

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior School Certificate Examination-2020**  
**Marking Scheme – ENGLISH CORE**  
**(SUBJECT CODE : 301) (PAPER CODE – 1/4/2)**

**GENERAL INSTRUCTIONS**

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, these may be assessed for their correctness and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluators will mark (√) wherever answer is correct. For wrong answer "X" be marked. Evaluators will not put right kind of mark (√) while evaluating which gives an impression that the answer is correct and no marks are awarded. **This is the most common mistake which evaluators are committing.**
5. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should be then totalled up and written in the left-hand side margin and encircled. This must be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left hand margin and encircled. This must also be followed strictly.
7. If a student has attempted an extra question, answer of the question, deserving more marks should be retained and the other answer scored out.
8. No marks are to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.

10. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books in other subjects (details are given in the spot guidelines).
11. Ensure that you don't make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totalling of marks awarded for an answer.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totalling on the title page.
  - Wrong grand total.
  - Marks in words and figure not tallying.
  - Wrong transfer of marks from the answer book to the online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark (✓) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for an incorrect answer.)
  - Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.
12. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
13. Any unassessed portion, non-carrying over of marks to the title page or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
14. The examiners should acquaint themselves with the guidelines given in the 'Guidelines for Spot Evaluation' before starting the actual evaluation.
15. Every examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

1/4/2	SUGGESTED VALUE POINTS	2020
	<b>SECTION A: READING</b>	
	<b>COMPREHENSION PASSAGE</b>	
1	<b>NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.</b>	<b>12 marks</b>
<b>1.1</b>	<b>MCQ (Any Five)</b>	
<b>(a)</b>	<b>The first Green corridor in India was created in</b>	
Ans.(a)	(ii) Chennai	1 mark
<b>(b)</b>	<b>The organisation which is framing a proposal to airlift cadaver organs is</b>	
Ans.(b)	(iii) National Organ and Tissue Transplant Organisation	1 mark
<b>(c)</b>	<b>The onerous task that the author is talking about in para 1 is</b>	
Ans.(c)	(iii) to carry the harvested organ in the shortest possible time	1 mark
<b>(d)</b>	<b>Most of the people do not go for heart transplant as</b>	
Ans.(d)	(iv) the cost is prohibitive	1 mark
<b>(e)</b>	<b>Most States refer organ transplant cases to big hospitals because</b>	
Ans.(e)	(i) they don't have well-trained experts	1 mark
<b>(f)</b>	<b>Heart retrieved from a body is alive only for _____ hours.</b>	
Ans.(f)	(iii) four	1 mark
<b>1.2</b>	<b>Answer briefly</b>	
<b>(a)</b>	<b>What is a 'green corridor'?</b>	
Ans.(a)	traditional method of transferring/transporting organs by road / a short route cleared and cordoned off by the traffic police / a route for the smooth and steady transportation of the harvested organs	1 mark
<b>(b)</b>	<b>Why is smooth transportation of the retrieved organ necessary?</b>	
Ans.(b)	A harvested / retrieved organ has a short life / organs have a very short preservation time	1 mark
<b>(c)</b>	<b>What opinion do you form of the Chennai Police with regard to the transportation of a harvested heart?</b>	
Ans.(c)	proved to be very efficient/ helpful / caring / responsible / quick / prompt / any other relevant point	1 mark
<b>(d)</b>	<b>What does the author mean by 'a few golden hours'?</b>	
Ans.(d)	The few hours during which, the harvested organ is alive / the time the harvested organ is to be transported and transplanted / short preservation time of the harvested organ	1 mark
<b>(e)</b>	<b>How much does a heart transplant cost a patient in a private hospital?</b>	
Ans.(e)	15-20 lakhs	1 mark
<b>1.3</b>	<b>Pick the words from the passage which mean the same</b>	
<b>(a)</b>	<b>Save (para 1)</b>	
Ans.(a)	preserve	1 mark
<b>(b)</b>	<b>Achieved/carried out (para 3)</b>	
Ans.(b)	accomplished	1 mark

