

SET – 2

Series : SSO/C

Code No. 1/2

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **11** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m.. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## ENGLISH (Core)

Time allowed : 3 hours ]

[ Maximum Marks : 100

### General Instructions :

- This paper is divided into three sections : A, B and C. All the sections are compulsory.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

### SECTION – A

30 Marks

#### READING

1. Read the passage given below :

12

1. Suspense was over when my high school results finally came out. But I was upset. I hadn't done as well as I had expected. My father tried to console me. "Why are you worried ? You have done very well, my dear." "No, I haven't, Baba," I protested, controlling my tears, and wondering if I had disappointed him. "It doesn't really matter," he assured me. "Do you know what I got when I finished high school ?" I looked into Baba's face and waited for the answer to his own question. "You know," he told me. "I've never told you this. I got just a third division. But, look at me, I've done quite well." Baba got a third division !

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[ P.T.O.



I was almost in shock, but the thought of my having done a lot better than that made me realize that I had no reason to complain. I certainly felt better ! “Everything is under control !” said Baba, smiling. That was his favourite phrase. Posted in Kolkata, my father was then a senior official in the Indian Railway Service, and an expert in goods traffic operations. He was soon to become a director with the Railway Board. By the time he retired in 1981, he was general manager of the Central Railways. By the time Baba passed away in November 2000, his name had found place in several hearts as well. He was open, easy to know, and full of life. We were extremely close, but I had so much more to learn about him from many things I came to know after his death.

2. In September 2000, he was in hospital for treatment of cancer and given just two months to live. When he found out, his reaction was an extremely rational one. He asked me to fetch files from his cupboard, so that he could explain the details of my mother’s pension. He also dictated his will from his hospital bed. “Everything is under control !” After Baba’s death, Satish, our old family retainer, was inconsolable. We tried to cheer him up. “Your Baba had scolded me only once in all these years !” he cried. Satish pointed to the watch on his left hand. “I had been coming late for work and everyone in the family was complaining about it,” said Satish. “Then, one day, your Baba gave me this watch and told me, ‘now that you have a watch, you can’t be late.’” That was the scolding Satish received. On the fourth day after Baba’s death, my sister and I had to perform a ceremony. Since several relatives were expected, we decided to order lunch from a caterer in our locality, reputed for his home cooked food. But, when we went to pay the owner, we got a surprise. He refused to accept any money ! “When I wanted to start my catering business, it was your father who lent me money,” he told us. It seems Baba never asked for it back. Now, after four or five years, the caterer wanted to repay that debt. Of course, we made him accept the full payment for the fine food and service. ‘It was Baba’s gift and it ought to remain so,’ I told him.

3. Some days later, there was yet another piece of information as we were preparing for the main ceremony. Vikram, my brother drove me to the local market. On recognizing our car, the parking assistant, in his twenties, came running towards us and asked why he had not seen its owner for long. We had to break the news to him and to our utter surprise, he started crying. We were really surprised by this reaction from a stranger – until the man told us that Baba used to pay his daughter’s school fees and buy her books. It seems, it was on my father’s advice that he’d even started sending the child to school. More than three years after Baba’s death, as we were looking into Baba’s personal things, we came across an old file with Baba’s certificates and I found among them, his high school diploma from 1937, the one he’d told me about 30 years earlier, about the third division that had made no difference in his life or career. It had made me see beyond mere marks and first classes as the main road to success. But there was one more fact. Baba had actually got a first division, a rare achievement in his day. Today, years after his passing, when I think of Baba, I see a man who was able to sympathise with others so easily and touch their lives in such a special way.

1.1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate options :

**1 × 4 = 4**

(a) Why was the narrator in tears when her school results came out ?

- (i) She did better than she expected.
- (ii) She did not do as expected.
- (iii) Her Baba had not done well.
- (iv) Her Baba had done better than her.

(b) On knowing the result, how did the narrator’s father react ?

- (i) He scolded her.
- (ii) He beat her.
- (iii) He consoled her.
- (iv) He made fun of her.



- (c) Why did the narrator say that she had nothing to complain ?
- (i) She had done better than her father.
  - (ii) She had done as well as her father.
  - (iii) She had topped in her school.
  - (iv) She had not worked hard at all.
- (d) Choose the option that is not correct :
- (i) Baba was a senior official in the Indian Railway Service.
  - (ii) Baba was to become a director with the Railway Board.
  - (iii) Baba was the general manager of the Central Railways.
  - (iv) Baba had got a third division in high school.

1.2 Answer the following :

**1 × 6 = 6**

- (a) Why did the narrator's sick father want her to fetch files from his cupboard ?
- (b) Why did Baba buy Satish a watch ?
- (c) Why did the caterer not want to take money from the narrator ?
- (d) Why were the narrator and her brother surprised on meeting the parking assistant ?
- (e) Today years after his passing away what has the narrator realized about her Baba ?
- (f) What was the story that Baba had invented on the day the narrator's results were published ?

