

SERIES: SGN  
CODE NO. 28

SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 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.

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)	the railway engine would be able to transport not only goods but passengers also; the whole of Yorkshire & the whole of United Kingdom would be travelling in railways.	1 mark
(b)	his 18 years old son, Robert	1 mark
(c)	-the line between Stockton and Darlington was very steep -problem was overcome by the trains being pulled by stationary steam engines.	½ + ½ mark
(d)	as there were no bulldozers in those days; everything had to be done manually	1 mark
(e)	Locomotion	1 mark
(f)	replacing/ displacing wooden rails with iron rails or T- sections.	1 mark
(g)	the crowd panicked ; thought the monster would blow up.	1 mark
(h)	the engine was cheered by some 40 thousand people gathered all along the track / guns fired salutes/ church bells pealed / bands played the national anthem.	1 mark
(i)	merchants ; promoted their own line to sea	1 mark
(j)	the Rainhill Locomotive Trial held which settled question of pulling trains in favour of steam locomotive/ Stephenson's engine; Rocket, won him prize of 500 pounds sterling.	1 mark
(k)	i) steep ii) manually	2 marks
<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)	ragged, old, grey, bent (any two)	½ + ½ mark
(b)	street wet with recent snow/being aged she was afraid to walk on the slippery surface/the woman's feet were trembling and slow	1 mark
(c)	nobody offered her help to cross the crowded street/ She was alone and uncared for and nobody paid heed to her begging glance.	1 mark
(d)	were insensitive/indifferent/apathetic to her plight or condition / were not impressed by her ragged appearance.	1 mark
(e)	-the happiest boy or gayest laddie of the group. -He offered to help her cross the road if she wished. / He said, "I'll help you cross, if you wish to go."	½ + ½ mark
(f)	He hoped someone would lend a helping hand to his mother in a similar situation. / He thought she was somebody's mother who should be helped.	1 mark

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(g)	i) Hastened ii) Whispered	(1+1=2) marks
	<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.	
<b>(a)(i)</b>	<b>SPEECH WRITING</b>	
	<b>Word limit: 80-120 words</b> <ul style="list-style-type: none"> <li>- Greeting and thanking <math>\frac{1}{2}+\frac{1}{2}= 1</math> mark</li> <li>- Content and logical development of thought 3 marks</li> <li>- Expression and style 1 mark</li> </ul>	
	<b>TOPIC:</b> Female Education would lead to removal of many social evils from society.  <b>Suggested value points</b> <ul style="list-style-type: none"> <li>▪ Eradicate/curb/ remove the following social evils               <ul style="list-style-type: none"> <li>- domestic violence</li> <li>- dowry</li> <li>- child marriage</li> <li>- sati</li> <li>- female foeticide</li> <li>- female infanticide</li> <li>- any other social evil (minimum two)</li> </ul> </li> <li>▪ Benefits/Result               <ul style="list-style-type: none"> <li>- women empowerment</li> <li>- awareness of rights</li> <li>- freedom from exploitation</li> <li>- gender equality</li> <li>- financial security</li> <li>- economic advancement</li> <li>- rise in prestige in society &amp; family</li> <li>- better quality of life</li> <li>- healthy life style</li> <li>- any other relevant point (minimum three)</li> </ul> </li> </ul>	<b>5 marks</b>
<b>(ii)</b>	<b>ARTICLE WRITING</b>	
	<b>Word limit: 80-120 words</b> <ul style="list-style-type: none"> <li>- Format(Title and Writer's name) 1 mark</li> <li>- Content and logical development of thoughts/ ideas 3 marks</li> <li>- Expression and style 1 mark</li> </ul>	<b>5 marks</b>

