

SENIOR SCHOOL CERTIFICATE EXAMINATION (COMPARTMENT)

JULY 2017

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 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 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 IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
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 INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

90 AND ABOVE

72–74

28–32

|             |  |                 |
|-------------|--|-----------------|
|             | SUGGESTED VALUE POINTS   |                 |
|             | <b>SECTION A: READING</b>  | <b>20 marks</b> |
| <b>1(A)</b> | <b>OBJECTIVE:</b> Testing comprehensive of an unseen passage   |                 |
|             | <b>COMPREHENSION PASSAGE</b><br>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>10 marks</b> |
| (i)         | to search within / look after their personal character   | 1 mark          |
| (ii)        | purity of personal life and building up of character   | 1 mark          |
| (iii)       | truth and innocence / non-violence   | 1 mark          |
| (iv)        | - truthfulness / truthful dealing with all / no ill-will towards any one<br>- not to hide / keep anything secret from teachers or elders   | 1 mark          |
| (v)         | untruthfulness, intolerance, violence, immorality  | 1 mark          |
| (vi)        | - avoid sinful thoughts<br>- be careful about ideas / thoughts in his mind   | 1 mark          |
| (vii)       | - life of their teachers is an example for them / religious instruction can best be given by the teachers living the religion themselves<br>- teachers must set an example / they must practise what they preach   | 1 mark          |
| (viii)      | true teacher practises what he preaches  | 1 mark          |
| (ix)        | - try to remove / get rid of its defects<br>- youth can play a major role in it<br>- by settling down in villages, youth should find unlimited scope for service, research and true knowledge  | 1 mark          |
| (x)         | try to settle down in villages, live there to know to learn service, research and true knowledge   | 1 mark          |
| <b>1(B)</b> | <b>OBJECTIVE:</b> Interpretation and appreciation of unseen poem   |                 |
|             | <b>COMPREHENSION PASSAGE</b><br>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>10 marks</b> |
| (i)         | - seven<br>- old age / second childhood  | 2 marks         |
| (ii)        | beginning of education, unwilling to go to school as a child   | 2 marks         |
| (iii)       | youth / fourth stage of life, facing cannons / ready to fight, jealous to save honour (any two)  | 2 marks         |
| (iv)        | back to infant stage without teeth, taste etc.   | 2 marks         |
| (v)         | Seventh, the end of life, the whole life becomes history after death of the person   | 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.  |                 |
| (a)(i)      | <b>SPEECH WRITING</b>  |                 |
|             | <b>Word limit: 80-100 words</b>  | <b>5 marks</b>  |

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|------|--|----------------|
|      | <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>   |                |
|      | <p><b>TOPIC:</b> The best service to one's motherland is to love its people irrespective of their caste, creed or religion</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ all people are citizens of the country</li> <li>▪ all are equal</li> <li>▪ to love them is equal to loving one's motherland</li> <li>▪ should not be any difference on the basis of caste / creed / religion</li> <li>▪ communal harmony is the need of the hour / people fight in the name of caste, creed and religion</li> <li>▪ God never differentiates among the people He has created</li> <li>▪ creations of God need equal treatment and love</li> <li>▪ God is one, His creations are one, by loving the creations of God, we are loving Him as well as our motherland</li> <li>▪ peace and harmony will create congenial atmosphere</li> <li>▪ any other relevant point</li> </ul> |                |
| (ii) | <b>ARTICLE WRITING</b>   |                |
|      | <p><b>Word limit: 80-100 words</b></p> <ul style="list-style-type: none"> <li>- Format(Title and Writer's name) 1 mark</li> <li>- Content and logical development of thought / ideas 3 marks</li> <li>- Expression and style 1 mark</li> </ul>   | <b>5 marks</b> |
|      | <p><b>TOPIC-</b>To educate the public about dengue and the ways to prevent this dreadful disease</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ a fatal disease</li> <li>▪ caused by the bite of a special kind of mosquito</li> <li>▪ mosquitoes of dengue breed in fresh water</li> <li>▪ platelets of the patients are affected</li> <li>▪ breeding of mosquitoes to be checked</li> <li>▪ wear full length clothes; keep body covered</li> <li>▪ use of mosquito repellents etc.</li> <li>▪ water logging should be avoided</li> <li>▪ coolers etc. should be kept dry</li> <li>▪ more attention to be given to cleanliness</li> <li>▪ proper medical attention to patients</li> <li>▪ proper diet plan to maintain blood platelet count and proper functioning of immune system</li> <li>▪ any other relevant point</li> </ul>                                     |                |
| (b)  | <b>SPEECH WRITING</b>  |                |