1.3 Find words from the passage that mean the same as the following :

**1 × 2 = 2**

- (i) tension / anxiety (para 1)
- (ii) servant (para 2)



2. Read the passage given below and answer the questions that follow :

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1. As dusk falls the neon lights of the jewellery shops in Bowbazaar come alive but the lights have no effect on the face of Mahadeo Yadav who is seated on the footrest of his rickshaw that is parked by the road, feeling very sad. He is sitting on his feet, hugging his knees to keep himself warm in the biting cold, so weakened and lifeless as if he had been dead for days without anyone noticing.
2. Who would after all notice a rickshaw puller, to check whether he is breathing or not ? Yet when the same rickshaw puller goes about his work of pulling his rickshaw like a horse, he becomes the most noticed man in Calcutta. He makes a great subject for photographers, writers and film-makers. He is the symbol of poor Calcutta. Many a famous actor has pulled the rickshaw in films set in the city.
3. Calcutta is said to have about 6000 rickshaw pullers running on its roads, confined mostly to its old neighbourhoods. They have something in common apart from their poverty. All of them hail from the countryside. All of them wear the lungi to work, perhaps for better mobility. Almost all of them are elderly ; I am yet to see a young man hand pulling a rickshaw. It can be a heart-rending sight to watch a man almost as old as your father panting his way through the roads clad only in a vest and a lungi and often barefoot.
4. Mahadeo Yadav, the rickshaw puller is in his seventies and has been pulling the same rickshaw in and around Bowbazaar for fifty years. For him, fifty years, half a century is not an achievement, but merely the time that has passed ever since he came to Calcutta to earn a living.
5. He lives all alone in Calcutta, in a room in a nearby lane, paying a monthly rent of fifty rupees. He is out with his rickshaw between three in the afternoon and ten at night, sometimes earning sixty or seventy rupees a day and sometimes nothing. Every month without fail he sends ₹ 300 to his wife back home, and once every year visits her. "I will pull the rickshaw as long as I can," he says, "This is my only source of livelihood. These days I tire easily. Sometimes my feet hurt and sometimes my back. But do I have a choice ?" He answers all my questions without looking at me even once, but continued to stare ahead blankly, his arms folded around his knees. I take a good look at his rickshaw : the two – the rickshaw and the rickshaw puller – make quite a pair.

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2.1. Choose the correct alternatives from the options given below :

**1 × 2 = 2**

- (a) A rickshaw puller is noticed only when he
- (i) acts in a film.
  - (ii) becomes a subject for photographers.
  - (iii) sits all alone.
  - (iv) is old and tired.
- (b) Pick out the statement which is not true :
- (i) Most rickshaw pullers are old.
  - (ii) The rickshaw pullers earn very little.
  - (iii) Many renowned actors are rickshaw pullers.
  - (iv) They are neglected by people.

2.2 Answer the following questions :

**1 × 6 = 6**

- (a) Why does Yadav “stare ahead blankly” ?
- (b) Why are rickshaw pullers known as the icons of poor Calcutta ?
- (c) Which instance tells you that Yadav loved his family ?
- (d) Where does Yadav stay ?
- (e) What comparison does the writer draw between the rickshaw and its puller ?
- (f) What do the rickshaw pullers have in common ?

2.3. Pick out words from the passage that mean the following :

**1 × 2 = 2**

- (a) well-known (para 2)
- (b) income (para 5)



3. Read the passage given below and answer the questions that follow : 8

Although stupidity is commonly defined as ‘a lack of normal intelligence’, stupid behaviour is not the behaviour of a person lacking in intelligence but the behaviour of a person not using good judgment or sense. In fact, stupidity comes from the Latin word that means ‘senseless’. Therefore, stupidity can be defined as the behaviour of a person of normal intelligence who acts in a particular situation as if he or she isn’t very bright. Stupidity exists at three levels of seriousness.

First is the simple, relatively harmless level. Behaviour at this level is often amusing. It is humorous when someone places the food from a fast food restaurant on the roof of the car while unlocking the door and then drives away with the food still on the roof. We call this absent-minded. The person’s good sense or intelligence was temporarily absent. At this level, other than passing inconvenience or embarrassment, no one is injured by the stupid behaviour.

The next type-serious stupidity – is more dangerous. Practical jokes such as putting sugar in the salt shakers are at this level. The intention is humorous, but there is a chance of harm. Irresponsible advice given to others is also serious stupidity. An example is the person who plays psychiatrist on the basis of an introductory psychology course or doing a TV program on psychiatry. The intention may be to help, but if the victim really needs psychiatric help an amateur will only worsen the situation.

