

Strictly confidential – (For Internal and Restricted Use Only)
Secondary School Examination (Class – X) March – 2017
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 process of evaluation. The answers given in the Marking Scheme are the suggested answers. The content is thus indicative. If a student has given any answer, which is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should also 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 a 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 totaled up and written in the left hand margin and circled.
4. If the question does not have any parts, marks may be awarded in the left-hand margin.
5. If a 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; marks may be awarded whether the part in brackets is included or not.
8. Candidates should not be penalized if they do not follow the order of the sections / questions 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 points, 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

English

SET 1 (2/1/1)

Section-A (Reading Skills)

Q.1. **Objective: To identify the main points from the text.** 8

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

No penalty for spelling, punctuation or grammar mistakes

Answers

- (a) gate/door was always locked
- (b) grey and green
- (c) mangoes /at the mangoes
- (d) ball/ cricket ball
- (e) new owners/new owners even before they came
- (f) kept on complaining/always complained
- (g) a man and a woman
- (h) the woman was quiet/silent/voice of the woman was not heard/I did not hear the woman.

Q.2 . **Marking: -** 12

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

(a) to worship the photos and idols of our respective religions/stories from mythology/to read The Gita ,Bible and Quran.

(b)The parents made our lives comfortable with their hard work and care- the teachers guided us to be good students and good citizens.

(c) to save our environment and maintain ecological balance; to be progressive in life; to live in harmony with nature; to recognize that there is God in all aspects of nature.(Any two)

(d) fights to remove the obstacle or finds an alternate path

- (e)(ii) advised
- (f)(i) search
- (g) (iv) useful
- (h) (ii) friendship

Section-B

(Writing Skills with Grammar)

Q.3. Letter / Article Writing

5

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
- ii. Date
- iii. Receiver's address
- iv. Subject/Heading
- v. Salutation
- vi. Closing

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
- grammatical accuracy, appropriate words and spelling – 1 mark

Value points : Individual writing the letter - problem –its consequence – solution
(as given in the question)

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 spelling – 1 mark

Value points : as given in the question paper (Any five)

Q.4. Story Writing

10

Format - 1 mark

Title and moral of the story (1/2+1/2)

Creative Content – 5 marks Expression – 4 marks

- Coherence and relevance of ideas and style – 2 marks
- Grammatical accuracy, appropriate words and spellings – 2 marks

Suggested Value Points:

(The outline is given in the question paper)

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

Marking : 1 mark for each correct answer.

3

(a) ii. who

b) i. with

c) iii. sat

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

Marking : 1 mark for each correct answer.

4

Error

correction

a) at

in

b) us

we

c) greater

great

d) much

many

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

3

Marking : 1 mark for each correct answer.

- a) Masha is a beautiful young dog.
- b) She likes to be praised.
- c) She works with a group of policemen.

Section –C

(Literature : Textbooks and Long Reading Text)

Q.8. Objective: To test local and global understanding of the literary extract. 3

Marking : 1 mark for each value point.

- a) The poet's friend
- b) They are in love with the speaker./ They want to win the love of the speaker .
(young woman)/ The speaker does not respond to their love .
- c) hope

or

- a) Natalya to Lomov
- b) over the ownership of Oxen Meadows.
- c) check / control

Q.9. Objective: To test local and global comprehension, themes and ideas of the text. 8

Marking : Content : 1 mark; Expression : 1 Mark

- a) good old Portuguese days ; loaves of bread ; makers of bread ; mixers,
moulders , furnaces; baker's bamboo sounds
- b) empty forest – no bird ; no insect ; no sun (any other relevant points)
- c) born into a family of clerks, no dowry, married to a clerk - but wanted to enjoy a life of luxury.
- d) encouraged his interest in learning ; took him on trips ; bought him telescopes, microscopes, cameras etc.

Q.10. Value based Question

4

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

Marking : Content : 2 marks; Expression : 2 Marks

Move from general to specific .

