

**Strictly Confidential: (For Internal and Restricted use only)**

**Senior School Certificate Examination-2020**

**Marking Scheme – ENGLISH ELECTIVE (C)**

**(SUBJECT CODE - 101) (PAPER CODE :212 ) SET - 04**

**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, the examiner may assess them 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 (✓) write 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 answer is correct and no marks are awarded. **This is 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 then totalled up and written in the left-hand side margin and encircled. This may be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left hand margin and encircled. This may also be followed strictly.
7. If a student has attempted an extra question, answer of the question, deserving more marks should be retained and other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

9. A full scale of marks in the range of 0-100 marks, as given in question paper 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 spot guidelines)
11. Ensure that you don't make the following common types of errors committed by the Examiners 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.
  - Wrong Transfer of marks from the inside pages of 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 online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
  - Half or a part of 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 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.

	<b>SECTION A (READING)</b>	<b>TOTAL MARKS 20</b>
<b>1</b>	<b>COMPREHENSION PASSAGE</b>	<b>10 MARKS</b>
	The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. <b>Please do not hesitate to award full marks if the answer deserves it.</b>	
	<b>Objective:</b> To identify and understand main parts of the text.  <b>Note:</b> -No penalty for spelling and grammatical errors -Full marks to be awarded if a student has been able to identify the core ideas. -If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. -Accept any other answer equivalent in meaning to the answers given below.	
<b>1.1</b>	<b>On the basis of your reading of the passage, answer the questions</b>	<b>6 marks</b>
<b>Q.(a)</b>	<b>Why was Mr. Mani troubled by the porcupines?</b>	
Ans.	porcupines getting into his garden at night; digging up and eating his potatoes.	1 mark
<b>Q. (b)</b>	<b>How did Mr. Mani feel when the porcupines chewed his potatoes?</b>	
Ans.	as if they were biting through his own flesh	1 mark
<b>Q. (c)</b>	<b>What would Mr. Mani do every night?</b>	
Ans.	would get out of bed every night, torch in one hand and a stick in the other; would grope in the dark	1 mark
<b>Q. (d)</b>	<b>What did the students discuss in Mr. Mani's class?</b>	
Ans.	discussed ways and means of saving their teacher's potatoes from the porcupines	1 mark
<b>Q. (e)</b>	<b>What idea did Prakash come up with?</b>	
Ans.	building a moat or a ditch around the field; porcupines fear water	1 mark
<b>Q. (f)</b>	<b>What did the children do?</b>	
Ans.	dug a ditch around the field ; diverted water from the village stream to the moat / ditch	1 mark
<b>1.2</b>	<b>Choose the meanings of the words / phrases given below from the given options</b>	<b>4 marks</b>
<b>(a)</b>	<b>industriously (para 2)</b>	
Ans.	(i) diligently / (iii) relentlessly	1 mark

<b>(b)</b>	<b>infuriating (para 3)</b>	
Ans.	(iii) extremely angry	1 mark
<b>(c)</b>	<b>dishevelled (para 4)</b>	
Ans.	(ii) unkempt	1 mark
<b>(d)</b>	<b>misery (para 4)</b>	
Ans.	(iv) distress	1 mark
<b>2 (a)</b>	<b>NOTE MAKING</b> <b>Objective:</b> 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	<b>10 marks</b>
(a)	Distribution of Marks <b>Title</b> <b>Abbreviations /Symbols</b> (with / without key) – minimum four <b>Content</b> (minimum 3 headings and subheadings, with proper indentation and notes)	1 mark 1 mark 4 marks
	<b>IMPORTANT INSTRUCTIONS</b>  The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations. Complete sentences should not be accepted as notes. Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.	
	Note: <ul style="list-style-type: none"> <li>• If a student has attempted only the summary or the notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given if the student has written the title either in Q.2(a) or Q.2(b)</li> </ul>	
	<b>Title: INSOMNIA / SLEEP DISORDER</b>	
	<ol style="list-style-type: none"> <li><b>1. Insomnia prevalent in all age groups</b> <ol style="list-style-type: none"> <li>1.1 generally associated with elderly</li> <li>1.2 many younger people also prone to it</li> <li>1.3 increasing number of patient under 40</li> </ol> </li> <li><b>2. Causes</b> <ol style="list-style-type: none"> <li>2.1 mental stress <ol style="list-style-type: none"> <li>2.1.1 stiff competition for admission to engg., sci, medical</li> <li>2.1.2 board students focus on scoring high marks</li> <li>2.1.3 lawyers and investment bankers also victims</li> </ol> </li> </ol> </li> </ol>	<b>4 marks</b>

