Series OSR/2

Code No. 1/2/1

Roll No. | | | | | | | |

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 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) *This paper is divided into three Sections : A, B and C. All the sections are compulsory.*

(ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*

(iii) *Do not exceed the prescribed word limit while answering the questions.*

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SECTION A — (Reading) *20*

1. Read the passage carefully 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 a distorted sense of entitlement that gets in the way of success in the workplace and in relationships.

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 Excess were born in the late 1980s, just as PCs and video games were making their assault on the family room.

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They think of MP3 players and flat-screen TVs as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave 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 the 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.

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Older children learn self-control by watching how others, especially their 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 :

(i) What values do parents and teachers want children to learn ? *2*

(ii) What are the results of giving the children too much too soon ? *2*

(iii) Why do today's children want more ? *1*

(iv) What is the balance which the parents need to have in today's world ? *2*

(v) 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*

(i) a feeling of satisfaction (para 1)

(ii) valuable (para 3)

(iii) important (para 4)

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2. Read the passage carefully and answer the questions that follow : *8*

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

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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 recognize 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 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*

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3. You are a businessman who wants to set up a small garment shop in your city. Draft an advertisement seeking a suitable space for rent, to be published in the 'Wanted Accommodation' column of a local newspaper. Write the advertisement in not more than 50 words. *5*

OR

You are the secretary of the welfare association of your colony. An unfortunate incident of dowry death has occurred in your colony. Design a poster in not more than 50 words highlighting the evils of the dowry system to create awareness among the people.

4. As an active member of the Interact Club of your school, you had participated in a summer camp organized by the Lions Club of your district. Write a report on the camp and its activities in 125 – 150 words. You are Gyan/Geeta of XYZ Public School, Rohini, Delhi. *10*

OR

You are the Sports Captain of your school. The annual sports were conducted last month. Write a report in 125 – 150 words on the conduct of the same. You are Manish/Mita of PQR School, Mall Road, Amritsar.

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5. You are awaiting your class 12th results. Meanwhile you would like to do a short term course on personality development. Write a letter to the Director, Personal Care, Hyderabad, enquiring about the course details. You are Kailash/Kusum of 148, Model Town, Delhi. (125 – 150 words) *10*

OR

You are Sudhir/Sita, the head boy/girl of ABC Public School, Jayanagar, Bangalore. An excursion has been planned from your school to Mysore. Write a letter to the Secretary, Ace Youth Hostel, Mysore requesting him to provide accommodation for 15 girls and 20 boys for three days. (125 – 150 words)

6. Students can contribute significantly to socially useful activities like tree plantation, cleanliness, adult literacy, etc. Write an article in 150 – 200 words on 'Students and Social Service' to be published in a local magazine. You are Jagriti/Jagan. *10*

OR

A landslide in your area has caused untold destruction. Write an article in 150 – 200 words on the destruction caused by natural calamities and the precautions to be taken to prevent them. You are Jai Kant/Jai Kanta.

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SECTION C — (Text Books and Long Reading Text) *45*

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

When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid.

(a) Who is the aunt mentioned here ? *1*

(b) Why is she 'ringed with ordeals' ? *1*

(c) What is the difference between her and the tigers ? *2*

OR

I looked again at her, wan, pale
as a late winter's moon 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) What was the poet's childhood fear ? *1*

(b) What were the poet's parting words ? *2*

(c) What is the poetic device used in these lines ? *1*

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

(a) What change does the poet hope for in the lives of the slum children ?

(b) How do beautiful things help us to live a happy life ?

(c) What symbol from nature does the poet use to prove that keeping quiet is not total inactivity ?

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

(a) Why did Gandhiji oppose when his friend Andrews offered to stay in Champaran and help the peasants ?

(b) What was the content of the letter written by the peddler to Edla ?

(c) Why had the rag pickers come to live in Seemapuri ?

(d) What shows M. Hamel's love for the French language ?

(e) How did the Dewan manage to get the 100th tiger for the Maharaja ?

(f) Why did Jo feel that the skunk's mommy was stupid ?

(g) What comic incident did Bama narrate to her brother ? Why was he not amused ?

10. Answer any ***one*** of the following in 100 – 125 words : *5*

Douglas fully realized the truth of Roosevelt's statement 'All we have to fear is fear itself'. How did this realization help him brush aside his fear and become an expert swimmer ?

OR

How did the negligence of the prison officers prove to be a boon for Evans ?

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11. Read the following and answer the question that follows in about 100 words. *5*

Sophie was a dreamer. The lesson 'Going Places' reminds us that mere dreams will not help us to accomplish anything. What qualities, do you think, would help Sophie to realize her dreams ?

12. Who was Mr. Stapleton ? Why had he come to the moor ? (About 125 words) *8*

13. Why was Watson surprised to see Holmes on the moor ? Why had Holmes come there ? (About 125 words) *7*

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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 AWARDING 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.

