

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior School Certificate Examination-2020**  
**Marking Scheme – ENGLISH CORE**  
**(SUBJECT CODE : 301) (PAPER CODE – 1/4/3)**

**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.

1/4/3	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.</u> arts</li> </ol> </li> <li>1.2 recreation for old <u>ppl.</u> &amp; 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: 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><u>NOTE</u></b></p> <ul style="list-style-type: none"> <li>- <b>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.</b></li> <li>- <b>Students’ views to be expressed either for’ or ‘against the motion and not a mixed response.</b></li> <li>- <b>No title is required.</b></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
	<b>‘No detention Policy for classes sixth to eight is academically very unsound.’ Write a debate in 150-200 words either for or against the motion.</b>	

	<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>- problem of illiteracy</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>(any four points)</p>	



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>Due to heavy rainfall the river near your town started overflowing its banks. As a result your town was flooded. It led to a great loss of life and property. Many N.G.O.s came forward to help the people with food, shelter and medicines. Write a report in 150-200 words for a local newspaper on the tragedy and rescue efforts. You are Raghav / Ritika.</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- what happened, when, where, why</li> <li>- effect on life and property (details to be imagined by the students)</li> <li>- role of N.G.O.s</li> <li>- help provided by the Government / public</li> <li>- aftermath / after effects</li> </ul> <p>(any other relevant point)</p> <p><b>Note- past tense should be used</b></p>	
	<b>OR</b>	
6	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format (Title and Writer’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 are regarded as nation builders. They are responsible for developing the character of students and transforming them into responsible citizens. Write an article in 150-200 words on the topic, “Role of the Teacher in Society”. You are Gaurav / Gauri.</b></p> <p><b>Title : Role of the Teacher in Society</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- role as an academician, imparts knowledge / values</li> <li>- character builder, inculcates discipline right from childhood of a person</li> <li>- counsellor; more watchful than parents, more objective, can give best advice</li> <li>- a guru; since ancient times role as a spiritual advisor – creates a balance between material and spiritual needs of a person</li> <li>- career builder</li> <li>- what would be the state of society without teachers</li> <li>- (any other relevant point)</li> </ul> <p><b>(any four points)</b></p>	

	<b>SECTION C</b>	
	<b>LITERATURE :TEXT BOOKS</b>	
	<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.	
7	<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>	<b>8 marks</b>
(a)	<b>RTC (Prose)</b> <b>He couldn't have addressed ..... what he was saying.</b>	
(i)	<b>Identify the chapter. Who is 'he'?</b>	
Ans.	Poets and Pancakes ; Stephen Spender	½+½mark
(ii)	<b>What was 'he' in real life?</b>	
Ans.	an English poet and Editor of an English magazine.	½+½mark
(iii)	<b>How did the audience react to his speech?</b>	
Ans.	dazed ; no response / silent	½+½mark
(iv)	<b>Why was his speech not a success?</b>	
Ans.	his English accent not understood.	1 mark
(b)	<b>RTC (Poetry)</b> <b>Driving from my parent's ..... that she was as old as she looked...</b>	
(i)	<b>Where was the poet driving to? Who was sitting beside her?</b>	
Ans.	to Cochin airport ; her mother	½+½mark
(ii)	<b>What did the poet notice about her mother?</b>	
Ans.	dozing, open mouthed, ashen face (any two)	½+½mark
(iii)	<b>Which thought made the poet feel painful?</b>	
Ans.	the thought of her mother being old / fear of her mother's death	1 mark
(iv)	<b>Name the figure of speech used in the expression : 'her face ashen like that of a corpse'.</b>	
Ans.	simile	1 mark
8	<b>Short answer type questions (Any five)</b> <b>Only five better answered questions to be awarded marks if more than five are attempted.</b> <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>	<b>10 marks</b>
(a)	<b>Why did Rudyard Kipling dislike being interviewed? Give two reasons.</b>	
Ans.	strongly condemned interviews; immoral; a crime; an assault on one's privacy; cowardly and vile; worthy of punishment (any two)	2 marks

