

Series : OSR/1

Code No. 1/1/1

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 8 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 minutes 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 :

- (i) All the questions are compulsory.
- (ii) Your answer should be to the point, try to stick to the word limit given.

SECTION – A (READING)

20 Marks

1. Read the following passage and answer the questions that follow : 12

1. Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher – and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.

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2. Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where no was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault on the family room. They think of MP3 players and flat screen TV as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

3. Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and '70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it's tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world ? Experts agree : too much love won't spoil a child. Too few limits will.

4. What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure. Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic



pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

(a) Answer the following :

- (1) What values do parents and teachers want children to learn ? (2)
- (2) What are the results of giving the children too much too soon ? (2)
- (3) Why do today's children want more ? (1)
- (4) What is the balance which the parents need to have in today's world ? (2)
- (5) What is the necessity to set limits for children ? (2)

(b) Pick out words from the passage that mean the same as the following : (3)

- (1) a feeling of satisfaction (para 1)
- (2) valuable (para 3)
- (3) important (para 4)

2. Read the passage carefully.

1. I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.
2. Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that 'the enemy' wouldn't discover me.



3. Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home – that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.
4. Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear 'the right clothes' and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.
5. One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.
- (a) On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations wherever necessary. 5
- (b) Make a summary of the passage in not more than **80** words using the notes made and also suggest a suitable title. 3



3. An interschool Kabaddi Competition is organized by your school. Write a notice, in not more than 50 words, requesting the students to be present at the venue to encourage the players. Invent all the necessary details. You are Arjun, the sports captain of your school. 5

OR

You possess an acre of land in the heart of the city. You want to dispose of this property since you have decided to buy a flat. Write an advertisement to be published in a national daily, giving all the necessary details. You are Krishan of Moti Nagar, Delhi.

4. Incessant rain has caused irrecoverable damage in your area. As an active participant in the flood relief programme, write a report in 125–150 words on the different flood relief measures carried out. You are Krishan/Krishna. 10

OR

You have visited a book exhibition in your neighbourhood. Write a report in 125 – 150 words on the exhibition. You are Rohan/Rohini.

5. You are the librarian of Amla Public School. You had placed an order for text books with Dhanpati & Sons. Since the books did not arrive on time, you have decided to cancel the order. Write a letter to the Manager, Dhanpati & Sons, Chennai, cancelling the order. 10

OR

You are interested in doing a short-term course in computer graphics during your holidays. Write a letter to the Director, Easy Computers, enquiring about their short-term courses and asking for all the necessary details. You are Naresh/Nandini.



6. You are Rajendra Kumar, a social worker. You read an article in *The Hindu* on 'Health Care for Indian Workers'. Write a speech in **125 – 150** words on the importance of health care to be delivered at a public function to create awareness among the workers. **10**

OR

Media has a strong hold on society. Write a speech in **125 – 150** words on how media influences public opinion to be delivered in the school assembly.

SECTION – C (TEXT BOOKS AND LONG READING TEXT) 45 Marks

7. Read the following extract and answer the questions that follow : **4**

All lovely tales that we have heard or read ;

An endless fountain of immortal drink.

Pouring unto us from the heaven's brink.

- (a) Name the poem and the poet. **(1)**
- (b) What is the thing of beauty mentioned in these lines ? **(1)**
- (c) What image does the poet use in these lines ? **(2)**

OR

With ships and sun and love tempting them to steal ...

For lives that slyly turn in their cramped holes

From fog to endless night ?

- (i) Who are 'them' referred to in the first line ? **(1)**
- (ii) What tempts them ? **(1)**
- (iii) What does the poet say about 'their' lives ? **(2)**



8. Answer any **two** of the following questions in about **30 – 40** words : **2 × 2 = 4**

- (a) How does Kamala Das try to put away the thoughts of her ageing mother ?
- (b) Which is the exotic moment that the poet refers to in 'Keeping Quiet' ?
- (c) What are the difficulties that aunt Jennifer faced in her life ?