2	<b>NOTE MAKING</b>	
	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given</li> <li>• 1 mark allotted for the title is to be given , even if a student has written the title either in Q2(a) or Q2 (b)</li> <li>• Content must be divided into headings and sub-headings</li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	8 marks
(a)	<p><b>NOTE-MAKING</b></p> <p>Distribution of Marks</p> <p><b>Title</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p> <p><b>Abbreviations/Symbols</b> (with/without key )</p>	<p>4 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
	<p><b>Suggested notes:</b></p> <p><b>Title: Advantages and Disadvantages of Watching Television/ How Television affects lives/ Any other relevant title</b></p> <ol style="list-style-type: none"> <li>1. Benefits             <ol style="list-style-type: none"> <li>1.1 increases <u>know.</u> <ol style="list-style-type: none"> <li>1.1.1 of outside world</li> <li>1.1.2 science</li> <li>1.1.3 medicine</li> <li>1.1.4 <u>diff. arts</u></li> </ol> </li> <li>1.2 recreation for old <u>ppl. &amp;</u> patients</li> <li>1.3 informal <u>lang.</u> practice</li> <li>1.4 increases <u>vocab.</u> &amp; helps practise listening</li> </ol> </li> <li>2. Disadvantages             <ol style="list-style-type: none"> <li>2.1 <u>ppl.</u> watch for 6 <u>hrs.</u> or more</li> <li>2.2 students stare at screen for <u>hrs.</u></li> <li>2.3 negative influence</li> <li>2.4 effect on human brain                 <ol style="list-style-type: none"> <li>2.4.1 poor <u>conc.</u></li> </ol> </li> </ol> </li> <li>3. Impact             <ol style="list-style-type: none"> <li>3.1 feels life not very exciting</li> <li>3.2 <u>TV</u> more real, life seems boring</li> <li>3.3 depression when can't solve problems</li> </ol> </li> <li>4. Violence shown on TV             <ol style="list-style-type: none"> <li>4.1 Children become violent</li> <li>4.2 killings seem normal</li> </ol> </li> </ol>	

	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Abbreviations: (minimum 4)</p> <ol style="list-style-type: none"> <li>1. ppl. – people</li> <li>2. know. – knowledge</li> <li>3. &amp; – and</li> <li>4. diff. – different</li> <li>5. vocab. – vocabulary</li> <li>6. lang. - language</li> <li>7. hrs. – hours</li> <li>8. conc. – concentration</li> <li>9. TV - Television</li> </ol> </div>	
(b)	<p><b>Summary</b> The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>	<p><b>4 marks</b></p> <p><b>2 marks</b></p> <p><b>2 marks</b></p>
	<p><b>SECTION B:</b> <b>WRITING SKILLS</b></p> <p><b>NOTE: The objective of the section on Writing Skills is to test a candidate’s writing ability. Hence, expression assumes as much importance as the content of the answer.</b></p>	
3	<b>ADVERTISEMENT</b>	<b>4 marks</b>
	<p><b>Format</b></p> <ul style="list-style-type: none"> <li>• Heading</li> </ul>	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
	<p><b>At Rohini, in Delhi you have a three-bedroom flat with all modern amenities. It is fully air-conditioned and has power backup. For the sale of this flat draft a suitable advertisement in not more than 50 words to be published in a local daily. Give all the necessary details. Your contact number is 9911223344.</b></p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>• details of the flat</li> <li>• location, number of rooms, covered area, direction facing, how old</li> <li>• expected price</li> <li>• contact no. / email id</li> </ul> <p>(any other relevant details) (due credit should be given to economy of words)</p>	
	<b>OR</b>	