	<p>2.2 faulty lifestyle</p> <p>2.2.1 working for long hrs.</p> <p>2.2.3 poor diet, depression and anxiety</p> <p>2.3 poor food habits</p> <p>2.3.1 excess consumption of cheese, potatoes, sausages, caffeine, alcohol etc.</p> <p>2.3.2 not eating nourishing food</p> <p>2.3.3 eating foods containing tyramine</p> <p><b>3. How to beat Insomnia</b></p> <p>3.1 eating healthy food</p> <p>3.1.1 taking milk, carbohydrate-rich food, herbal teas etc.</p> <p>3.1.2 whole grains, cherries, mg. rich food</p> <p>3.1.3 ashwagandha, liquorice and holy basil etc.</p> <p>3.2 good sleep inducing habits</p> <p>3.2.1. taper intake of water after sunset</p> <p>3.2.2 keep bedroom quiet and dark</p> <p>3.2.3 wear loose clothing before retiring to bed.</p> <p>3.2.4 keep smart phones switched off</p> <p>3.2.5 play soothing music</p> <p>3.2.6 stay away from active and passive smoking</p>													
	<p style="text-align: center;"><b>Suggested abbreviations / Key:</b></p> <table border="1"> <tr> <td>engg.</td> <td>-</td> <td>engineering</td> </tr> <tr> <td>sci.</td> <td>-</td> <td>science</td> </tr> <tr> <td>hrs.</td> <td>-</td> <td>hours</td> </tr> <tr> <td>mg.</td> <td>-</td> <td>magnesium</td> </tr> </table>	engg.	-	engineering	sci.	-	science	hrs.	-	hours	mg.	-	magnesium	
engg.	-	engineering												
sci.	-	science												
hrs.	-	hours												
mg.	-	magnesium												
	<p><b>Note:</b> 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.</p>													
<b>2 (b)</b>	<p><b>SUMMARY</b></p> <p><b>Objective:</b> 1. To expand notes (headings and subheadings) into a summary in 80 words. 2. To test the ability of extraction.</p>	<b>4 marks</b>												
	<p>Distribution of Marks</p> <p><b>Content</b></p> <p><b>Expression</b></p> <p>Note: The summary should cover all the important points in the notes.</p>	<p>3 marks</p> <p>1 mark</p>												

	<b>SECTION B: (WRITING AND GRAMMAR)</b>	<b>40 marks</b>
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
<b>3</b>	<b>ADVERTISEMENT</b>	<b>4 marks</b>
	<b>Format</b> <ul style="list-style-type: none"> <li>• Heading – <b>FOR SALE</b> (any other appropriate heading)</li> <li>• Name, designation, contact no.</li> </ul>	1 mark
	<b>Content</b>	2 marks
	<b>Expression</b>	1 mark
<b>Q.</b>	<b>You are Suraj / Sanjana. You wish to sell your dining table and 6 chairs as you are planning to buy new ones. Draft a suitable advertisement to be published in the classified section of a local newspaper.</b>  <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>• details of the dining table and chairs</li> <li>• condition, colour, size</li> <li>• design and material</li> <li>• expected price</li> <li>• duration of their use</li> </ul> <b>(any other relevant details)</b> <b>(due credit should be given to economy of words)</b>	
	<b>OR</b>	
<b>3</b>	<b>NOTICE: CAREER COUNSELLING WORKSHOP</b>  <b>Objective:</b> To draft a notice using an appropriate style and format	<b>4 marks</b>
	<b>Format</b> The format should include: Name of the organization / Name of the institution, the word "NOTICE", HEADING, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box	1 mark
	<b>Content</b>	2 marks
	<b>Expression : Coherence and relevance of ideas, grammatical and spelling accuracy</b>	1 mark