9. Answer any **six** of the following questions in **30 – 40** words : **2 × 6 = 12**

- (a) Why did Gandhiji feel that taking the Champaran case to the court was useless ?
- (b) Why did the peddler derive pleasure from his idea of the world as a rattrap ?
- (c) How is Mukesh different from the other bangle makers of Firozabad ?
- (d) What tempted Franz to stay away from school ?
- (e) Why did the maharaja ban tiger hunting in the state ?
- (f) How was the skunk's story different from the other stories narrated by Jack ?
- (g) Which words of her brother made a deep impression on Bama ?

10. Answer the following in about **100 – 125** words. **5**

Has Sophie met Danny Casey ? What details of her meeting with Danny Casey did she narrate to her brother ?

OR

Describe the precautions taken by the prison officers to prevent Evans from escaping.

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11. Read the following and answer the question that follows : 5

The story "Deep Water" has made you realize that with determination and perseverance one can accomplish the impossible. Write a paragraph in about 100 words on how a positive attitude and courage will aid you to achieve success in life.

Long Reading Text – The Hound of the Baskervilles

12. Write a character sketch of Mr. Barrymore in about 125 words. 8

13. Describe Miss Stapleton's first encounter with Sir Henry in about 125 words. 7



SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2014
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 CIRCLED ON THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED ON THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 UNDER SECTION A (READING) AND Q7 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 AND Q7].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE HOUND OF THE BASKERVILLES” 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.



SUGGESTED VALUE POINTS

SECTION A: READING				
1	1	1	COMPREHENSION PASSAGE	
(a)	(a)	(a)	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)	– to learn what's really important i.e. values like hard work, contentment, honesty and compassion / to be contented with what is given to them / to learn how to overcome challenges for becoming a successful adult / to learn how to be of service to others / to understand that life has a meaning beyond one's own immediate happiness (any one)	2 marks
(2)	(2)	(2)	– they grow up to be adults who have difficulty coping with life's disappointments / they have distorted sense of entitlement that affects success in the workplace and in relationships / they become more vulnerable to future anxiety and depression (any one)	2 marks
(3)	(3)	(3)	– there is much more to want / new inventions and brands being launched in the markets / parents are giving in to their demands easily / purchasing power of parents has increased / even getting what they want doesn't satisfy many of them / parent's inability to say no (any one)	1 mark
(4)	(4)	(4)	– balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals / balance between holding their ground and saying yes to the demands of their children / balance between imposing limits on children's behaviour and fulfilling their emotional demands / balance between too much love and too few limits (any one)	2 marks
(5)	(5)	(5)	– children feel better and more secure when they live within a secured structure / to help them overcome challenges so that they become successful adults / to teach them that life has meaning beyond one's own immediate happiness / to teach them the value of self-control (any one)	2 marks
(b)(1)	(b)(1)	(b)(1)	contentment	1 mark
(2)	(2)	(2)	precious	1 mark
(3)	(3)	(3)	essential / critical	1 mark



2	2	2	<p>Note</p> <ul style="list-style-type: none"> • If a student has attempted only summary or only notes, due credit should be given. • 1 mark allotted for the title be given, even if a student has written the title either in Q2(a) or Q2(b) • Content must be divided into heading(s) and sub-headings <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 not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<p>NOTE MAKING</p> <p>Distribution of Marks</p> <p>Abbreviations / Symbols (with /without key) – any four</p> <p>Title</p> <p>Content (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	<p>1 mark</p> <p>1 mark</p> <p>3 marks</p>
			<p>Suggested Notes</p> <p>NOTE:</p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly</p>	
			<p>Title: Childhood fears / Fears / Memories of childhood / Evolving from childhood to adulthood / any other relevant title</p>	
			<p>1 Memories of childhood</p> <p>1.1 generally happy & carefree</p> <p>1.2 but always deeply fright'nd</p> <p>2 Fear of darkness</p> <p>2.1 saw</p> <p>2.1.1 clothes hanging</p> <p>2.1.2 curtains moving</p> <p>2.1.3 heard loud noise</p> <p>2.2 felt</p> <p>2.2.1 helpless</p> <p>2.2.2 heart pounded</p> <p>3 Fear of getting lost</p> <p>3.1 while walking home</p> <p>3.2 taking a wrong bus</p> <p>3.3 of being left alone</p>	