3	<b>POSTER</b>	<b>4 marks</b>
	<b>Format</b>	<b>1 mark</b>
	<b>Content</b>	<b>2 marks</b>
	<b>Expression</b>	<b>1 mark</b>
	<p><b>You are Secretary, Social Service League of your school. Design a poster to be displayed in your colony and in a local hospital premises inspiring people to make a pledge to donate eyes and other organs of their bodies.</b></p> <p><b>Format : Heading</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>▪ relevant and catchy heading / slogan</li> <li>▪ benefits of organ donation</li> <li>▪ improves / saves / prolongs life of the ailing person</li> <li>▪ whom to contact</li> <li>▪ contact number</li> <li>▪ issuing agency / organisation</li> </ul> <p>(any other relevant point)</p> <p><b>Expression – Creativity, grammatical accuracy, spelling, presentation</b></p> <p><b>No marks should be deducted in the absence of issuing authority</b></p>	
4	<b>LETTER WRITING</b>	<b>6 marks</b>
	<p><b>Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. Mixing of the formats is not permitted</b></p>	
	<p><b>Format</b></p> <ol style="list-style-type: none"> <li>1. sender's address</li> <li>2. date</li> <li>3. receiver's address</li> <li>4. subject /heading</li> <li>5. salutation</li> <li>6. closing</li> </ol>	1 mark
	<b>Content</b>	3 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling      <b>1 mark</b></p> <p>Coherence and relevance of ideas and style                      <b>1 mark</b></p>	2 marks
4	<p><b>You are Tapas/Tapasya of A-150, Mount Road, Chennai. You have seen an advertisement in the newspaper, 'The Chennai Times' for the post of Manager (Accounts) in Sundaram Westside, Chennai. Apply for the post with your complete biodata. (120-150 words)</b></p>	<b>6 marks</b>

	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- reference to the advertisement</li> <li>- your suitability for the job</li> <li>- a sentence in praise of the firm (optional)</li> <li>- request for an interview</li> <li>- bio-data (may be part of the application or given separately)</li> </ul> <p>(any other relevant point)</p>	
	<b>OR</b>	
4	<p><b>Write a letter to the Editor, ‘ The Indian Times’, Jaipur highlighting the need to tap the sports talent at a young age by sports teachers, coaches etc. so that it does not go unrecognized. Thus we shall have a large pool of young talented sports persons who can be groomed. You are Poorva/Paras 78, Inderpuri, Jaipur. (120-150 words)</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- talent / promise shown by young athletes</li> <li>- yet achievements not enough for a country of our size and population</li> <li>- what should be done?</li> <li>- At school level ; at district level ; at state level ; spotting of talent; encouragement and coaching; financial help; sports hostels (these are indicative hints, the candidates can give their own proposal also)</li> </ul> <p>(any other relevant point)</p>	<b>6 marks</b>
5	<b>DEBATE</b>	<b>10 marks</b>
	<p><b>NOTE</b></p> <ul style="list-style-type: none"> <li>- In case of the stand taken by the candidate / examinee, if the arguments presented are contradictory to the stand taken, deduct only half a mark.</li> <li>- Students’ views to be expressed either for’ or ‘against the motion and not a mixed response.</li> <li>- No title is required.</li> </ul> <p><b>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either.</b></p>	
	<b>Format - opening address taking a stand for or against the topic with appropriate closure</b>	1 mark
	<b>Content</b>	5 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling      <b>2 marks</b></p> <p>Coherence and relevance of ideas and style                      <b>2 marks</b></p>	4 marks
	<p><b>‘No detention Policy for classes sixth to eight is academically very unsound.’</b></p> <p><b>Write a debate in 150-200 words either for or against the motion.</b></p>	

	<p><b>In Favour</b></p> <ul style="list-style-type: none"> <li>- leads to lack of responsibility / seriousness</li> <li>- students become disinterested and distracted</li> <li>- foundation not strong</li> <li>- pressure on the teachers teaching the IX class in which detention starts</li> <li>- possibility of indiscipline in the school</li> <li>- lack of interest even among the teachers / parents</li> </ul> <p>(a candidate may give different or even more arguments)</p> <p><b>Against</b></p> <ul style="list-style-type: none"> <li>- decrease in number of school dropouts</li> <li>- improvement in discipline in school and in society</li> <li>- indiscipline / law and order problem in the society</li> <li>- loss of financial resources</li> <li>- helps students who excel in sports or other co-curricular activities</li> <li>- freedom to grow – individual skill / talent blossoms</li> <li>- education becomes co-operative not competitive</li> <li>- assesses children performance through the year instead of one exam result</li> <li>- reduces mental stress in children and family</li> </ul> <p>(a candidate may give different or even more arguments)</p> <p>(any other relevant points)</p>	
	<b>OR</b>	
5	<b>SPEECH</b>	<b>10 marks</b>
	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- <b><u>No title is required.</u></b></li> <li>- <b><u>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either</u></b></li> </ul>	
	<b>Format - opening address , closing</b>	1 mark
	<b>Content</b>	5 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling [2 marks]</p> <p>Coherence and relevance of ideas and style [2 marks]</p>	4 marks
	<p><b>As per last census, the literacy rate in India was around 74%. In our day-to-day life, we find people who cannot even read or write. Looking at the gravity of the situation you decide to deliver a speech in your school morning assembly on the topic, “Each One, Teach One”. Write your speech in 150-200 words. You are Vinitha/Bejo.</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- introduction</li> <li>- social, economic, political importance of literacy</li> <li>- efforts to be made (govt. / public)</li> <li>- spread awareness through workshop / adopt a student</li> <li>- role of students</li> <li>- voluntary service to be introduced</li> </ul> <p><b>(any four points)</b></p>	