Even worse is the third kind of stupidity. Kind people, who would never injure another living being, stupidly throw away a box of six-week-old kittens along a country road. Lacking the heart to kill the poor things, they sentence them to almost certain death from wild animals, infections exposure or the wheels of a passing vehicle. Yet they are able to tell themselves that they will find nice homes’ or ‘animals can get along in the wild’. Another example of this kind of stupidity is the successful local businessman who tries to have as many office affairs as he can get away with. He risks the loss of his business and his home. He fails to see that what he is doing is wrong. His is the true moral stupidity of a person not willing to think about the results of his actions or take responsibility for them. The common defence of a person guilty of stupidity is – ‘But I didn’t think---’This, however, is an inadequate excuse, especially when serious or harmful stupidity is involved.

(a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations, wherever necessary. 5

(b) Write a summary of the passage in not more than **80** words using the notes made and also suggest a suitable title. 3

## WRITING SKILLS

4. You require a teacher to teach maths and science to your son at home who is in class 10. Draft an advertisement in not more than **50** words giving all your requirements. You are Arun/Aruna. Contact No. 93xxxxxxxx.

4

OR

Fireworks and crackers are known to create pollution during festivals. As an environmentalist design a poster in about **50** words to create awareness of their ill effects.

5. The drinking water supplied to your locality Anandlok Colony, Kanpur has a dirty colour and foul smell. As secretary of the Residents Welfare Association, write a letter in **120-150** words to the Chief Engineer, Water Authority, Kanpur complaining about the problem and requesting him to take necessary action at the earliest.

6

OR

You would like to join NDA coaching classes. Write a letter in **120-150** words to the Director Model Coaching Centre, Andheri, Mumbai to enquire about the coaching classes for the next examination. Ask for all necessary details. You are Sunita / Suraj, 4 Grant Road, Dadar.

6. It is said that if you educate a boy, you educate a person and if you educate a girl you educate a family. Write an article in **150-200** words on the importance of educating women. You are Suresh / Shobha.

10

OR

Nowadays, students attend coaching classes early in the morning or after school hours. You feel that this trend makes them tired, affects their health and so their grades. Write an article in **150-200** words to make the students understand how this is not very helpful in improving their grades and is a waste of their precious time. You are Ram / Rani.





7. The Prime Minister's campaign, 'Swachh Bharat' has become popular throughout India. Inspired by this, you, the principal of a reputed school decide to address the students on 'The value of cleanliness'. Write your speech in **150-200** words. **10**

**OR**

You have always been proud of being a citizen of the country which shows love and care for elders. However, now this value is found to be disappearing : Write a speech in **150-200** words on 'Difficulties faced by the senior citizens.'

**SECTION – C**

**40 Marks**

**LITERATURE : TEXT-BOOKS AND LONG READING TEXT**

8. Read the extract given below and answer the questions that follow : **4**

Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,

Of all the unhealthy and o'er-darkened ways

Made for our searching : yes, in spite of all,

Some shape of beauty moves away the pall

From our dark spirits.

- (a) Name the poem. **(1)**
- (b) Give one cause of human suffering. **(1)**
- (c) What moves away the pall from our lives ? **(1)**
- (d) What does the word, 'gloomy' mean ? **(1)**

**OR**

1/2

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--- and felt that old  
familiar ache, my childhood's fear,  
but all I said was, see you soon, Amma  
all I did was smile and smile and smile---

- (a) Name the poem. (1)
- (b) What was the poet's childhood fear ? (1)
- (c) What does her smile signify ? (1)
- (d) What does the word, 'ache' mean ? (1)

9. Answer any **four** of the following questions in **30 – 40** words each : **3 × 4 = 12**

- (a) At the crofter's home, why did the peddler feel very happy ?
- (b) Why does Derry stay away from people ?
- (c) How are aunt Jennifer's tigers different from her ?
- (d) Who killed the 100<sup>th</sup> tiger ? Why ?
- (e) Why did Bama reach home late after school ?
- (f) Why did Gandhiji agree to 25% compensation ?

10. Answer the following in **120 – 150** words :

How did a visit to Champaran become a turning point in Gandhi's life ? How does this show Gandhi's love and concern for the common people of India ? **6**

**OR**

Every teenager must dream big. Yet the dream should also be rooted to the ground.

Write a character sketch of Sophie in the light of this remark.

1/2

10



11. Answer the following in **120-150** words :

What were the precautions taken by the prison officers to prevent Evans from escaping ? 6

**OR**

How does Jo react to the skunk story ? Why ?

12. Answer the following in **120-150** words :

How did being invisible prove to be a handicap for Griffin ? 6

**OR**

Describe the circumstances under which Silas had to leave Lantern Yard.

13. Answer the following in **120-150** words :

Write a note on Mrs. Hall. 6

**OR**

Bring out the character traits of William Dane as he appears in the novel, 'Silas Marner'.