			<p>4 Worst fear</p> <p>4.1 of not being accepted</p> <p>4.2 of not looking good</p> <p>4.2.1 tried to wear rt. clothes</p> <p>4.2.2 watched wt.</p> <p>5 Evolving as an adult</p> <p>5.1 to recogn'e and overcome fear</p> <p>5.2 to realise that</p> <p>5.2.1 others will help</p> <p>5.2.2 being friendly & sincere will pay</p> <p>5.2.3 underst'ing the childh'd fears</p>	
(b)	(b)	(b)	<p>Summary The summary should include all the important points given in the notes.</p> <p>Content</p> <p>Expression</p>	<p>2 marks</p> <p>1 mark</p>
			<p align="center">SECTION B: ADVANCED WRITING SKILLS</p> <p>NOTE: 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.</p>	
3	3	3	NOTICE	
			<p>Format The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.</p>	1 mark
			Content	2 marks
			Expression	2 marks
3	–	–	<p>Suggested value points [INTERSCHOOL KABADDI COMPETITION]</p> <ul style="list-style-type: none"> – what - interschool kabaddi competition – when - day, date, time (duration) – where - venue – request to the students to be present and encourage the players – any other relevant details 	
–	3	–	<p>Suggested value points [SCIENCE EXHIBITION]</p> <ul style="list-style-type: none"> – what - science exhibition – occasion - death anniversary of Ramanujam – when - day, date, time (duration) – where - venue – inviting students to participate 	



			<ul style="list-style-type: none"> – how - making exhibits, models, charts, etc – eligibility condition - who all can participate – last date for registration of names – awards, prizes etc. (optional) – any other relevant details 	
–	–	3	<p>Suggested value points [SHOW ON ANCIENT ART FORMS]</p> <ul style="list-style-type: none"> – what - show on ancient art forms – part of national heritage programme – when - day, date, time (duration) – where - venue – invitation to students to watch the show and encourage the artists – any other relevant details 	
			OR	
3	3	3	ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
3	–	–	<p>Suggested value points [LAND FOR SALE / FOR SALE / any other]</p> <ul style="list-style-type: none"> – prime property, location, size, surrounding landmarks – price (negotiable) – contact name and number – any other relevant details <p style="text-align: center;">(due credit should be given for economy of words used)</p>	
–	3	–	<p>Suggested value points [MOTOR BIKE SALE / FOR SALE / any other]</p> <ul style="list-style-type: none"> – model, make, colour, how old, mileage – condition, special features – price expected – contact name and number – any other relevant details <p style="text-align: center;">(due credit should be given for economy of words used)</p>	
–	–	3	<p>Suggested value points [OFFICE SPACE ON RENT / TO LET /any other]</p> <ul style="list-style-type: none"> – location, size, floor space – entry / exit, water, electricity, security, parking facility – expected rent (optional) – any other relevant details <p style="text-align: center;">(due credit should be given for economy of words used)</p>	



4	4	4	REPORT WRITING	
			Format 1. title, reporter's name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
4	4	–	Suggested value points: (FLOOD RELIEF PROGRAMME / any other suitable heading) – what (flooding caused by incessant rain), where, when (duration) – how serious was the situation - falling of trees, flooding of low level houses, traffic jams, power failure etc. – flood relief carried out by which agency – NGO, govt. body, local people, volunteers etc. – evacuation of civilian population, pets and animals – providing food packets, medical aid, shelter etc. – any other relevant details (min 4)	
			OR	
			Format 1. title, reporter's name 2. place, date (optional)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
			Suggested value points: (BOOK EXHIBITION / any other suitable heading) – what (book exhibition), where (neighbourhood) , when (day, time, duration), who organised it – details of books exhibited – special attraction – visit by any author / writer (optional) – discount offered on purchase (optional) – response of the public – any other relevant details (min 4)	
–	–	4	Format 1. title, reporter's name	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks



			<p>Suggested value points: (TEACHERS' DAY / any other suitable heading)</p> <ul style="list-style-type: none"> – what (teachers' day celebration), when (5th Sept, time ,duration), where (school auditorium, playground), by whom (badge holders, student council members) – details of the programme – special features - response of students and teachers – any other relevant details <p style="text-align: center;">(min 4)</p>	
			OR	
			<p>Format</p> <ol style="list-style-type: none"> 1. title, reporter's name 2. place, date (optional) 	1 mark
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]</p>	5 marks
			<p>Suggested value points: (ACCIDENT AT UNMANNED LEVEL CROSSING / any other suitable heading)</p> <ul style="list-style-type: none"> – what (accident at an unmanned level crossing), when (day, date, time), where (place, town, district, state, exact location) – how was the accident caused – details of the accident, number of people injured, extent of damage, relief measures, help from locals, delay of the train, inconvenience caused to passengers etc. – any other relevant details <p style="text-align: center;">(min 4)</p>	
5	5	5	<p>LETTER WRITING</p> <p>[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.]</p>	
			<p>Format</p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p>	2 marks
			Content	4 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]</p>	4 marks
5	5	–	<p>(CANCELLING THE ORDER FOR BOOKS)</p> <p>Suggested value points</p> <ul style="list-style-type: none"> – what - cancelling the order for text books – reference to the order placed and terms and conditions – reason - books did not arrive on time 	



			<ul style="list-style-type: none"> – refund of advance amount (if any) – any other relevant details 	
			OR	
			<p>(SHORT TERM COURSE IN COMPUTER GRAPHICS)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – admission criteria / eligibility condition – details of the course - duration, total fees charged, recognition of the course, job opportunities, student concession or scholarship (if any), hostel facilities, starting dates etc. – request for brochure / prospectus – any other relevant details 	
–	–	5	<p>(REQUEST TO REPLACE DEFECTIVE SPORTS ITEMS)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – reference to the order placed, order details, terms and conditions – complaint - some items defective – details of type of defect and number of defective items – request to replace the defective items – request for early delivery – any other relevant details 	
			OR	
			<p>(UNAUTHORISED PARKING OF VEHICLES)</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> – what - problem of unauthorised parking of vehicles in your area – details of the area you live in (crowded area of Mumbai) – inconveniences caused - no parking space for residents / locals, congestion, traffic jams, fights, accidents, pollution etc. – request to the Police Commissioner to take action in this regard – any other relevant details 	
6	6	6	SPEECH	
			Format (opening address and conclusion)	1 mark
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
6	–	6	<p>Suggested Value Points</p> <p>(HEALTH CARE FOR INDIAN WORKERS)</p> <ul style="list-style-type: none"> – the present scenario – condition of health and hygiene of workers, no proper health care facilities for workers – reason - lack of finance, awareness, facilities – effect - poor health, diseases, untimely death etc. – need / importance of health care – providing access to hospitals and clinics, creating awareness, free camps, health insurance etc. – role of govt. agencies, NGO's, volunteers and social workers – any other relevant details 	