Q.	<p><b>You are Vaibhav / Vaibhika. As the Head boy/Head girl of King's Senior Secondary School, Jamnagar, write a notice informing students of std. XI-XII that a career counselling workshop is being organised in your school. The workshop will help them to decide the course which they would like to select for their graduation. Include details like time and venue. (word limit : 50 – 60 words)</b></p> <p><b>Title – Career Counselling</b></p> <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- details of the career counselling</li> <li>- workshop date, time and venue</li> <li>- date of registration</li> <li>- inform class XI and XII students</li> <li>- purpose / benefit</li> </ul> <p><b>Any other</b></p>	
4.	<b>LETTER WRITING</b>	<b>6 marks</b>
	<b>Complaint letter : Irregular Power supply</b>	
	<b>Objective:</b> To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	<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. salutation</li> <li>5. subject</li> <li>6. complementary close</li> <li>7. sender's signature / name</li> </ol>	1 mark
	<b>Content</b>	3 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and correct spellings (1)</p> <p>Coherence and relevance of ideas and style (1)</p>	2 marks
Q.	<p><b>The electric supply in your locality is very irregular. This frequently causes inconvenience to the residents, students and the passers-by. People of the area are concerned about the security when there is not electric supply for hours during the night time. Write a letter in 120-150 words to the Chief Engineer, Electric Supply Company, New Delhi, complaining about the problem and requesting him to take necessary action at the earliest. You are Vivek/Vandana, resident of 165, East of Kailash, New Delhi.</b></p>	

	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- problem – irregular power supply</li> <li>- effects – inconvenience to residents, students, passers by</li> <li>- security concerns</li> <li>- solution – taking effective steps to deal with the problem</li> </ul> <p>Any other relevant information</p>	
	<b>OR</b>	
<b>4</b>	<b>LETTER OF ENQUIRY REGARDING STATIONERY ITEMS</b>	
	<b>Objective:</b> To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	<b>Format</b>	
<b>Q.</b>	<p><b>You are Anand / Savita, purchase Manager, Compact Telesystems Mumbai. Write a letter of enquiry in 120-150 words to Ganpati Stationers, Churchgate, Mumbai asking for rates and terms of supply of stationery items such as pencils, papers, cartridge sheets, pens, staplers etc. Invent the details.</b></p> <p><b>Suggested Value Points:</b></p> <ul style="list-style-type: none"> <li>- details of the items required (include list of items)</li> <li>- rates, terms and conditions</li> <li>- discount offered</li> <li>- expected delivery date</li> <li>- mode of payment</li> <li>- any other relevant points</li> </ul>	
<b>5</b>	<b>REPORT WRITING: DAYLIGHT ROBBERY</b>	<b>10 marks</b>
	<b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	<b>Format:</b> Heading, name of the writer, date and place	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spellings (2 marks) Coherence and relevance of ideas and style (2 marks)	4 marks
<b>Q.</b>	<b>You are Nandan / Nandani, a reporter with The Times of Delhi. You have been asked to cover an incident of a daylight robbery when the residents were present at home. Write a newspaper report in 150-200 words on the incident.</b>	



	<p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- what, where, when</li> <li>- description of the robber/robbers</li> <li>- victims of the robbery</li> <li>- loss suffered by the robbed persons</li> <li>- eye witness account</li> <li>- victim's account</li> <li>- method adopted to rob</li> </ul> <p><b>any other relevant point</b></p>	
	<b>OR</b>	
<b>5</b>	<p><b>SPEECH WRITING: NEWSPAPERS OUGHT TO CONTAIN MORE NEWS AND FEWER ADVERTISEMENTS</b></p> <p><b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	<b>10 marks</b>
	<b>Format:</b> greeting, introduction, thank you	1 mark
	<b>Content</b>	5 marks
	<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and correct spellings (2)</p> <p>Coherence and relevance of ideas and style (2)</p>	4 marks
<b>Q.</b>	<p><b>The newspapers these days can be seen to be full of advertisements more than news content. You have been chosen to represent your school at the Regional Level Inter-School Contest. Prepare a speech for the same on the topic, 'Newspapers ought to contain more news and fewer advertisements'. Write your speech in 150-200 words. You are Amit/Amita.</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- problem – more advertisement than news, views and discussions</li> <li>- excess of advertisements boring, irritating</li> <li>- affect quality</li> <li>- prominence given to advertisements and not news items</li> <li>- solutions or suggestions – focus on news coverage, quality, informative programmes</li> <li>- reduce advertisements to tolerable limits</li> </ul> <p><b>Any other relevant points</b></p>	
<b>6</b>	<b>REPORT WRITING : SEMINAR ON</b>	<b>10 marks</b>