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SENIOR SCHOOL CERTIFICATE EXAMINATION  
JULY 2015  
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

## 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 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

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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, Q2 AND Q8].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE INVISIBLE MAN” AND “SILAS MARNER” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. 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.
16. 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 THE 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

88 AND ABOVE

72–74

28–32

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## SUGGESTED VALUE POINTS

<b>SECTION A: READING</b>			
1	1	1	<b>COMPREHENSION PASSAGE</b>
			NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.
1.1	1.1	1.1	(a) (ii) She did not do as expected. (b) (iii) He consoled her. (c) (i) She had done better than her father. (d) (iv) Baba had got a third division in high school.
1.2(a)	1.2(a)	1.2(a)	– so that he could explain details of mother’s pension / he had cancer with 2 months to live
(b)	(b)	(b)	– so that he was not late for work
(c)	(c)	(c)	– father had lent him money to start his catering business / felt grateful to the narrator for what Baba had done for him
(d)	(d)	(d)	– he started crying on learning of the father’s death / came to know that father had been helping his daughter by paying for her school fee and books
(e)	(e)	(e)	– he had been a sympathetic man / had been able to touch people’s lives in a special way
(f)	(f)	(f)	– that he had got a third division in high school
1.3	1.3	1.3	(i) suspense / upset (ii) retainer
2	2	2	<b>COMPREHENSION PASSAGE</b>
			NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.
2.1	2.1	2.1	(a) (ii) becomes a subject for photographers. (b) (iii) Many renowned actors are rickshaw pullers.
2.2(a)	2.2(a)	2.2(a)	– he is feeling sad / has no choice / is in pain / back hurts / rickshaw pulling only source of livelihood / feeling tired / future bleak / steeped in poverty
(b)	(b)	(b)	– their poverty represents the poor of Calcutta / he makes a great subject for photographers, writers and film-makers
(c)	(c)	(c)	– visited home once a year / sends Rs 300/- per month
(d)	(d)	(d)	– in a room / in a nearby lane / Calcutta



(e)	(e)	(e)	– rickshaw puller compared to horse with the rickshaw compared to a carriage/ the make quite a pair / both are old and withered	1 mark
(f)	(f)	(f)	– all hail from the countryside / all wear lungis / almost all are elderly / often barefoot / poor	1 mark
2.3	2.3	2.3	(a) famous / most noticed (b) livelihood / earning	1 mark 1 mark
3	3	3	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• <b>If a student has attempted only summary or only notes, due credit should be given.</b></li> <li>• <b>1 mark allotted for the title be given, even if a student has written the title either in Q3(A) or Q3(B).</b></li> <li>• <b>Content must be divided into headings and sub-headings.</b></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. <u>Complete sentences are not to be accepted as notes.</u> Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<p><b>NOTE MAKING</b> Distribution of Marks <b>Abbreviations / Symbols</b> (with /without key) – any four <b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	1 mark 1 mark 3 marks
			<p><b>Suggested Notes</b> <b>NOTE:</b> Accept the notes and summary in the third person. Also accept them written in the first person provided the format is correct and content is covered properly.</p>	
			<b>Title:</b> Facts about Stupid Behaviour / Stupidity / any other relevant title	
			<p>1 Definition 1.1 common def. 1.1.1 lack of normal int. 1.1.2 behaviour without good judgement / sense 1.2 author's def. 1.2.1 behaviour of normal int. not acting brightly 1.2.2 has 3 levels</p> <p>2 Levels of Stupidity 2.1 1<sup>st</sup> level 2.1.1 simple 2.1.2 harmless 2.1.3 often amusing 2.1.4 absentmindedness</p>	





			2.1.5 no one injured 2.2 2 <sup>nd</sup> level 2.2.1 more dangerous 2.2.2 intention humorous but chance of harm 2.3 3 <sup>rd</sup> level 2.3.1 worst 2.3.2 moral stupidity 2.3.3 unwilling to take responsibility	
(b)	(b)	(b)	<b>Summary</b> The summary should include all the important points given in the notes. <b>Content</b> <b>Expression</b>	2 marks 1 mark
			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>NOTE:</b> The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.	
4	4	4	<b>ADVERTISEMENT</b>	
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks
4	4	–	<b>Suggested value points</b> [TEACHER TO TEACH SCIENCE AND MATHS / any other] – details of requirement – home tuition – competence in subject – experience – remuneration offered – how many days in a week – contact details – any other relevant details (due credit should be given for economy of words used)	
–	–	4	<b>Suggested value points</b> [SITUATION WANTED / any other] – details of requirement – kind of job expected – qualification and experience – remuneration expected – contact details – any other relevant details (due credit should be given for economy of words used)	
			OR	
4	4	4	<b>POSTER</b>	
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks



4	4	–	<b>Suggested value points</b> [POLLUTION DURING FESTIVALS] <ul style="list-style-type: none"> <li>– ill effects of fireworks and crackers</li> <li>– pollution and health hazards caused</li> <li>– creating awareness; relevant slogan, mention of issuing authority</li> <li>– any other relevant details</li> </ul>	
–	–	4	<b>Suggested value points</b> [IMPORTANCE OF FOLLOWING TRAFFIC RULES] <ul style="list-style-type: none"> <li>– highlighting main topic - following traffic rules; relevant slogan, mention of issuing authority</li> <li>– any other relevant details</li> </ul>	
5	5	5	<b>LETTER WRITING</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. ]	
			<b>Format</b> 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	1 mark
			<b>Content</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
5	–	5	(DAMAGED BOOKS) <b>Suggested value points</b> <ul style="list-style-type: none"> <li>– details of books ordered</li> <li>– books arrived – but damaged</li> <li>– not properly packed</li> <li>– meant as a gift to friend</li> <li>– request for immediate replacement</li> <li>– any other relevant details</li> </ul>	
–	5	–	(DRINKING WATER SUPPLIED) <b>Suggested value points</b> <ul style="list-style-type: none"> <li>– water unfit for drinking</li> <li>– dirty colour and foul smell</li> <li>– people falling sick</li> <li>– immediate action to be taken</li> <li>– any other relevant details</li> </ul>	
			OR	
5	–	5	(COURSE IN FASHION DESIGN) <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– duration of the course</li> <li>– fee structure</li> <li>– facilities available</li> <li>– faculty – their qualification and experience</li> <li>– university recognition for course</li> </ul>	



			<ul style="list-style-type: none"> <li>– placement opportunities</li> <li>– hostel facility</li> <li>– scholarship (if any)</li> <li>– any other relevant points</li> </ul>	
–	5	–	<p>(NDA COACHING) <b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– duration of classes – day, time</li> <li>– fee structure</li> <li>– hostel facility</li> <li>– faculty qualification and experience</li> <li>– any other relevant points</li> </ul>	
6	6	6	<b>ARTICLE</b>	
			<b>Format</b> (title and writers' name)	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]</p>	5 marks
6	6	–	<p><b>Suggested Value Points</b> (IMPORTANCE OF EDUCATING WOMEN / any other suitable heading)</p> <ul style="list-style-type: none"> <li>– girls generally neglected</li> <li>– education denied to them</li> <li>– share household work</li> <li>– need to educate them – education makes them smart and independent</li> <li>– women should be aware of their rights and privileges</li> <li>– educated mothers – educate their families</li> <li>(any other relevant details)</li> </ul>	
–	–	6	<p><b>Suggested Value Points</b> (STRESS THE TEENAGERS FACE/ any other suitable heading)</p> <ul style="list-style-type: none"> <li>– youth always under pressure</li> <li>– strive to keep up to others expectations</li> <li>– peer pressure in a competitive world; studies, career, family, values etc.</li> </ul> <p>suggestions</p> <ul style="list-style-type: none"> <li>– parental support</li> <li>– counselling</li> <li>(any other relevant details)</li> </ul>	
			OR	
6	6	–	<p><b>Suggested Value Points</b> (COACHING CLASSES / any other suitable heading)</p> <ul style="list-style-type: none"> <li>– tuitions add to the stress of children</li> <li>– children neglect food</li> </ul>	



			<ul style="list-style-type: none"> <li>– often makes them sleepy, distracted in school</li> <li>– coaching classes a waste of time and money</li> </ul> <p>suggestions</p> <ul style="list-style-type: none"> <li>– teach students to be accountable</li> <li>– quality time to be spent at home</li> <li>– better attention in class helps in achieving better grades</li> </ul> <p>(any other relevant details)</p>	
–	–	6	<p>(LACK OF INTEREST IN READING / any other suitable heading)</p> <ul style="list-style-type: none"> <li>– too many distractions</li> <li>– influenced by TV and internet</li> <li>– lack of encouragement / parental guidance</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>– compulsory library classes in schools</li> <li>– reading to children from childhood would create interest</li> <li>– make them aware of the benefits of reading</li> <li>– participate in events and competitions based on reading books</li> </ul> <p>(any other relevant details)</p>	
7	7	7	<b>SPEECH</b>	
			<b>Format</b> (opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½ ] coherence and relevance of ideas and style [2½]	5 marks
			<p><b>Suggested Value Points</b> (THE VALUE OF CLEANLINESS)</p> <ul style="list-style-type: none"> <li>– cleanliness enhances personality</li> <li>– makes one dignified and attractive</li> <li>– clean surroundings keeps disease away</li> <li>– cleanliness assures mental and physical health</li> <li>– every citizen has a responsibility to keep his surroundings clean</li> </ul> <p>(any other relevant details)</p>	
			OR	
			<p><b>Suggested value points:</b> (DIFFICULTIES FACED BY SENIOR CITIZENS)</p> <ul style="list-style-type: none"> <li>– old age – loneliness</li> <li>– often neglected at home</li> <li>– physically and mentally weak</li> <li>– need love and care of near and dear ones</li> <li>– old age homes – a western concept</li> <li>– younger generation should be taught to respect elders</li> <li>– home – best place for elderly people</li> </ul> <p>(any other relevant details)</p>	