6	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format</b> (Title and Writer's Name)	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 marks] Coherence and relevance of ideas and style [2 marks]	4 marks
	<p><b>The number of private vehicles is increasing in the cities. It leads to traffic jams and a rise in air pollution levels. The only solution seems to be that people start using public transport. Write an article in 150-200 words on the topic, 'Importance of Public Transport'. You are Sanjith/Ranjitha.</b></p> <p><b>Title : Importance of Public Transport</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- what is public transport, types</li> <li>- where used – both in rural and urban areas</li> <li>- why – affordable, reduces pollution</li> <li>- rise in the number of private vehicles – why</li> <li>- effect on city life, traffic jam, air pollution</li> <li>- solution / suggestions</li> <li>- any improvement required in public transport</li> <li>- any other relevant point</li> </ul> <p><b>(any five points)</b></p>	
	<b>OR</b>	
6	<b>REPORT</b>	<b>10 marks</b>
	<b>Format –Title &amp; reporter's name</b>	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 marks] Coherence and relevance of ideas and style [2 marks]	4 marks
	<p><b>Teachers Day was celebrated in your school. The function was presided over by the State Education Minister. A variety programme was organized five retired teachers were honoured. Write a report in 150-200 words on the function. You are Pritam/Nirmala.</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- what, when, where</li> <li>- preparation</li> <li>- details of the function (left to the imagination and creativity of the child)</li> </ul> <p><b>Note- past tense should be used</b></p>	

<b>SECTION C</b>		
<b>LITERATURE :TEXT BOOKS</b>		
	<p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence, both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>	
7	<p><b>This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.</b></p>	<b>8 marks</b>
(a)	<p><b>RTC (Prose)</b> <b>He couldn't have addressed ..... what he was saying.</b></p>	
(i)	<p><b>Identify the chapter. Who is 'he'?</b></p>	
Ans.	Poets and Pancakes ; Stephen Spender	½+½mark
(ii)	<p><b>What was 'he' in real life?</b></p>	
Ans.	an English poet and Editor of an English magazine.	½+½mark
(iii)	<p><b>How did the audience react to his speech?</b></p>	
Ans.	dazed ; no response / silent	½+½mark
(iv)	<p><b>Why was his speech not a success?</b></p>	
Ans.	his English accent not understood.	1 mark
(b)	<p><b>RTC (Poetry)</b> <b>Driving from my parent's ..... that she was as old as she looked...</b></p>	
(i)	<p><b>Where was the poet driving to? Who was sitting beside her?</b></p>	
Ans.	to Cochin airport ; her mother	½+½mark
(ii)	<p><b>What did the poet notice about her mother?</b></p>	
Ans.	dozing, open mouthed, ashen face (any two)	½+½mark
(iii)	<p><b>Which thought made the poet feel painful?</b></p>	
Ans.	the thought of her mother being old / fear of her mother's death	1 mark
(iv)	<p><b>Name the figure of speech used in the expression: 'her face ashen like that of a corpse'.</b></p>	
Ans.	simile	1 mark
8	<p><b>Short answer type questions (Any five)</b></p> <p><b>Only five better answered questions to be awarded marks if more than five are attempted.</b></p> <p><b>Distribution of marks:</b> <b>Content: 1 mark</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	<b>10 marks</b>
(a)	<p><b>How did the Crofter entertain the peddler?</b></p>	
Ans.	Crofter put porridge on the fire, cut a big slice of tobacco for his pipe, took out a pack of cards, played mjolis.	2 marks
(b)	<p><b>What was Sophie's first choice of job after completing her school? How did she hope to succeed in her aim?</b></p>	
Ans.	a boutique, for money she would save it and work as a manager, like Mary Quant will be a natural	2 marks