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	<p><b><u>TOPIC- The Benefits of physical and yogic exercise will lead the nation to progress and prosperity</u></b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ healthy citizens/healthy workforce leads to increase in productivity and efficiency.</li> <li>▪ sustainable development</li> <li>▪ healthy citizens are active contributors to nation's development &amp; prosperity.</li> <li>▪ removing life style disorders/diseases, stress, anxiety.</li> <li>▪ less dependence on medicines</li> <li>▪ cheap/ economical way of achieving good physical, mental health</li> <li>▪ reduction in health care budget outlay of government</li> <li>▪ more monetary allocation for development initiatives</li> <li>▪ higher happiness quotient, fewer conflicts leading to prosperity</li> <li>▪ reduces chances of exploitation by entities like pharmaceutical industry/ money lenders/hospitals etc.</li> <li>▪ any other relevant point (minimum four)</li> </ul>	
<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 Name <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></li> <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>	<b>10 marks</b>
	<p><b><u>TOPIC: Need to promote skill development among students</u></b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ empowers students with vocational and soft skills</li> <li>▪ will increase employment prospects of students / job opportunities</li> <li>▪ increases opportunities of self-employment.</li> <li>▪ reduces poverty and unemployment</li> <li>▪ improves socio-economic status of people and society</li> <li>▪ skilled workforce will lead to sustainable and balanced growth of the nation</li> <li>▪ decreases crime in society</li> <li>▪ provides job security</li> <li>▪ any other relevant point/points (minimum four)</li> </ul>	
	<b>Or</b>	

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(ii)	DEBATE			
	<b>Word limit: 150-200 words</b> <ul style="list-style-type: none"><li>- Format: Greeting and thanking, introduction1 mark</li><li>- Content4 marks</li><li>- Expression5 marks</li><li>Grammatical accuracy, appropriate words and correct spelling[2 ½]</li><li>Coherence and relevance of ideas and appropriate style[2 ½]</li></ul>			<b>10 marks</b>
	<b>TOPIC-</b> <u>“Participation in extra-curricular activities should be made compulsory in schools”</u>  <b>Suggested value points</b>  <b>FOR THE MOTION</b> <ul style="list-style-type: none"><li>▪ immense physical &amp; mental benefits</li><li>▪ holistic development of child personality</li><li>▪ increase in skill development</li><li>▪ practically prepares students for future life</li><li>▪ identification &amp; development of talent</li><li>▪ constructive channelizing of energy</li><li>▪ enhances self-confidence/self-esteem</li><li>▪ any other relevant point (any four)</li></ul> <b>AGAINST THE MOTION</b> <ul style="list-style-type: none"><li>▪ distracts students from academics</li><li>▪ prevents them from single-minded focus on studies.</li><li>▪ academic performance suffers</li><li>▪ not affordable and sustainable</li><li>▪ failure leads to stress and low self-esteem</li><li>▪ restricting a person’s freedom of choice</li><li>▪ should be voluntary and not mandatory/compulsory</li><li>▪ any other relevant point (any four)</li></ul>			
3(a)	<b>(APPLIED GRAMMAR)</b> <b>Editing( missing words)</b>  <b>OBJECTIVE: Application of grammatical skills</b>			<b>5 marks</b>
	Word before	Word missing	Word after	(1x5=5) marks
I)	from	the	non essentials	
II)	important	from	the	
III)	details	from	the	
IV)	sure	that	the	
V)	grasp	of	the	