<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</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.	
8	8	8	[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>Value points:</b>	
(a)	(a)	–	A Thing of Beauty	1 mark
–	–	(a)	My Mother at Sixty Six	1 mark
(b)	(b)	–	– despondence / lack of noble nature / unhealthy life / over darkened ways	1 mark
–	–	(b)	– to the airport	1 mark
(c)	(c)	–	– some shape of beauty / any beautiful thing	1 mark
–	–	(c)	– the thought that her mother looking very old / the thought of the mother close to death	1 mark
(d)	(d)	–	– dark / depressing / sad	1 mark
–	–	(d)	– mother looks pale and weak like a corpse	1 mark
			OR	
(a)	(a)	–	My Mother at Sixty Six	1 mark
–	–	(a)	An Elementary School Classroom in a Slum	1 mark
(b)	(b)	–	– losing mother / separation from mother	1 mark
–	–	(b)	– portrait of Shakespeare / picture of a cloudless dawn / a flowery Tyrolese valley / a cathedral dome (any two)	½+½=1 mark
(c)	(c)	–	– her attempts to hide her true feelings	1 mark
–	–	(c)	– it awards the world its world	1 mark
(d)	(d)	–	– pain	1 mark
–	–	(d)	– it because it is a beautiful picture of Tyrol an Austrian Alpine province	1 mark
9	9	9	<b>Short answer type questions</b> Distribution of marks: <b>Content:</b>	2 marks
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark



			<b>Value points:</b>	
(a)	–	(a)	<ul style="list-style-type: none"> <li>– made him introverted</li> <li>– developed poor self image</li> <li>– became conscious of people’s stare</li> <li>– people’s comments hurt him</li> <li>– made him avoid people</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
–	(a)	–	<ul style="list-style-type: none"> <li>– was welcomed in</li> <li>– was fed warm porridge</li> <li>– was given a pipe to smoke</li> <li>– played cards till bedtime</li> <li>– was shown where the crofter kept his money</li> <li>– was given a comfortable bed to sleep in</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
(b)	–	(b)	<ul style="list-style-type: none"> <li>– sent fifty expensive diamond rings to officer’s wife to appease the officer</li> <li>– expected her to keep one or two</li> <li>– lady kept all fifty; situation defused</li> </ul>	3 marks
–	(b)	–	<ul style="list-style-type: none"> <li>– Derry’s face disfigured/ burnt by acid</li> <li>– heard hurtful comments about his face</li> <li>– some sympathised</li> <li>– others looked horrified</li> <li>– even mother kissed the other cheek</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks
(c)	–	(c)	<p>teaches us</p> <ul style="list-style-type: none"> <li>– value of keeping quiet</li> <li>– importance of keeping still</li> <li>– inter connectedness of human beings</li> <li>– about quietness leading to stillness, leading to peace and calmness in the world</li> <li>– how to bring about cessation of wars</li> <li>– importance of introspection</li> </ul> <p style="text-align: right;">(any two)</p>	3 marks
–	(c)	–	<p>tigers – strong / courageous / brave / dignified / chivalric / confident / immortal</p> <p style="text-align: right;">(any two)</p> <p>Aunt – meek / timid / weak / frightened / lacking courage and confidence / mortal</p> <p style="text-align: right;">(any two)</p>	3 marks
(d)	–	(d)	<ul style="list-style-type: none"> <li>– kindness of Edla</li> <li>– her acceptance of him without judgement</li> <li>– her desire to give him a good time on Christmas</li> <li>– her offer / invitation to join them next year also</li> <li>– her treating him as a man of some worth unlike others (the blacksmith and helper who treated him as if he was of no consequence)</li> </ul> <p style="text-align: right;">(any 2)</p>	3 marks