			OR	
			<p>Suggested Value Points (MEDIA INFLUNCES PUBLIC OPINION)</p> <p>media</p> <ul style="list-style-type: none"> – types <ul style="list-style-type: none"> - electronic media: radio, TV / internet - print media: newspapers, magazines / journals – role of media –creating awareness, information, entertainment, public opinion etc. <p>positive and negative influences of media</p> <ul style="list-style-type: none"> – positive influence <ul style="list-style-type: none"> - means of information, awareness, knowledge - medium to communicate and interact - influences views and ideas – negative influence <ul style="list-style-type: none"> - children getting addicted to social media sites - increase in cyber crime - over sensationalization of sensitive issues – any other influences of media – any other relevant details 	
–	6	–	<p>Suggested Value Points (YOUTH – THEIR PROBLEMS AND SOLUTIONS)</p> <ul style="list-style-type: none"> – the present scenario – youth are often unable to cope with stress – result - become frustrated and bitter – problems - competition in studies, career, job satisfaction, self and parent’s expectations, materialistic pursuits, peer pressure, gap between dream and achievement, over exposure, lack of guidance and counselling etc. – consequences - emotional disorders like frustration, bitterness, depression, mood swings etc. affecting physical, mental and emotional health – solution - counselling, developing confidence, knowing one’s own potential, interest, priorities, being realistic, achieving balance through meditation, yoga, pursuing hobbies etc. – any other relevant details 	
			OR	
			<p>Suggested Value Points (CORRUPTION – ITS CAUSES AND SOLUTIONS)</p> <ul style="list-style-type: none"> – causes of corruption – greed, materialistic pursuits, no fear of law, lack of deterrence, lack of role models, deterioration of moral and ethical standards, misuse of power and authority, peer and societal pressure (any other) – solutions - raising voice against corruption and exploitation, strict vigilance, exemplary punishment to the offenders, strict laws and effective punishment, stringent / deterrent laws, social castigation / boycott, parental counselling, creating awareness, teaching right values to children (any other) 	



SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)				
			NOTE: 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	7	7	[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.] Value points:	
(a)	(a)	(a)	Poem – A Thing of Beauty Poet – John Keats	1 mark
(b)	(b)	(b)	– lovely tales – heard or read / literature	1 mark
(c)	(c)	(c)	– image of - an endless fountain of immortal drink / an endless fountain of immortal drink pouring upon us from the heaven's brink	2 marks
OR				
(i)	(i)	(i)	– children of the slum school / children of elementary school classroom in a slum / poor and deprived children of the slum	1 mark
(ii)	(ii)	(ii)	– ships, sun, love / the beautiful world outside the slum	1 mark
(iii)	(iii)	(iii)	– miserable condition / live in cramped holes / entire life spent in the disgusting slums / bleak world / desolation / misery / no hope for future / foggy existence / unclear future	2 marks
8	8	8	Short answer type questions (Poetry) Distribution of marks: Content:	1 mark
			Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
Value points:				
(a)	(a)	(a)	– looks out of the car window at young trees sprinting / the merry children running out of their homes / by not looking at her mother's old, ashen face / by distracting herself	2 marks
(b)	(b)	(b)	– silence / stillness / no speech / no movement / counting to twelve / keeping still / without rush / without engines / all together in a sudden strangeness / a moment of introspection / taking a break from all types of violence and war mongering / fostering understanding with others (any one)	2 marks



(c)	(c)	(c)	– difficult marriage / constraints of a bad marriage / dominating, authoritarian and domineering husband / ordeals / oppression / physical infirmities / mental agony (any one)	2 marks
9	9	9	Short answer type questions (Prose) Distribution of marks: Content:	1 mark
			Expression (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	(a)	(a)	– according to Gandhiji where peasants were so crushed and fear-stricken law courts were useless / lawyers were collecting big fees from poor peasants / little hope of getting justice as the case was against the British landlords	2 marks
(b)	(b)	(b)	According to the peddler – the world had never been very kind to him, so it gave him unwonted joy to think ill of it in this way / the world was a trap and it gave him great pleasure to know he had escaped being trapped so far / the whole world was a big rattrap as it had existed for only one purpose – to set baits for people. It offered riches and joys, shelter and food, heat and clothing, exactly as the rattrap offered cheese and pork, and as soon as anyone felt tempted to touch the bait, it closed in on him, and then everything came to an end (any one)	2 marks
(c)	(c)	(c)	– insists on being his own master / dares to dream of becoming a motor mechanic / refuses to carry on the family tradition of bangle making / determined and focussed to achieve his dream	2 marks
(d)	(d)	(d)	– was late for school / hadn't learnt participles / was afraid of scolding from the teacher / it was a warm, bright day, the birds were chirping at the edge of the woods / Prussian soldiers were drilling in the open field at the back of the sawmill / the outdoors more tempting than going to school	2 marks
(e)	(e)	(e)	– wanted to hunt and kill 100 tigers to fulfil his vow / wanted to prove the astrologer's prediction wrong / he had only a limited population of tigers in his kingdom / did not want anyone to hunt or kill tigers	2 marks
(f)	(f)	(f)	– other stories had a happy ending, Skunk's story did not / Jo (Jack's daughter) had not opposed the ending of any story earlier / she had never challenged Jack's authority / had not so much interrupted the narration earlier / Jack wanted to prove through this story that parents always know what is right / only story in which the animal visited the wizard twice / the story had a twist / the ending of the story remained unresolved	2 marks