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3(b)	<p><b><u>Narration</u></b></p> <p><b>OBJECTIVE:</b> To test the ability to report in indirect speech</p>	<b>1x5=5 Marks</b>
	i) could	1 mark
	ii) she could	1 mark
	iii) lived	1 mark
	iv) didn't/did not	1 mark
	v) saw	1 mark
	<b>SECTION C: LITERATURE (Text for Detailed Study)</b>	<b>30 marks</b>
4(A)	<p><b>OBJECTIVE :</b> To test comprehension, interpretation, appreciation, expression</p> <p><b>(ANY TWO)</b></p>	<b>4x2=8 marks</b>
a)	(i) Eveline. Her mother was no more so she had to look after her younger siblings.	(1+1=2) marks
	(ii) planning to elope/run away with her lover Frank to Buenos Aires in Argentina, to marry him	(1+1=2) marks
b)	(i) conspiracy, fraud, intrigues; has negative effect on human beings	(1+1=2) marks
	(ii) wrong acts/ wrongdoing; 'Raven' - a black crow signifies the bad motives leading to committing of wicked deeds.	(1+1=2) marks
c)	(i) Manjula- the invisible audience on the Telefilm.	(1+1=2) marks
	(ii) she wrote her novel in English/foreign language betraying her own mother tongue, Kannada	(1+1=2) marks
4(B)	<p><b>OBJECTIVE:</b> To test appreciation, interpretation, fluency, coherence</p> <p><b>Word limit : 80-120 words each</b></p> <p><b>(ANY TWO)</b></p>	<b>5x2=10 marks</b>
a)	<p>-freedom from responsibility towards his parents</p> <p>-to work as a sailor in sea</p> <p>-Captain Hagberd made frantic efforts to find his son Harry</p> <p>-gave advertisement in the newspaper</p> <p>-met unknown faces/people</p> <p>-would ask shopkeepers, barbers, almost everyone, institutions etc. to find him.</p> <p>-was hopeful that his son would definitely return one day</p> <p>-people laughed at him/made fun of him instead of being sympathetic</p> <p>-any other relevant point/points</p>	Content- 3 Expression-2 = 5 marks

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(b)	<ul style="list-style-type: none"> <li>-sacred rivers flowing through caverns and falling into sunless sea</li> <li>-bright gardens irrigated by sinuous rivers</li> <li>-forest trapping sunny spots</li> <li>-savage place beneath a waning moon</li> <li>-woman wailing for her demon lover-dancing rocks-lifeless ocean</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
(c)	<ul style="list-style-type: none"> <li>-Sen wants to stress that each individual acts according to his perceptions</li> <li>-looks at the same thing differently</li> <li>-examples of arguments of Lord Krishna and Arjuna</li> <li>-T.S. Elliot and Dr. J. Robert Openheimer , the atom bomb maker</li> <li>-in nutshell, this world observed through the lens fitted in individual cornea during his childhood and adolescence</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
4(C)	<b>OBJECTIVE :</b> To test global comprehension  <b>Word limit : 120 – 150 words</b>  <b>(ANY TWO)</b>	<b>6x2=12 marks</b>
(a)	<ul style="list-style-type: none"> <li>- recognised Frau Frieda from the serpent like gold ring with emerald eyes which she used to wear</li> <li>-had met her earlier thirty four years ago in Vienna</li> <li>-had no faith in her prophetic ability</li> <li>-any other relevant point/points</li> </ul>	Content- 4 Expression-2 = 6 marks
(b)	<ul style="list-style-type: none"> <li>-an honest government must try to abolish class struggle</li> <li>- abolish slavery of man to man</li> <li>-discourage class distinction</li> <li>-avoid discrimination among the citizens/classes</li> <li>-any other relevant point/points</li> </ul>	Content- 4 Expression-2 = 6 marks
(c)	<ul style="list-style-type: none"> <li>- told her that Ananda/ the Buddhist Monk is a holy man</li> <li>-advised her to keep away from him as she belongs to a lower caste/chandals</li> <li>-Prakriti was adamant</li> <li>-did not pay attention to her mother's advice</li> <li>-forced her to help her possess him</li> <li>-requested her to cast a spell on him</li> <li>-the mother yielded and agreed to do her bidding.</li> <li>-any other relevant point/points</li> </ul>	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>	
5	<b>Novel :</b> A Tiger for Malgudi by R.K. Narayan	
(a)	<b>OBJECTIVE:</b> Seeking comments and interpretation  <b>Word limit : 80 – 120 words</b>  <b>(ANY TWO)</b>	<b>5 x 2 = 10 marks</b>