	<b>ENVIRONMENTAL PROTECTION</b>	
	<b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	<b>Format:</b> Heading, name of the writer, date and place	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spellings (2 marks) Coherence and relevance of ideas and style (2 marks)	4 marks
<b>Q.</b>	<b>Safeguarding environment is a major challenge for the world today. The ice caps are rapidly melting, the forest cover is declining, temperature is fluctuating. Recently, you were deputed by your school to participate in a seminar on “Environmental Protection”. Write a report in 150-200 words for your school magazine on the seminar which highlighted the need for preserving the environment. You are Raji / Raja.</b>  <b>Suggested Value Points</b>  - what, where, when - speakers - climate change, melting ice caps - declining forest cover - rising temperatures - emissions from industries and automobiles <b>Any other relevant point</b>	
	<b>OR</b>	
<b>6</b>	<b>ARTICLE WRITING : NEED TO SAFEGUARD PEACE AND HARMONY</b>	<b>10 marks</b>
	<b>Objective:</b> To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	<b>Format:</b> Title / Heading and name of writer	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and correct spelling (2) Coherence and relevance of ideas and style (2)	4 marks
<b>Q.</b>	<b>Peace and harmony are the basic requirements of any</b>	

	<p>nation. The citizens of a country feel safe and secure and can prosper only if a peaceful environment is maintained. While the people of India largely enjoy a peaceful environment, the peace and harmony of the country is disrupted many a times owing to various factors. Write an article in 150-200 words on the need to safeguard peace and harmony. You are Aman / Shanti.</p> <p><b>Title – Need to safeguard Peace and Harmony</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- peace and harmony essential requirements for progress and prosperity</li> <li>- India known for its unity in diversity</li> <li>- highlighting grievances aggressively, disturbs peace</li> <li>- prejudices and narrow mindedness needs to be eliminated</li> <li>- sensitize people</li> <li>- tolerance for others faith, customs and traditions is essential</li> <li>- spread the light of education</li> <li>- involve NGOs</li> </ul> <p><b>Any other relevant details (any six)</b></p>	
<b>7 (a)</b>	<b>REARRANGING</b> <b>Objective:</b> To rearrange words and phrases into meaningful sentences	3 marks (1x 3)
<b>(i)</b>	<b>flooding / is / different / rural / from / flooding / urban</b>	
<b>Ans.</b>	Urban flooding is different from rural flooding. / Rural flooding is different from urban flooding.	1 mark
<b>(ii)</b>	<b>of / are / centres / activities / areas / economic / urban</b>	
<b>Ans.</b>	Urban areas are centres of economic activities.	1 mark
<b>(iii)</b>	<b>an / increasing / there / urban / disasters / has been / trend of / flooding</b>	
<b>Ans.</b>	There has been an increasing trend of urban flooding disasters.	1 mark
<b>7 (b)</b>	<b>FRAMING QUESTIONS :</b>  <b>Objective:</b> To understand the context and frame relevant and appropriate questions. <b>Marking:</b> ½ mark for every correct question framed. <b>Note:</b> No marks to be awarded if there is any inaccuracy. The six questions should cover at least any of the two areas specified in the given question.	<b>3 marks (1/2 x 6)</b>