(b)	<b>Why is Sphoie attracted to Danny Casey?</b>	
Ans.	Sophie watched football at home on television, fascinated by Danny Casey, a young and attractive football player, started to fantasise about him, wanted to reach much above her station. Danny Casey was favourite of Sophie's elder brother Geoff. Her association with Danny would impress Geoff.	2 marks
(c)	<b>For Saheb, how was work at the tea stall different from rag picking?</b>	
Ans.	loss of carefree look – as a rag picker, his own master; steel canister heavier than the plastic bag; bag his own, canister someone else's, paid 800 rupees a month and all meals at the tea stall.	2 marks
(d)	<b>What is the colour of 'sour cream'? Why has the poet used these words to describe the classroom walls? (An Elementary Classroom in a Slum)</b>	
Ans.	pale yellow; walls look gloomy; school becomes an unpleasant place; indicator of the poverty of the slums.	2 marks
(e)	<b>Why was Dr. Sadao not sent to the battlefield?</b>	
Ans.	the General's ailment; may need an operation anytime; Dr. Sadao skilful; trained in the U.S.	2 marks
(f)	<b>Why did the landlord's man ask Bama's brother on which street he lived?</b>	
Ans.	society caste-ridden; different castes lived in different areas of the town; landlord high caste – his man wanted to know Bama's brother's caste	2 marks
(g)	<b>Why was Evans not ready to remove his hat?</b>	
Ans.	his hair different from Mc Leery's; wanted to escape as McLeery; wanted to hide his identity; said the hat was his lucky charm, part of his escape plan.	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>Why did the Crofter repose confidence in the peddler? How did the peddler feel after betraying the crofter?</b>	6 marks
Ans.	<b>Suggested value points</b>  - the crofter felt lonely ; craved for human company ; wanted to talk ; willingly told the peddler about the money he had saved - the peddler stole the money and ran away to the forest, avoided the main road, got lost and reached the same spot again and again, realised he was caught in a rat trap with the stolen money as bait; didn't know how to come out of it  (any other relevant point)	6 marks
	<b>OR</b>	

	<b>Educating children is the responsibility of society. Justify the statement in view of “The Last Lesson”.</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- teachers and parents have to play an important role in educating children ; should create atmosphere conducive to learning</li> <li>- M. Hamel blamed parents for their lack of interest in their children’s education ; blamed parents to put them to work on a farm etc. to earn a little more money</li> <li>- M. Hamel also blamed himself – asked them to run errands for himself – watering his plants etc. ; also gave them a holiday whenever he wanted to go fishing</li> <li>- students too had their share of blame – they should have been serious about their studies</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks
10	<b>Answer the following question in 120-150 words</b>	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>The play ‘On The Face of It’ depicts the unusual behaviour of the people towards the physically disabled which makes them feel lonely. Comment.</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- Derry’s disability</li> <li>- family’s remarks and reaction / over-protectiveness of mother</li> <li>- people’s reaction</li> <li>- treated differently, not as any ordinary person (both by family and society)</li> <li>- developed an inferiority complex; avoided going out; led to loneliness and bitterness</li> </ul> <ul style="list-style-type: none"> <li>- Mr. Lamb – his disability</li> <li>- people’s reaction</li> <li>- his acceptance of reality</li> <li>- his positive attitude, lonely yet open</li> <li>- Derry’s mother’s advice to Derry</li> <li>- interaction between the two</li> <li>- impact on Derry</li> </ul> <p>(Any other relevant point) (any three points)</p>	6 marks
	<b>OR</b>	

	<b>If we want to study and examine the Earth’s past, present and future, Antarctica is the place to go to. Comment.</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"><li>- Antarctica a region with no population, pristine, holds half a million year old carbon record of earth That’s why students on Ice programme were taken to Antarctica for exploration / research/ understanding</li><li>- students on Ice programme were taken to Antarctica for exploration / research/ understanding of earth</li><li>- the questions that are bothering the scientists today about rising population, limited resources, effects of burning of fossil fuels, global warming, will the world come to an end – can be researched</li></ul> <p>(Any other relevant point) (any three points)</p>	6 marks

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