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i)	<ul style="list-style-type: none"> <li>-used to live in a cave at the far end of Mempi range/hills</li> <li>-used to frolic on the sandy bank and in the cool stream</li> <li>-always protected by his mother</li> <li>-suddenly his mother disappeared/vanished</li> <li>-was chased, knocked down and hurt by bigger animals</li> <li>-was starving in absence of the mother</li> <li>-tried to catch rabbits, fox, cubs and squirrels for his food.</li> <li>-grew up in course of time</li> <li>-considered himself the supreme lord of the jungle</li> <li>-every creature used to tremble when it sensed his approach in the jungle.</li> <li>-all living creatures started avoiding him</li> <li>-himself was scared of porcupine</li> <li>-started ignoring creatures like monkeys and leopards</li> <li>-had freedom to move anywhere</li> <li>-led a free life</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
(ii)	<ul style="list-style-type: none"> <li>-Madan contacted Captain</li> <li>-told him that he wanted to make a film with him in the main role</li> <li>-he had seen Raja in action with the goat</li> <li>-Captain didn't show any interest in the film</li> <li>-later told by Madan that he had hired a wrestler called Jaggu for the human side/role</li> <li>-told him that he had already filmed the goat sequence inside the circus sitting in VIP enclosures</li> <li>-Captain did not agree in the beginning</li> <li>-tried to put Madan off</li> <li>-Madan made a very generous offer</li> <li>-the deal was finally struck</li> <li>-Captain agreed to spare Raja on certain specified days</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
(iii)	<ul style="list-style-type: none"> <li>-Captain tamed the tiger with his whip</li> <li>-used to put him in a cage away from other animals</li> <li>-Captain seemed to be a monster to the tiger</li> <li>-used to make him run in circles for hours</li> <li>-made him jump through a fire ring</li> <li>-kept him hungry for hours</li> <li>-Raja used to starve</li> <li>-he used to get tired and almost fainted during exercise</li> <li>-was lashed, felt miserable during training</li> <li>-his nightmare began during training</li> <li>-was whipped, chained and given electric shocks</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
5(b)	<p><b>OBJECTIVE:</b> Appreciation of character, event, episodes etc.</p> <p><b>Word limit : 150 – 200 words</b></p> <p><b>(ANY ONE)</b></p>	<b>10 marks</b>

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i)	<ul style="list-style-type: none"> <li>-The tiger was called beast by someone in the crowd</li> <li>-the master became angry hearing this word</li> <li>-objected to use of words like beast or brute</li> <li>-someone called him a reckless man</li> <li>- a teacher asked him who he was</li> <li>-why he was asking frivolous objection</li> <li>-in anger the master replied that he did not understand/know who he was</li> <li>-one teacher suggested that he should be avoided</li> <li>-told the crowd to concentrate on safety of children</li> <li>-children taken out of the hall</li> <li>-the master advised to open the door and leave the children</li> <li>-then suddenly someone called him a crazy beggar</li> <li>-they asked master to leave the school premises.</li> <li>-the master refused to leave</li> <li>-asked the crowd if the tiger had come on their invitation</li> <li>-he argued that his presence was the real problem and not the tiger</li> <li>-then the master went out</li> <li>-did not leave but kept sitting on the culvert</li> <li>-any other relevant point/points</li> </ul>	Content- 6 Expression-4 = 10 marks
(ii)	<ul style="list-style-type: none"> <li>-the master told the tiger that he was free to leave him</li> <li>-could go to a place of his choice</li> <li>-tiger refused to leave</li> <li>-started listening to his master on life and existence and death</li> <li>-his master was amused when tiger told him that God must be an enormous tiger with a tail capable of encircling the globe</li> <li>- Raja's transformation;</li> <li>-his keenness of hunger diminished</li> <li>-regretted killing animals</li> <li>-tried to attain some kind of purification by reducing the frequency of seeking food</li> <li>-stopped killing animals recklessly</li> <li>-tried attaining merit through penance and making himself worthy of his master's grace</li> <li>-any other relevant point/points</li> </ul>	Content- 6 Expression-4 = 10 marks
6	<b>Novel : The Financial Expert by R.K. Narayan</b>	<b>20 marks</b>
(a)	<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
i)	<ul style="list-style-type: none"> <li>-Balu attained the age of six</li> <li>-was admitted to the Town Elementary School with a lot of fanfare</li> <li>-traffic disrupted due to Balu's procession</li> <li>-Balu was not a good student and did not like studies</li> <li>-Margayya had high hopes of his son's future.</li> <li>-imagined that Balu would go to Europe or America for higher studies</li> <li>-hope began to fade away</li> <li>-thought of another method of improving Balu's academic prospects</li> </ul>	Content- 3 Expression-2 = 5 marks