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|  | <p><b>Word limit: 150-200 words</b></p> <ul style="list-style-type: none"> <li>- Format: Greeting and thanking 1 mark</li> <li>- Content 4 marks</li> <li>- Expression 5 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> |
|  | <p><b><u>TOPIC: HOW TO PREPARE FOR EXAMINATIONS</u></b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ revision of prescribed syllabus</li> <li>▪ read all units with full concentration</li> <li>▪ make notes of important points in all units / lessons</li> <li>▪ learn by heart</li> <li>▪ practise by writing whatever revised</li> <li>▪ practice of previous papers</li> <li>▪ discuss important points in group</li> <li>▪ discuss difficulties with concerned teacher</li> <li>▪ be confident, avoid nervousness and negativity</li> <li>▪ take a lot of water, eat light</li> <li>▪ keep cool, relaxation in between</li> <li>▪ any other relevant point/points</li> </ul> |                 |
|  | <b>Or</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 1 mark</li> <li>- Content and logical development of thought / ideas 4 marks</li> <li>- Expression 5 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> |
|  | <p><b><u>TOPIC-Science : a blessing or a curse</u></b></p> <p><b>Suggested value points</b></p> <p><b>As a Blessing</b></p> <ul style="list-style-type: none"> <li>▪ a great blessing</li> <li>▪ manufacturing of utility gadgets</li> <li>▪ making life easy and comfortable</li> <li>▪ helps to fight diseases</li> <li>▪ life span has increased</li> <li>▪ advanced technology has united the world</li> <li>▪ work becomes faster by machines</li> <li>▪ any other relevant point</li> </ul> <p><b>As a Curse</b></p> <ul style="list-style-type: none"> <li>▪ deadly weapons can destroy the world</li> </ul>   |                 |

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|      | <ul style="list-style-type: none"><li>▪ electronics / gadgets / medicines can be misused</li><li>▪ unemployment increasing due to use of machines</li><li>▪ loss of manpower</li><li>▪ lethargy among people due to excessive use of gadgets</li><li>▪ memory loss due to use of technology etc.</li><li>▪ any other relevant point</li></ul> |  |                   |                        |
| 3(a) | <b>(APPLIED GRAMMAR)</b><br><b><u>Editing( missing words)</u></b>   |  |                   | <b>5 marks</b>         |
|      | <b>OBJECTIVE: Application of grammatical skills</b>   |  |                   |                        |
|      |   |  |                   |                        |
|      | <b>Word before</b>  | <b>Word missing</b>                                  | <b>Word after</b> | (1X5=5)<br>marks       |
| i)   | <b>was</b>  | <b>One</b>   | <b>of</b>         |                        |
| ii)  | <b>and</b>  | <b>The</b>   | <b>Trojans</b>    |                        |
| iii) | <b>fought</b>   | <b>For</b>   | <b>twelve</b>     |                        |
| iv)  | <b>it</b>   | <b>Was</b>   | <b>over</b>       |                        |
| v)   | <b>and</b>  | <b>His</b>   | <b>brave</b>      |                        |
|      |   |  |                   |                        |
| 3(b) | <b>OBJECTIVE: To test the ability to report in indirect speech</b>  |  |                   | <b>1X5=5<br/>Marks</b> |
|      | (i)   | he was driving very rashly                           |                   | 1 mark                 |
|      | (ii)  | his driving license                                  |                   | 1 mark                 |
|      | (iii)   | he was in a hurry                                    |                   | 1 mark                 |
|      | (iv)  | his brother who had met with an accident an hour ago |                   | 1 mark                 |
|      | (v)   | he had also not put on his helmet                    |                   | 1 mark                 |
|      | <b>SECTION C: LITERATURE (Text for Detailed Study)</b>  |  |                   | <b>30 marks</b>        |
| 4(a) | <b>OBJECTIVE : To test comprehension, interpretation, appreciation, expression</b><br><br><b>(ANY TWO)</b>  |  |                   | <b>4x2=8<br/>marks</b> |
| (I)  | (a) Frau Frieda, was an astrologer / sold dreams  |  |                   | (1+1=2)<br>marks       |
|      | (b) its shape was like that of a serpent with emerald eyes  |  |                   | (1+1=2)<br>marks       |
| (II) | (a) - long lasting differences leading to conflicts<br>- getting together on seasonal basis, no lasting harmony between people of different religions   |  |                   | (1+1=2)<br>marks       |
|      | (b) whim of a donor refers to the unusual / unnecessary wish of the donor; religious heads  |  |                   | (1+1=2)<br>mark        |