–	(d)	–	one of the hunters killed 100 <sup>th</sup> tiger because Tiger King missed mark and tiger fainted – if the King found out they would have lost their job	3 marks
(e)	–	(e)	– news of replacement of French with German in schools of Lorraine and Alsace from next day onwards – the going away of French teacher M Hamel	3 marks
–	(e)	–	– Bama spent time watching games and other entertaining sights in the street – stared at shops and bazaar – at the novelties and oddities	3 marks
(f)	–	–	– instructor put belt around Douglas – attached rope to belt and put it through a pulley – pulley ran on overhead cable and instructor held end of rope – Douglas made to go back and forth across pool – taught to exhale under water, inhale above water – also practiced kicking legs holding on to the bank	3 marks
–	(f)	–	– to end the deadlock – first time landlords forced to surrender money and prestige – planters usually behaved as being above law, now peasants learnt about their rights and about courage	3 marks
–	–	(f)	– YMCA pool only 2 or 3 feet deep at shallow end – though 9 feet deep at other end – drop gradual	3 marks
			Q10 & 11 [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.]	
10	10	10	Distribution of marks: <b>Content</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value points:</b>	3 marks
10	10	10	– Gandhiji arrived at Champaran due to insistence of Raj Kumar Shukla – Gandhiji's winning 25% compensation for farmers turning point – first time in India natives won against the British – people realised power of civil disobedience – gained courage to stand up against injustice (any 2)  Acts of love – Gandhiji not a local yet he fought for the peasants of Champaran – later had wife and son work for welfare of peasants	



			<ul style="list-style-type: none"> <li>– had gone to Champaran not to defy the rulers but to alleviate distress of poor peasants</li> <li>– got doctors to volunteer and improve health services</li> </ul> <p style="text-align: center;">(any 2) (any other relevant details)</p>	
			OR	
10	10	10	<p>Sophie</p> <ul style="list-style-type: none"> <li>– belonged to poorer section of society</li> <li>– future career – work in biscuit factory but dreamt of owning a boutique or becoming a film star</li> </ul> <p>Real world</p> <ul style="list-style-type: none"> <li>– small room, stinking with stove smell, littered with dirty linen, dreams her escape from reality</li> </ul> <p>Loves brother</p> <ul style="list-style-type: none"> <li>– symbol of freedom, cooks up story about meeting with Danny Casey, waits for Casey</li> <li>– realises dream different from reality</li> </ul>	
11	11	11	Distribution of marks:	
			<b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½]	3 marks
			<b>Value Points:</b>	
11	–	11	<ul style="list-style-type: none"> <li>– Jo wanted wizard to hit mommy on head</li> <li>– story to have happy ending</li> <li>– for Skunk to get back smell of roses</li> <li>– for Skunk to get back his friends</li> </ul> <p>Why</p> <ul style="list-style-type: none"> <li>– child's perspective of world</li> <li>– would make her feel better</li> <li>– wanted a happy ending</li> </ul> <p style="text-align: center;">(any other relevant point)</p>	
–	11	–	<ul style="list-style-type: none"> <li>– exam arranged in prison cell</li> <li>– door to cell locked from outside</li> <li>– cell thoroughly checked the day before exam</li> <li>– sharp objects removed</li> <li>– cell bugged with microphone – all conversations could be heard by Governor</li> <li>– bag of McLeery, the invigilator, thoroughly checked</li> <li>– Stephens posted outside the cell door / checking through keyhole from time to time</li> </ul>	
			OR	
11	–	11	<p>Zitkala-Sa</p> <ul style="list-style-type: none"> <li>– had bitter cold experience</li> <li>– affected by general noise of the place</li> </ul>	





			<ul style="list-style-type: none"> <li>– missed her freedom</li> <li>– felt like sinking to the floor without blanket around her shoulders</li> <li>– felt out of place at dining table</li> <li>– heard about her hair going to be cut</li> <li>– tried hiding under bed</li> <li>– pulled out and hair cut</li> <li>– overwhelmed with humiliation</li> <li>– suffered loneliness and missed mother</li> </ul>	
–	11	–	<ul style="list-style-type: none"> <li>– Jo wanted wizard to hit mommy on head</li> <li>– story to have happy ending</li> <li>– for Skunk to get back smell of roses</li> <li>– for Skunk to get back his friends</li> </ul> <p>Why</p> <ul style="list-style-type: none"> <li>– child's perspective of world</li> <li>– would make her feel better</li> <li>– wanted a happy ending</li> </ul> <p style="text-align: center;">(any other relevant point)</p>	
			<p><b>Q12 &amp; Q 13 – Long Reading Text – Silas Marner / The Invisible Man</b></p> <p><b>[NOTE: Accept any answer that correlates with the novel and seems relevant]</b></p>	
12	12	12	Distribution of marks: <b>Content:</b>	3 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1½ ]</p> <p>coherence and relevance of ideas and style [1½]</p> <p><b>Value Points:</b></p>	3 marks
12	12	–	<ul style="list-style-type: none"> <li>– Griffin realises invisibility more a bane than boon</li> <li>– denied basic necessities of life (food / clothing / shelter)</li> <li>– eating food made him visible</li> <li>– footsteps visible</li> <li>– walking without clothes exposed him to sun, rain and cold weather</li> <li>– could be sensed by dogs and chased</li> <li>– in a crowd could be felt</li> <li>– exposed to elements made him sick</li> <li>– sneezing could be heard</li> </ul> <p style="text-align: center;">(any 4)</p>	
–	–	12	<ul style="list-style-type: none"> <li>– Griffin needed an accomplice to help him rectify defects in his experiment on invisibility</li> <li>– felt Kemp the apt person because fellow scientist – known from college days</li> <li>– wanted Kemp to help him establish reign of terror in the world</li> <li>– Kemp sympathetic but not willing to become accomplice</li> <li>– realised Griffin insane / dangerous</li> <li>– alerts police</li> <li>– wants Griffin arrested to save society</li> </ul>	