(g)	(g)	(g)	– that they were born in a community of untouchables so they were never given honour or dignity or respect / if they studied and made progress, they could throw away those indignities / he asked Bama to study with care and learn all she could – if she was always ahead in her lessons then others would come to her of their own accord	2 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: Content	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1] Value points:	2 marks
10	10	–	No (but has seen him play football matches in the stadium with her father and brothers) – Details of her meeting: – narrated that she had met Danny Casey in the arcade. She was looking at the clothes in Royce's window, when she spotted him standing beside her – said that he had green, gentle eyes, he was not very tall – he was going to buy a shop – he didn't have any girlfriend – he was quiet by nature / spoke in an Irish accent – she wanted his autograph for little Derek, but neither of them had a paper or a pen – they chatted a little about the clothes in Royce's window – he asked her to meet him the following week and promised to give her an autograph (any 2)	
			OR	
			Precautions taken by the prison authorities to prevent Evans' escape – officer Jackson – the senior prison officer on D wing and Stephens newly recruited to the force, visited Evans' cell – checking of Evans' cell before the exam – two square tables were set opposite each other and two hard chairs were placed in the cell – his razor, nail file and nail scissors were removed from the cell – a bugging device was installed in the cell so that the Governor could listen to any talk going on there – Stephens had to peep into his cell after every few minutes	



			<ul style="list-style-type: none"> – extra precautions were taken at the gates – locked door between Evans' cell and the yard with high walls – all messages and phone calls to go via the governor – a parson from St Mary Mags was deputed as an invigilator <p style="text-align: center;">(min 3)</p>	
–	–	10	<p>Sophie's plans for her future:</p> <ul style="list-style-type: none"> – wanted to have a boutique after leaving school – wanted to be a manager in the beginning – wanted to be an actress to earn real money and have the boutique on the side – either an actress or a fashion designer – something a bit sophisticated <p style="text-align: center;">(two points)</p> <p>Dreams unrealistic :</p> <ul style="list-style-type: none"> – came from a poor family / would have to work in the biscuit factory / father wouldn't approve of her fantastic ideas <p style="text-align: center;">(one point)</p>	
			OR	
			<p>Benefits Derry reaped:</p> <ul style="list-style-type: none"> – got rid of the habit of self-pity, started understanding others' perspective, admired Mr Lamb's lifestyle and his outlook on life – understood that his handicap (burnt face) wasn't important – there were other important things in life – became confident of himself – learnt to appreciate nature and his surroundings and to think objectively /stopped paying attention to what people thought of him – Mr Lamb advised him to wait, watch and listen – Mr Lamb advised him to try to know himself <p style="text-align: center;">(min 3 points)</p>	
11	11	11	Distribution of marks:	
			Content:	3 marks
			Expression grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
			Value Points: Values of positive attitude and courage – Douglas overcame fear of water by these virtues – initially afraid of water which deprived him of the joys of water sports – positive attitude made him get an instructor and overcome fear – how these values help ordinary people [NOTE: accept any other positive quality which may not refer to the text]	