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| (III) | (a) announcer in the TV show as now she was writing in English instead of her mother tongue Kannada  | 2 marks                                 |
|       | (b) No, depends on the writer to express his ideas in whatever language he / she chooses / Manjula got ideas / thoughts in English, so chose to express herself in English for writing novels  | (1+1=2) mark                            |
| 4(b)  | <b>OBJECTIVE:</b> To test appreciation, interpretation, fluency, coherence<br><b>Word limit : 80-100 words each</b><br><b>(ANY TWO)</b>  | <b>5x2=10 marks</b>                     |
| (i)   | <ul style="list-style-type: none"> <li>- was a dedicated Jewish doctor settled in USA</li> <li>- did not want his wife to accompany him to a marriage ceremony in Jewish community</li> <li>- planned to enjoy wedding and delicious food</li> <li>-he did not want to go there for fear of being late at night</li> <li>-had to attend hospital on Monday morning</li> <li>-he was on fat free diet</li> <li>-enjoying feast could be harmful for him / his health</li> <li>-did not like celebrations showing Jewish people copying Americans</li> <li>-his wife reminded him that American Judaism was a mess</li> <li>-confused regarding attending the marriage</li> <li>-any other relevant point</li> </ul> | Content- 3<br>Expression-2<br>= 5 marks |
| (ii)  | <ul style="list-style-type: none"> <li>- lover of Eveline</li> <li>- wanted to marry her</li> <li>- Eveline's father did not want her to marry Frank; disliked sailors</li> <li>- angry with Frank for his affair with her daughter</li> <li>-wanted her daughter not to marry a sailor</li> <li>-wanted her to sincerely keep the promise to take care of the house and siblings</li> <li>-any other relevant point</li> </ul>  | Content- 3<br>Expression-2<br>= 5 marks |
| (iii) | <ul style="list-style-type: none"> <li>-swans look beautiful, mysterious, brilliant etc.</li> <li>-not old at their hearts</li> <li>-move near the shore in a happy mood</li> <li>-look lively all the time</li> <li>-feast for the human eyes</li> <li>-human life is different</li> <li>-man, a creature of circumstances-sometimes happy and sometimes sad; soon grows weary</li> </ul>   | Content- 3<br>Expression-2<br>= 5 marks |
| 4(c)  | <b>OBJECTIVE :</b> To test global comprehension<br><b>Word limit : 120 – 150 words</b><br><b>(ANY TWO)</b>   | <b>6x2=12 marks</b>                     |
| (i)   | <ul style="list-style-type: none"> <li>- Prakriti narrated her encounter with the monk Ananda to her mother</li> <li>-mother surprised and sad to know that her daughter had offered water to a monk-being a low caste woman</li> <li>-reminded her daughter of her low caste</li> <li>-told her that she is a Chandali</li> <li>-scolded her for her love for a Buddhist monk</li> </ul>  | Content- 4<br>Expression-2<br>= 6 marks |