(c)	<b>Mention any two difficulties faced by the bangle sellers of Firozabad.</b>	
Ans.	children (though illegal) working at hot furnaces; dingy cells without air or light; living conditions (details); dust from polishing the glass bangles, welding pieces of coloured glass in dim light; fear of police, vicious circle of sahukaars, middlemen, policemen, bureaucrats and politicians (any two)	2 marks
(d)	<b>What are the probable causes of the passing cars to stop near the roadside stand?</b>	
Ans.	to buy wild berries or yellow squash; just to ask the prices of vegetables ; to turn their cars around; to ask for directions; foolish enough to want to buy a gallon of gas (any two)	2 marks
(e)	<b>Describe the scene at the threshing floor observed by Bama on her way back from school.</b>	
Ans.	a landlord; workers, cattle in pairs going round and round; grain separated from chaff; animals muzzled	2 marks
(f)	<b>Dr. Sadao and servants were only partly loyal to their country. Comment.</b>	
Ans.	Though Sadao treated the prisoner of war, he informed the governor. The servant protested and went away. They knew about the U.S. soldier; but did not report the fact to the police	2 marks
(g)	<b>How did Jo want the story to end?</b>	
Ans.	Roger Skunk to be allowed to get rid of the stink; instead of mother hitting the wizard, the wizard should hit mother	2 marks
	<b>Q9 &amp; 10 : These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.</b>	
	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>Grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>Coherence and relevance of ideas and style [1½ marks]</b>	
9.	<b>The order from Berlin created a great enthusiasm in the school. Comment.</b>	6 marks
Ans.	<b>Suggested value points</b> - atmosphere in the class was different - change in M. Hamel's behaviour - his regret; blamed himself, students and their parents - elders of the village were present in the class - Hamel's lecture on the importance of one's native language  (Any other relevant point) (Any three points)	6 marks
	<b>OR</b>	

	<b>How did Gandhiji use satyagraha and non-violence at Champaran to achieve his goal?</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- the problem of the indigo farmers</li> <li>- meeting with the commissioner</li> <li>- departure for Motihari – investigations</li> <li>- ordered to leave – refused – summoned</li> <li>- court scene – crowds of peasants – helped the officials to control the crowds – proved the government can be challenged</li> <li>- pleaded guilty – asked for punishment – refused to furnish bail – ready to go to jail</li> <li>- case dropped – civil disobedience won</li> </ul> <p>(Any other relevant point) (Any three points)</p>	6 marks
10	Answer the following question in 120-150 words	6 marks
	<p><b>Distribution of marks:</b></p> <p><b>Content: 3 marks</b></p> <p><b>Expression : 3 marks</b></p> <p><b>Grammatical accuracy, appropriate words and spelling [1½ marks]</b></p> <p><b>Coherence and relevance of ideas and style [1½ marks]</b></p>	
	<b>What was the prediction of the astrologers regarding the ultimate fate of the Tiger King? How did it come to be true? Describe with reference to the story.</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- one day the Tiger King would die – death would come from the hundredth tiger</li> <li>- the prediction forced / prompted / compelled the King to go on a tiger killing spree / to kill one hundred tigers, his target.</li> <li>- the hundredth tiger – a crude wooden tiger – which he presented to his son on his birthday proved to be the reason of his death ; a sliver of wood from the wooden tiger pierced his hand ; infection spread all over his hand; caused his premature death.</li> </ul> <p>(Any other relevant point) (Any three points)</p>	6 marks
	<b>OR</b>	
	<b>What are phytoplankton? How are they important to our ecosystem? (Journey to the End of the Earth).</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- Phytoplankton microscopic plants ; single celled ; use the sun’s energy to assimilate carbon ; synthesise organic compounds during the process of photosynthesis</li> <li>- further depletion of ozone layer will affect the activity of these plants which will affect marine animals and birds of the region and the global</li> </ul>	6 marks

	<p>carbon cycle</p> <ul style="list-style-type: none"><li>- Phytoplankton are grasses of the sea ; they nourish and sustain the entire southern ocean's food chain</li></ul> <p>(Any other relevant point) (Any three points)</p>	
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