One must be ambitious in life – Valli was so – a simple desire , to ride a bus- watched the bus, its schedule, listened to people’s conversation about their journey - fare - collected 30 paise (any other relevant points)

or

Importance of education in one’s life – the transformation – change in the quality of life- Bholi – her looks – neglected – sent to school , received encouragement from a teacher - got good education yet no marriage prospects - Bishambar’s greed – Bholi’s courage – bold step –confidence (any other relevant points)

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

10

Marking : Content : 6 marks; Expression : 4 Marks

Coherence and relevance of ideas and style – 2 marks

Grammatical accuracy and spellings – 2 marks

No material for the blind available – teachers going at their normal pace – Miss Sullivan’s help- Helen could keep pace – new subjects – spelled into her hand- finger alphabet- attended all classes with Helen – no embossed books available (any other relevant points)

or

Mr. Gilman – Principal Cambridge School - sympathetic towards Helen – knew her limitations- learnt finger alphabets for Helen – English literature – permission to study Maths – accommodating but rigid – Gilman’s view – Helen going too fast – Helen not well – Gilman made changes in schedule – Helen withdrew from school . (any other relevant points)

or

Margot thought of Peter as a friend , a brother – could not share thoughts – intellectually not equal – Anne thought otherwise – jealous –tells Margot , she admires Peter though can’t trust him (any other relevant points)

or

Father , more understanding than her mother – father could empathize - mother critical of her- mother unimaginative – always suspicious – generation gap, apparent more in the mother than in father. (any other relevant points)

Marking Scheme

English

SET 2 (2/1/2)

Section-A (Reading Skills)

Q.1. **Objective: To identify the main points from the text.** 8

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

No penalty for spelling, punctuation or grammar mistakes

Answers

- (a) gate/door was always locked
- (b) grey and green
- (c) mangoes /at the mangoes
- (d) ball/ cricket ball
- (e) new owners/new owners even before they came
- (f) kept on complaining/always complained
- (g) a man and a woman
- (h) the woman was quiet/silent/voice of the woman was not heard/I did not hear the woman.

Q.2 .**Marking:** - 12

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(a) to worship the photos and idols of our respective religions/stories from mythology/to read The Bhagwad Gita ,Bible and Quran.

(b)The parents made our lives comfortable with their hard work and care- the teachers guided us to be good students and good citizens.

(c) to save our environment and maintain ecological balance; to be progressive in life; to live in harmony with nature; to recognize that there is God in all aspects of nature.(Any two)

(d) fights to remove the obstacle or finds an alternate path

- (e)(ii) advised
- (f)(i) search
- (g)(iv) useful
- (h)(ii) friendship

Section-B

(Writing Skills with Grammar)

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Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
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Value points : Individual writing the letter - problem –its consequence – solution
(as given in the question)

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
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Value points : as given in the question paper (Any five)

Q.4. Story Writing

10

Format - 1 mark

Title and moral of the story (1/2+1/2)

Creative Content – 5 marks Expression – 4 marks

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Suggested Value Points:

(The outline is given in the question paper)

Q.5. Objective: To use grammatical items accurately and appropriately. 3
Marking : 1 mark for each correct answer.

a)(i) leave b) (i) small c)(iii) of

Q.6. Objective: To use grammatical items accurately and appropriately. 4
Marking : 1 mark for each correct answer.

Error correction

a) ate eat
 b)much many
 c) much more
 d) on in

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

3

Marking : 1 mark for each correct answer.

- a) A university in the US studied the brains of the dogs.
- b) The study showed that dogs used their brains like the humans.
- c) The left part of their brains is used to understand words .

Section –C

(Literature : Textbooks and Long Reading Text)

Q.8. Objective: To test local and global understanding of the literary extract. 3

Marking : 1 mark for each value point.