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|          | <ul style="list-style-type: none"> <li>-warned her of consequences of falling in love with a monk</li> <li>-refused to cast a spell on the monk</li> <li>-any other relevant point</li> </ul>  |   |
| (ii)     | <ul style="list-style-type: none"> <li>-Lord Krishna emphasizes action-doing one's duty</li> <li>-Arjuna was afraid of the consequences of war as he had to kill his own friends and family members</li> <li>-he feels that duty must be done but not at the cost of killing his own people</li> <li>-to put his own people in misery</li> <li>-Krishna told Arjuna that his duty was to fight without thinking about the consequences of the war-being a warrior and the General of his team</li> <li>-in Sen's opinion, the arguments between Lord Krishna and Arjuna are still relevant in the present times; duty is important but we must also think of consequences</li> <li>-Arjuna's consequential analysis and Krishna's arguments towards duty are required to solve the problem related to economic development, regional peace or nuclear confrontation etc.</li> <li>-any other relevant point</li> </ul> | Content- 4<br>Expression-2<br>= 6 marks |
| (iii)    | <ul style="list-style-type: none"> <li>-the slavery of man to nature is different from the slavery of man to man</li> <li>- nature shows kindness to its slave</li> <li>-makes our action pleasant even if forced upon us</li> <li>-the slavery of man to man is hateful to the body and to the spirit</li> <li>-no man has the right to make other person his slave</li> <li>-this slavery is cruel</li> <li>-it is not good to treat other humans as slaves</li> <li>-slavery of any kind is bad</li> <li>-any other relevant point</li> </ul>   | Content- 4<br>Expression-2<br>= 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)      | <b>OBJECTIVE:</b> Seeking comments and interpretation<br><br><b>Word limit : 80 – 100 words</b><br><br><b>(ANY TWO)</b>  | <b>5 x 2 = 10 marks</b>                 |
| (i)      | <ul style="list-style-type: none"> <li>-was angry and sad after the death of tigress and cubs</li> <li>-started killing animals in nearby villages to satisfy his hunger</li> <li>- villagers complained to the collector</li> <li>-a great crowd of villagers came with torches to attack him at night</li> <li>-he tried to run away from them</li> <li>-collector asked the captain of circus to catch the tiger</li> <li>-captain decided to capture him, not kill</li> <li>-he decided to catch the tiger after following his movements at a hillock near the cave of the tiger</li> <li>-laid a trap and waited for tiger to return to his cave</li> <li>-a goat was used as bait</li> <li>- was captured in a cage and taken in a bullock cart to the town</li> </ul>   | Content- 3<br>Expression-2<br>= 5 marks |