	<p>You are interested in applying for the membership of Sports Complex. Frame a set of six questions that you would like to ask the receptionist regarding the same. Use the cues given below:</p> <p>Membership procedure Membership charges Timings Number of sports Indoor or outdoor swimming pool Lockers in changing rooms</p>											
7 (c)	<p><b>EDITING</b></p> <p><b>Objective:</b> To use grammatical items correctly. <b>Marking:</b> 1 mark each <b>Note:</b></p> <ul style="list-style-type: none"> <li>- If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded.</li> <li>- If only the correct words are given, marks should be awarded.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>ERROR</b></td> <td style="text-align: center;"><b>CORRECTION</b></td> </tr> <tr> <td>(i) big / its</td> <td>biggest / a</td> </tr> <tr> <td>(ii) by</td> <td>with</td> </tr> <tr> <td>(iii) is</td> <td>was</td> </tr> <tr> <td>(iv) from</td> <td>of</td> </tr> </table>	<b>ERROR</b>	<b>CORRECTION</b>	(i) big / its	biggest / a	(ii) by	with	(iii) is	was	(iv) from	of	4 marks
<b>ERROR</b>	<b>CORRECTION</b>											
(i) big / its	biggest / a											
(ii) by	with											
(iii) is	was											
(iv) from	of											
	<b>SECTION C: LITERATURE</b>	40 marks										
8	<p>Choose any TWO of the extracts given below and answer the questions that follow.</p> <p><b>Reference to Context</b> Under Section C (Q.8), questions have been designed to test a student's understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p> <p><b>Objective:</b> To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p>	10 marks										
8(a)	<p><b>"Hope" is the thing with feathers That perches in the soul....</b></p>											
Q.(i)	How does the poet describe "Hope"?											
Ans.	Hope is described as a bird or thing with feathers.	1 mark										
Q.(ii)	Where is it perched?											

Ans.	in the soul	1 mark
<b>Q. (iii)</b>	<b>Name the figure of speech used in the extract.</b>	
Ans.	metaphor / extended metaphor	1 mark
<b>Q. (iv)</b>	<b>Name the poem and the poet.</b>	
Ans.	Hope by Emily Dickinson	1 mark
<b>Q. (v)</b>	<b>What does the word ‘perches’ mean?</b>	
Ans.	sits / alights / a bird’s way of sitting on a branch	1 mark
<b>8 (b)</b>	<b>It is so easy then? Goodbye no more than this Quiet disaster? And is there a cause for sorrow That in the small white murder of one kiss Are born two ghosts, two Hamlets, two soliloquies Two worlds apart, tomorrow?</b>	
<b>Q. (i)</b>	<b>What is ‘Quiet Disaster’?</b>	
Ans.	silent separation of the lovers; only the lovers know about it.	1 mark
<b>Q. (ii)</b>	<b>What is the significance of “two Hamlets”?</b>	
Ans.	both extremely depressed ; baffled / benumbed / reproach / their indecision and confusion/ talk endlessly to oneself	1 mark
<b>Q. (iii)</b>	<b>What is the irony in the ‘white murder’?</b>	
Ans.	murder without bloodshed	1 mark
<b>Q. (iv)</b>	<b>Name the poem and the poet.</b>	
Ans.	Curtain ; Helen Spalding	1 mark
<b>Q. (v)</b>	<b>What is a soliloquy?</b>	
Ans.	to talk endlessly to oneself for his/her indecision / confusion	1 mark
<b>8(c)</b>	<b>Season of mists and mellow fruitfulness, ‘Close bosom-friend of the maturing sun: Conspiring with him how to load and bless With fruit the vines that round the thatch-even run;</b>	
<b>Q. (i)</b>	<b>Who are the two friends referred to here?</b>	
Ans.	The sun and the autumn	1 mark
<b>Q. (ii)</b>	<b>Pick out the phrase that describes their closeness.</b>	
Ans.	close bosom friends	1 mark
<b>Q. (iii)</b>	<b>What do the ‘conspirators’ do?</b>	
Ans.	load and bless the vines with fruits	1 mark
<b>Q. (iv)</b>	<b>Name the poem and the poet.</b>	
Ans.	Ode To Autumn by John Keats	1 mark
<b>Q. (v)</b>	<b>Which poetic device is used in lines 2 – 3?</b>	
Ans.	personification	1 mark
<b>9</b>	<b>Answer any ONE of the following questions in 50 to 60 words. Objective: To test students’ comprehension of drama-local and global</b>	<b>4 marks</b>
	<b>Content</b>	3 marks
	<b>Expression</b>	1 mark
<b>Q. (a)</b>	<b>What steps did Lord Weston take to safeguard himself</b>	