			OR	
12	12	–	<ul style="list-style-type: none"> <li>– Silas faithful member of congregation</li> <li>– when senior Deacon fell sick took turns to look after him</li> <li>– Deacon dies during Silas' turn</li> <li>– bag of money from Deacon's bureau goes missing</li> <li>– Silas's knife found there</li> <li>– Silas framed by William Dane who steals the money and marries girl Silas was engaged to</li> <li>– Silas declared guilty</li> <li>– leaves city disillusioned and disheartened at loss of name, friend and fiancé</li> </ul>	
–	–	12	<ul style="list-style-type: none"> <li>– Eppie daughter of Godfrey Cass and Molly</li> <li>– Godfrey refuses to acknowledge Molly as his wife in public</li> <li>– Molly decides to take revenge</li> <li>– sets out to Squire Cass's house with daughter</li> <li>– falls to the ground due to sheer exhaustion and cold and dies</li> <li>– daughter Eppie crawls out of mother's arms</li> <li>– moves towards the bright warmth of Silas's house</li> <li>– toddles in through open door into Silas's heart who later adopts her</li> </ul>	
13	13	13	Distribution of marks:	3 marks
			<b>Content:</b> <b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] (deduct ½ a mark for two or more grammatical/spelling mistakes)	3 marks
			<b>Value points:</b>	
13	–	–	Marvel <ul style="list-style-type: none"> <li>– a tramp / loner</li> <li>– dressed in shabby clothes</li> <li>– trapped by Invisible Man into becoming an accomplice</li> <li>– carried the Invisible Man's books and money</li> <li>– desperately wanted freedom from Invisible Man</li> <li>– escapes at Port Burdock</li> <li>– illiterate man; left with Griffin's books which he can't read</li> <li>– in the end benefits the most from Griffin's death</li> <li>– buys an inn with the stolen money belonging to the now dead Griffin</li> </ul> <p style="text-align: center;">(any 4)</p>	
–	13	13	Mrs Hall <ul style="list-style-type: none"> <li>– owner of Coach and Horses</li> <li>– practical down to earth, efficient, shrewd, strong</li> <li>– good hostess – provides all comforts</li> <li>– curious about stranger's appearance but stops when he shows resentment</li> <li>– later on acts tough with Invisible Man when he does not pay bills</li> </ul>	



			<ul style="list-style-type: none"> <li>– dominates husband</li> <li>– does not get much help from him</li> <li>– doctors the beer with sarsaparilla in secret (any 4)</li> </ul>	
			OR	
13	–	–	<p>Godfrey Cass</p> <ul style="list-style-type: none"> <li>– elder son of Squire Cass</li> <li>– physically fine looking, open faced, good natured</li> <li>– internally / morally weak</li> <li>– secretly marries Molly</li> <li>– blackmailed by brother</li> <li>– behaves in a cowardly manner</li> <li>– often feels ashamed of his weaknesses</li> <li>– not willing to take responsibility of Eppie</li> <li>– hurt by Eppie's refusal to go with him</li> <li>– selfish and self centred</li> <li>– helps Silas indirectly (any 4)</li> </ul>	
–	13	–	<p>William Dane</p> <ul style="list-style-type: none"> <li>– close friend of Silas Marner in the town of Lantern Yard</li> <li>– crooked fellow</li> <li>– had a crush on Silas Marner's fiancé Sarah</li> <li>– Dane spreads rumour that Silas Marner's epileptic fit was due to invocation of the devil rather than God</li> <li>– Dane manipulated matters in such a way that Silas was accused of stealing money from the senior Deacon's house</li> <li>– Dane planted Silas' knife in the house of Deacon where the money had been kept, and the empty money bag found in Silas's house</li> <li>– this disgrace ruined Marner's reputation</li> <li>– his fiancé Sarah began to avoid him</li> <li>– Sarah called off their engagement</li> <li>– William Dane married her after a month</li> <li>– disgraced Silas Marner left town disillusioned and disappointed</li> </ul>	
–	–	13	<p>Dunstan Cass</p> <ul style="list-style-type: none"> <li>– selfish, greedy, unpleasant</li> <li>– manipulative</li> <li>– contrast to his brother</li> <li>– blackmails him</li> <li>– steals money from Silas' cottage</li> <li>– gets killed</li> <li>– kills his brother's prized horse</li> <li>– always out to harm others</li> <li>– evil minded</li> <li>– a criminal to the core and a thief</li> </ul>	