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|      | -any other relevant point  |  |
| (ii) | <ul style="list-style-type: none"> <li>-killing animals of the village on regular basis to satisfy his hunger</li> <li>-started their animals back to village before the sun set</li> <li>-tiger had to go to village at night in search of his prey</li> <li>-villagers planned and tried to capture him together</li> <li>-the tiger hid himself and later escaped</li> <li>-villagers complained to the collector</li> <li>-collector asked many questions</li> <li>-villagers told him that about hundred people had seen him and discussed other details</li> <li>-collector asked them to submit a written complaint</li> <li>-he assured them of prompt action to capture the tiger</li> <li>-on his assurance, the villagers came back to village</li> </ul> | Content- 3<br>Expression-2<br>= 5 marks  |
| 5(b) | <b>OBJECTIVE:</b> Appreciation of character, event, episodes etc.<br><b>Word limit : 150 – 200 words</b><br><b>(ANY ONE)</b>   | <b>10 marks</b>                          |
| (i)  | <ul style="list-style-type: none"> <li>-the tiger was taken to the owner of the circus after being captured by the captain</li> <li>-was put in a cage, tried to break the bars in despair</li> <li>-captain tried to train the tiger for the circus</li> <li>-he was kept hungry in the cage and lost his strength</li> <li>-the captain hit him with a whip and commanded him to run</li> <li>-the tiger was sad, harassed and in pain</li> <li>-after hard training, he was given food in the cage</li> <li>-gradually the tiger accepted his fate</li> <li>-tiger was taught running, jumping etc. and was trained for circus</li> </ul>   | Content- 6<br>Expression-4<br>= 10 marks |
| (ii) | <ul style="list-style-type: none"> <li>-ran away from the circus</li> <li>-met the master</li> <li>-went to the forest with the master</li> <li>-decided to spend his life with him</li> <li>-master became his guide and guru who guided him about spirituality</li> <li>-used to live together and enjoy life in the forest</li> <li>-learnt so many things from the master</li> <li>-shared their joys with each other</li> </ul>   | Content- 6<br>Expression-4<br>= 10 marks |
| 6    | <b>Novel : The Financial Expert by R.K. Narayan</b>  | <b>20 marks</b>                          |
| (a)  | <b>OBJECTIVE:</b> Seeking comments, interpretation, appreciation of episodes, interpersonal relationship<br><b>Word limit : 80 – 100 words</b>   | 5x2=10<br>marks                          |
| (i)  | <ul style="list-style-type: none"> <li>-Margayya was not much bothered</li> <li>-thought he was a curse to his parents</li> <li>-disobedient, indisciplined and wilful</li> <li>-did not want to listen to his wife's request to bring him back</li> <li>-good riddance</li> <li>-had no love and concern for Balu</li> <li>-his wife felt miserable</li> </ul>  | Content- 3<br>Expression-2<br>= 5 marks  |

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|      | <ul style="list-style-type: none"> <li>-stopped eating</li> <li>-waited for Balu day and night</li> <li>-blamed her husband for Balu's disappearance</li> <li>-accused her husband of being heartless</li> <li>-their attitudes towards their son are totally different</li> </ul>  |  |
| (ii) | <ul style="list-style-type: none"> <li>- Dr. Pal used to visit Balu often</li> <li>-was responsible for spoiling Balu</li> <li>-was cause of Balu's misbehaviour with his father in public</li> <li>-in fact, Dr. Pal used Balu to take revenge upon Margayya</li> <li>-Margayya wanted Balu to be away from Dr. Pal but failed</li> <li>-responsible for Balu's bad habits like gambling etc. -encouraged Balu to be separated from his father</li> <li>-later on through Balu, he ruined Margayya</li> </ul>  | Content- 3<br>Expression-2<br>= 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>-he helped the illiterate villagers to manage their finances</li> <li>-kept a record of all transactions in a red book</li> <li>-used to sit outside the Central Co-operative Land Mortgage Bank under a banyan tree</li> <li>-helped the poor peasants to take loan from bank</li> <li>-helped them to fill up the forms to get application form also in case of any non-availability of forms</li> <li>-used to charge nominal fee for filling up the blank forms</li> <li>-keep the passbooks of his customers in safe custody</li> <li>-charged nominal fee for helping villagers</li> </ul> | Content- 6<br>Expression-4<br>= 10 marks |
| (ii) | <ul style="list-style-type: none"> <li>-Margayya got Balu admitted to a prestigious school with pomp and show</li> <li>-went in a large procession to admit him to school on the first day of the school</li> <li>-Balu was careless about studies; had no interest in studies</li> <li>-failed in high school</li> <li>-disappeared from the house when his father scolded him for poor performance in the examination</li> <li>-used to speak rudely whenever confronted with questions about studies</li> <li>-most careless / irresponsible student</li> </ul>  | Content- 6<br>Expression-4<br>= 10 marks |

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