> <li>- detailed instructions regarding rituals</li> <li>- specified the instructions.</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks

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(ii)	<ul style="list-style-type: none"> <li>- Margayya visits his son's residence at night</li> <li>- gets information by Brinda about Balu's late coming every night</li> <li>- alarmed Margayya realized Dr.Pal was Balu's constant companion</li> <li>- Balu under the influence of Dr. Pal</li> <li>- Balu's arrival with Dr. Pal &amp; stage actresses</li> <li>- he drags Dr. Pal out &amp; beats him severely-blood oozed out</li> <li>- full of rage, threatens women</li> <li>- disastrous consequences</li> <li>- Dr. Pal spreads rumours about his business</li> <li>- Margayyas financially ruined</li> </ul> <p>any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks
(b)	<p><b>OBJECTIVE :</b> Appreciation of characters, events, episodes etc.</p> <p><b>Word limit : 150 – 200 words</b></p> <p style="text-align: center;"><b>(ANY ONE)</b></p>	<b>10 marks</b>
i)	<ul style="list-style-type: none"> <li>- his own greed was cause of his ruin</li> <li>- he tied up with Dr.Pal ;printed 'Domestic Harmony'</li> <li>- got rich after earning a lot of money from sale of book</li> <li>- his only son Balu fell into bad company of Dr. Pal</li> <li>- fought with Dr.Pal due to his son</li> <li>- revenge of Dr. Pal , lost everything and became pauper again</li> </ul> <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks
ii)	<ul style="list-style-type: none"> <li>- ambivalent – a love and hate relationship</li> <li>- had affection for young brother as his own boy</li> <li>- wives did not get along</li> <li>- joint family came apart</li> <li>- revival of old links occasionally</li> <li>- Balu's school going ceremony was not attended by them</li> <li>- however , available during misfortunes – Balu's death</li> <li>- coldness between the two families</li> <li>- called his brother for help at the end</li> </ul> <p>any other relevant point/points</p>	Content- 6 Expression-4 = 10 marks

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