- a) The poet's friend .
- b) They are in love with the speaker./ They want to win the love of the speaker. (young woman)/ The speaker does not respond to their love .
- c) hope

or

- a) Natalya to Lomov
- b) over the ownership of Oxen Meadows.
- c) check / control

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

8

- a) good old Portuguese days ; loaves of bread ; makers of bread ; mixers, moulders , furnaces; baker's bamboo sounds
- b) empty forest – no bird ; no insect ; no sun (any other other relevant points)
- c) encouraged his interest in learning ; took him on trips ; bought him telescopes, microscopes, cameras etc.
- d) born into a family of clerks , no dowry , married to a clerk – but wanted to enjoy a life of luxury .

Q.10. Value based Question

4

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

Marking : Content : 2 marks; Expression : 2 Marks

Move from general to specific .

One must be ambitious in life – Valli was so – a simple desire , to ride a bus- watched the bus, its schedule, listened to people’s conversation about their journey - fare - collected 30 paise (any other other relevant points)

or

importance of education in one’s life – the transformation – change in the quality of life- Bholi – her looks – neglected – sent to school , received encouragement from a teacher - got good education yet no marriage prospects - Bishambar’s greed – Bholi’s courage – bold step –confidence (any other other relevant points)

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

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Marking : Content : 6 marks; Expression : 4 Marks

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No material for the blind available – teachers going at their normal pace – Miss Sullivan’s help- Helen could keep pace – new subjects – spelled into her hand- finger alphabet- attended all classes with Helen – no embossed books available (any other relevant points)

or

Mr. Gilman – Principal Cambridge School - sympathetic towards Helen – knew her limitations- learnt finger alphabets for Helen – English literature – permission to study Maths – accommodating but rigid – Gilman’s view – Helen going too fast – Helen not well – Gilman made changes in schedule – Helen withdrew from school . (any other relevant points)

or

Margot thought of Peter as a friend , a brother – could not share thoughts – intellectually not equal – Anne thought otherwise – jealous –tells Margot , she admires Peter though can’t trust him (any other relevant points)

or

Father , more understanding than her mother – father could empathize - mother critical of her- mother unimaginative – always suspicious – generation gap, apparent more in the mother than in father. (any other relevant points)

Marking Scheme

English

SET 3 (2/1/3)

Section-A (Reading Skills)

Q.1 **Objective: To identify the main points from the text.** 8

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

No penalty for spelling, punctuation or grammar mistakes

Answers

- (a) gate/door was always locked
- (b) grey and green
- (c) mangoes /at the mangoes
- (d) ball/ cricket ball
- (e) new owners/new owners even before they came
- (f) kept on complaining/always complained
- (g) a man and a woman
- (h) the woman was quiet/silent/voice of the woman was not heard/I did not hear the woman.

Q.2. **.Marking: -** 12

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

(a) to worship the photos and idols of our respective religions/stories from mythology/to read The Bhagwad Gita ,Bible and Quran.

(b)The parents made our lives comfortable with their hard work and care- the teachers guided us to be good students and good citizens.

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Value points : as given in the question paper (Any five)

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Title and moral of the story (1/2+1/2)

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Suggested Value Points:

(The outline is given in the question paper)

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a)(iv) gone b)(i) of c)(iii) the

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

Marking : 1 mark for each correct answer.

4

Error correction

a) have has
 b) it them
 c) hoped hope
 d) me us

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

3

Marking : 1 mark for each correct answer.

- a) Ramaswami was the priest in a temple.
- b) Sethu was a young boy only ten years old.
- c) He wanted to become Ramaswami's disciple.

Section –C

(Literature : Textbooks and Long Reading Text)

Q.8. Objective: To test local and global understanding of the literary extract. 3

Marking : 1 mark for each value point.

- a) The poet's friend .
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Q.9. Objective: To test local and global comprehension, themes and ideas of the text. 8

Marking : Content : 1 mark; Expression : 1 Mark

- a) good old Portuguese days ; loaves of bread ; makers of bread ; mixers, moulders , furnaces; baker's bamboo sounds
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