			<p>Q12 & Q 13 – Long Reading Text – The Hound of Baskervilles</p> <p>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</p>	
12	12	12	<p>Distribution of marks:</p> <p>Content:</p>	5 marks
			<p>Expression</p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p> <p>Value Points:</p>	3 marks
12	–	12	<p>Character sketch of Barrymore</p> <ul style="list-style-type: none"> – long-time domestic servant of the Baskervilles – loyal – tall, handsome, distinguished looking with a square black beard – rather deaf – wished to leave Baskerville Hall due to the painful memories of Sir Charles and the new needs of Sir Henry as he would have more company – considered a suspect due to the following reasons <ul style="list-style-type: none"> - wished to leave when Sir Henry arrived - had a black beard (same as the person following them in London) - had inherited five hundred pounds - hadn't receive the telegrams personally - knew about the will beforehand - lied about the sobbing heard at night - first one to see Sir Charles' body - would get a permanent and comfortable home if the heir was scared away – relationship with wife <ul style="list-style-type: none"> - devoted husband - lied to conceal information about Selden – the convict and Mrs Barrymore's brother - went almost every night down the corridor where he held a candle to the window and signalled to Selden - provided Selden with food, shelter and clothes to make sure he survived – gave information to Sir Henry and Dr Watson about <ul style="list-style-type: none"> - the letter to Sir Charles by LL (later revealed to be Laura Lyons) from Coombe Tracey asking him to meet her on the night of his murder at the gate - the man on the Tor <p>(any 5)</p>	



–	12	–	<ul style="list-style-type: none"> – the stick left behind bore the inscription “To James Mortimer, MRCS from his friends at the CCH” dated 1884 – it was such a stick as the old fashioned family practitioners used to carry. It was much knocked about, thick-iron ferrule was worn down – Mr Watson – describes the owner as a likeable old country doctor who received the stick from a local hunt, the doctor did a great deal of his visiting on foot – the stick being worn out – Holmes agreed with Watson on two inferences – the owner as a country practitioner who walked a good deal but the rest were all wrong – Holmes observed that a presentation to a doctor would come from a hospital rather than from a hunting group and that CCH stood for Charing Cross Hospital – the stick was presented on the occasion of the farewell ceremony – Dr Mortimer was not on the staff of the hospital since a man well established in a London practice would not have been a house-surgeon or a house physician – a little more than a senior student – he had left 5 years ago – the date on the stick proved it – so he was a young fellow under 30, amiable, unambitious, absent minded and the possessor of a favourite dog (observed marks of a dog’s teeth on the stick) <p style="text-align: center;">(min 5)</p>	
13	13	13	Distribution of marks: Content:	4 marks
			Expression 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
			Value points:	
13	–	13	<p>Miss Stapleton’s first encounter with Sir Henry</p> <ul style="list-style-type: none"> – Stapleton took Watson and Sir Henry to Merripit House – Sir Henry encountered Miss Stapleton – Sir Henry strongly attracted to her – liking mutual and instantaneous <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> – on the moor she mistook Watson for Sir Henry, she told him urgently to go back to London at once and never to return to the moor. She changed the subject as Stapleton returned and eyed her suspiciously as she appeared anxious upon learning that she was talking to Watson and not Sir Henry <p style="text-align: center;">OR</p>	



			<ul style="list-style-type: none"> – Sir Henry’s meeting with Miss Stapleton as reported by Dr Watson. The couple was engaged in their conversation, which consisted of Miss Stapleton trying to warn Sir Henry of the dangers he was in at the moor and Sir Henry tried to turn the subject back to love – when Sir Henry tried to kiss Miss Stapleton, she resisted and at that point, Stapleton arrived, he was very furious – after the two men exchanged a few angry words, Stapleton departed, taking his sister with him 	
–	13	–	<ul style="list-style-type: none"> – Selden was the younger brother of Mrs Barrymore – was pampered too much as a lad and started thinking that the world was made for his pleasure – as he grew older, met wicked companions and the devil entered into him and he dragged the family name in the dirt – from crime to crime, he sank lower and lower but continued to be pampered by his sister – broke prison, assured that the sister would help him – sheltered by the Barrymores when chased by wardens – when Sir Henry came to the Baskerville, he moved to the moor, in one of the abandoned huts, thinking that he would be safer there than anywhere else, until the hue and cry was over, so he lay in hiding there waiting for a ship to take him to South America – finally was killed by the hound – it is his death in Sir Henry’s clothes (given by Barrymore) that leads to the first encounter between Sherlock Holmes and Stapleton <p>[NOTE: any other relevant details related to the novel should be accepted]</p>	