	<b>against the ‘death warrant’?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Lord Weston asks Roger to lock and close all the doors and windows</li> <li>- armed himself with a pistol</li> <li>- mistook his new coat for an infernal machine</li> <li>- enquired about workmen in the house</li> <li>- asked Roger to send the gardener away</li> </ul> <b>Any four</b>	4 marks
	<b>OR</b>	
<b>Q. (b)</b>	<b>How does the monkey’s paw ruin the White family?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Sgnt. Morris’ visit Whites with the paw</li> <li>- Whites take a liking for it</li> <li>- insisted on keeping it</li> <li>- try out their wishes ; wish granted at the cost of their son’s life</li> <li>- the Whites’ devastated</li> </ul> <b>Any four</b>	4 marks
	<b>OR</b>	
<b>Q. (c)</b>	<b>What did the company wish Sampson to convey to Herbert’s parents?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- was asked to call on Whites</li> <li>- came to inform how Herbert was caught by the machinery</li> <li>- came to convey their sympathy</li> <li>- wished to offer their condolences</li> <li>- told the Whites that the company disclaimed all responsibilities for the accident</li> <li>- offered two hundred pounds as compensation for Herbert’s services</li> </ul> <b>Any four</b>	4 marks
<b>10 (a)</b>	<b>Answer any TWO of the following questions in 80 – 100 words each.</b>  Objective: To test students’ ability to comprehend prose-local and global	
	<b>Content</b> <b>Expression</b>	<b>2 x 5 = 10 marks</b> 3 marks 2 marks

<b>Q. (i)</b>	<b>Why is it important to look upon history with sympathy and understanding? (The Last Letter)</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- to understand a person who lived long ago, one has to understand his environment and the conditions under which he lived</li> <li>- absurd to judge people by present standards</li> <li>- understanding people with their limitations helps us to judge them correctly</li> </ul> <b>Any other relevant point</b>	<b>5 marks</b>
<b>Q. (ii)</b>	<b>How does Einstein strike a balance between individual development and the development of the whole society?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- to develop individuals who see in the society their highest life problem</li> <li>- to develop independently thinking and acting individuals</li> <li>- school should develop in students qualities which are valuable for the country</li> <li>- students individuality should be respected and encouraged</li> <li>- to have individuals who think independently and consider community service</li> </ul> <b>Any four</b>	<b>5 marks</b>
<b>Q. (iii)</b>	<b>‘But I felt disappointment too, for I had dreamed of a different child’. What went wrong with the narrator’s dream? (I Can Play Schools)</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Anne dreamt of a golden child, confident and bold</li> <li>- the child was deaf and dumb, although amazingly intelligent and good looking</li> <li>- felt very frustrated and finally accepted her with all her limitations</li> </ul>	<b>5 marks</b>
<b>Q. (iv)</b>	<b>How is the bee morally higher in the scale than the mosquito?</b>	

Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- bee a gentle creature, doesn't attack unless provoked</li> <li>- mosquito, a beast of prey ; stings anyone for blood</li> <li>- bee a noble creature – produces honey ; helps in multiplying strawberries and mulberry</li> <li>- prefers a calm life</li> <li>- does not discriminate between one human being and another</li> </ul>	<b>5 marks</b>
<b>10 (b)</b>	<b>Answer any ONE of the following questions in 120-150 words.</b> <b>Content</b> <b>Expression</b>	<b>6 marks</b>  4 marks 2 marks
<b>Q. (i)</b>	<b>Why did Vermaji bribe his grandson? How did Rakesh react to it?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Vermaji's diet restricted ; not allowed to eat sweets and fried food</li> <li>- Vermaji bribed his grandson to buy him Jalebies</li> <li>- Rakesh reprimands his father for coaxing his grandson to buy sweets and satisfy his craving and tell lies</li> <li>- reminds him about the diseases rampant in the city; family will get sick by consuming outside food</li> </ul>	<b>6 marks</b>
	<b>OR</b>	
<b>Q. (ii)</b>	<b>What is the beggar's advice to the boy for realising and sustaining his dream in 'What's Your Dream'?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- to work to realise his dream</li> <li>- to overcome all obstacles that come in his way</li> <li>- to have patience</li> <li>- not to become greedy and careless but be virtuous</li> <li>- to follow his dream and not to stand in the way of another person's success</li> </ul> <b>Any four</b>	<b>6 marks</b>
	<b>OR</b>	
<b>Q. (iii)</b>	<b>'In spite of losing the challenge, Robichon gains the sympathy of the reader.' Describe with reference to the story, "The Judgement of Paris".</b>	