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	<ul style="list-style-type: none"> <li>-got himself elected as the Secretary of Managing Committee of the school</li> <li>-engaged tutor for Balu</li> <li>-no progress in Balu's academic performance</li> <li>-any other relevant point/points</li> </ul>	
(ii)	<ul style="list-style-type: none"> <li>-Margayya came to acquire the name in a strange way.</li> <li>-was not given this name at his naming ceremony</li> <li>-the word Margayya meant the way or path</li> <li>-the 'ayya' was a suffix added to show respect</li> <li>-taken together his name meant a person who showed the way or the right path</li> <li>-In Margayya's case the word meant one who showed the way to people who were in financial difficulties</li> <li>-any other relevant point/points</li> </ul>	Content- 3 Expression-2 = 5 marks
(iii)	<ul style="list-style-type: none"> <li>-Balu ran away from home</li> <li>-Margayya looked for him everywhere</li> <li>-decided to go to Madras</li> <li>-met a police inspector in train</li> <li>-the Police Officer was very co-operative</li> <li>-ready to help Margayya in distress</li> <li>-he looked at the post card supposed to have been sent by Balu</li> <li>-told him that his handwriting would be examined</li> <li>-checked the address of the sender</li> <li>-police officer arranged his stay in the waiting room of the station</li> <li>-later took him to a house in Park Town- "The house of enlightened"</li> <li>-inspector told him that the owner wrote letters to many people and posted them</li> <li>-Balu's letter was also posted by him</li> <li>-he looked for Balu's file</li> <li>-told him Balu was alive ,working in Central Talkies</li> <li>-inspector took Margayya to theatre to meet his son</li> <li>-later inspector helped him to go back home and came to see them off at the railway station</li> <li>-Margayya called him God and thanked him for his help</li> <li>-any other relevant point/points</li> </ul>	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><b>(ANY ONE)</b></p>	<b>10 marks</b>
i)	<ul style="list-style-type: none"> <li>-Arul Das, the bank's peon asked Margayya to see the Secretary of the bank</li> <li>-Margayya refused to meet him</li> <li>-retorted that Secretary had no business to summon him</li> <li>-he was not accountable to him</li> <li>-villagers advised him not to offend the secretary</li> <li>-Margayya changed his mind and went to see the Secretary.</li> <li>-The Secretary slighted him and took all the bank papers from Margayya's tin box</li> <li>-told him that he had no business to keep them in his possession</li> <li>-Margayya lost his temper</li> <li>-The Secretary told him that he could hand him over to the police</li> <li>-Margayya asked the Secretary to return the papers</li> </ul>	Content- 6 Expression-4 = 10 marks

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	<ul style="list-style-type: none"> <li>-The Secretary told him that he would call the police as Margayya had in his possession the bank papers</li> <li>-he warned him to stop his business outside the bank or face serious consequences</li> <li>-any other relevant point/points</li> </ul>	
ii)	<ul style="list-style-type: none"> <li>- Margayya's quarrel with Dr. Pal was the cause of his downfall</li> <li>-Dr. Pal made friendship with Margayya's son Balu</li> <li>-Balu started drinking, smoking, became careless and was out of control</li> <li>-Margayya believed Dr. Pal was responsible for his son's depravity</li> <li>-a serious quarrel broke out between Margayya and Dr. Pal</li> <li>-Margayya lost his temper, insulted and thrashed Dr. Pal</li> <li>-Dr. Pal retaliated by spreading rumours about Margayya's banking business</li> <li>-Margayya's business was ruined</li> <li>-he lost all his money and became bankrupt</li> <li>-any other relevant point/points</li> </ul>	<p>Content- 6 Expression-4 = 10 marks</p>

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