Ans.	<p><b>Suggested value point</b></p> <ul style="list-style-type: none"> <li>- Robichon does most of the thinking role</li> <li>- he could impress the audience with the impact of his acting skills</li> <li>- proved he was versatile</li> <li>- his ideas were original and non-secretive</li> <li>- discussed everything with his adversary</li> <li>- invited Suzanne and Quinquart to witness the performance</li> <li>- wanted to celebrate his success by accepting the invitation of the Noble</li> <li>- duped ; accepted defeat with grace</li> <li>- gains readers sympathy despite his defeat</li> <li>- conquers the heart of all</li> </ul> <p><b>Any four</b></p>	<b>6 marks</b>
<b>11</b>	<p><b>Answer any ONE of the following questions in 150 – 200 words</b></p> <p>Distribution of Marks:</p> <p><b>Content</b></p> <p><b>Expression</b></p>	<p><b>10 marks</b></p> <p>6 marks</p> <p>4 marks</p>
<b>Q. (a)</b>	<b>Attempt a character sketch of Dr. Kemp.</b>	
Ans.	<p><b>Suggested value point</b></p> <ul style="list-style-type: none"> <li>- Dr. Kemp, a well-qualified scientist</li> <li>- rational approach</li> <li>- keen observer</li> <li>- cool and calm</li> <li>- change in his attitude towards Griffin when learns about his dangerous plans</li> <li>- helps the capture of Griffin</li> <li>- a patriot</li> </ul> <p><b>Any six</b></p>	<b>10 marks</b>
<b>OR</b>		
<b>Q. (b)</b>	<b>The life of the central character in “The Invisible Man” shows that human values should never be forgotten however great a person or his discovery is. Comment.</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- Griffin – extra ordinarily talented scientist</li> <li>- his discovery revolutionary</li> <li>- unbridled ambition</li> <li>- uses knowledge to acquire power</li> <li>- irresponsible, cruel, a murderer</li> <li>- uses science for destructive purposes</li> <li>- meets with a tragic end</li> <li>- scientific knowledge to be used for helping society</li> </ul>	<b>10 marks</b>

	<b>Any six</b>	
	<b>OR</b>	
<b>Q. (c)</b>	<b>Eppie was right in declining Cass's offer. Why?</b>	
<b>Ans.</b>	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Eppie's decision quite justifiable</li> <li>- tells Godfrey's Cass, Silas cared for her when she needed it most</li> <li>- the only father she knows is Silas</li> <li>- doesn't matter if Cass being her a biological father ; Cass did not fulfil his duty as a father</li> </ul> <b>Any other relevant point</b>	<b>10 marks</b>
	<b>OR</b>	
<b>Q. (d)</b>	<b>How did William Dane conspire against Silas?</b>	
<b>Ans.</b>	<b>Suggested value point</b> <ul style="list-style-type: none"> <li>- William Dane jealous of Silas' popularity and his engagement with Sarah</li> <li>- conspired to prove Silas responsible for stealing church money</li> <li>- hid money in Silas's house ; money recovered</li> <li>- Silas declared guilty</li> <li>- Silas disillusioned ; lost his faith in God and man ; left Lanteryard</li> <li>- Dane responsible for his ruin</li> </ul> <b>Any other relevant point</b> <b>Any six</b>	<b>10 marks</b>

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