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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

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2	2	2	**Note** • **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** The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes. Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.	
(a)	(a)	(a)	**NOTE MAKING** Distribution of Marks **Abbreviations / Symbols** (with /without key) – any four **Title** **Content** (minimum 3 headings and sub-headings, with proper indentation and notes)	 1 mark 1 mark 3 marks
			Suggested Notes **NOTE:** 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	
			Title: Childhood fears / Fears / Memories of childhood / Evolving from childhood to adulthood / any other relevant title	
			1 Memories of childhood 1.1 generally happy & carefree 1.2 but always deeply fright'nd 2 Fear of darkness 2.1 saw 2.1.1 clothes hanging 2.1.2 curtains moving 2.1.3 heard loud noise 2.2 felt 2.2.1 helpless 2.2.2 heart pounded 3 Fear of getting lost 3.1 while walking home 3.2 taking a wrong bus 3.3 of being left alone	

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			4 Worst fear 4.1 of not being accepted 4.2 of not looking good 4.2.1 tried to wear rt. clothes 4.2.2 watched wt. 5 Evolving as an adult / Growing up 5.1 to recogn'e and overcome fear 5.2 to realise that 5.2.1 others will help 5.2.2 being friendly & sincere will pay 5.2.3 underst'ing the childh'd fears	
(b)	(b)	(b)	**Summary** The summary should include all the important points given in the notes. **Content** **Expression** **NOTE:** Accept the third form. Also accept the first form provided the format is correct and content is covered properly	2 marks 1 mark
3	3	3	**ADVERTISEMENT**	
			Content	3 marks
			Expression	2 marks
3	–	–	**Suggested value points** (WANTED ACCOMMODATION) – required shop for garments – location - in market / commercial area – size – minimum area – facilities – parking etc. – contact – any other relevant details (due credit should be given for economy of words used)	
–	3	–	**Suggested value points** (CAR FOR SALE) – model, make, year – mileage covered – features - condition, owner driven – fully insured – accident free – price – contact	

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–	–	3	**Suggested value points** (SITUATION VACANT) – name of the organisation – post advertised – two engineers – eligibility qualification – age, experience – salary / perks offered – how to apply – last date for applying – contact – any other relevant details (due credit should be given for economy of words used)	
			OR	
3	3	3	**POSTER**	
			Content	3 marks
			Expression	2 marks
3	–	–	**Suggested value points** (EVILS OF DOWRY SYSTEM) – a social evil – young brides tortured, burnt alive – broken marriages – children traumatised – violation of the sanctity of marriage – blot on civilised society Solutions – equal rights and dignity to women – education – financial security – job opportunities – awareness of laws, respect for the institution of marriage – any other relevant details	
–	3	–	(SAVE WATER) – water is precious – every drop counts – leaking public taps leading to wastage of water Suggestions to avoid wastage – repair leaking taps – use water judiciously – use 3Rs – reduce, reuse, recycle – promote rain harvesting – any other relevant details	

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–	–	3	(IMPORTANCE OF READING) – reading maketh a man – books the best friends – books window to the world – create awareness – inform, instruct and delight – impart knowledge, wisdom, maturity – promote liberal outlook – broaden one's horizon – any other relevant details	
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**: (SUMMER CAMP / any other suitable heading) – what - summer camp – when - day, date, time, duration – where - venue – organisers – activities - outdoor games, exercises, gym sessions, cooking, yoga classes, cultural programme – response of the participants – any other relevant details (any 4)	
–	–	4	**Suggested value points**: (BOMB BLAST / any other suitable heading) – what - bomb blast – when - day, date, time – where - busy market area, exact location – destruction caused - loss of life, property, many injured, complete chaos and panic – rescue operations - medical treatment, help rendered by police, NGOs etc. – reactions - by media, public – steps taken by authorities - relief, compensation, probe ordered (optional) – any other relevant details (any 4)	

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4	4	–	**Suggested value points**: (ANNUAL SPORTS MEET / any other suitable heading) – what - annual sports meet – when - day, date, time – where - venue – inauguration – welcome by Principal – highlights - races / drill / march past / athletic events – participants – prize distribution – vote of thanks – any other relevant details [NOTE: accept if report is written in first person] (any 4)	
–	–	4	**Suggested value points**: [LITERARY WEEK / any other suitable heading] – what - literary week – when - dates, timings, duration – where - venue – inauguration – chief guest (optional) – participation of students / teachers / parents etc. – highlights – activities – elocution, debates, quiz, role plays, cultural programme – response of the participants – prize distribution – any other relevant details (any 4)	
5	5	5	**LETTER WRITING** [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.]	
			Format 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	2 marks
			Content	4 marks
			Expression grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]	4 marks
5	5	–	(LETTER OF ENQUIRY – SHORT TERM COURSE ON PERSONALITY DEVELOPMENT) **Suggested value points** – purpose of writing the letter - enquiry about – eligibility condition	

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			- fee structure – faculty – hostel facilities (optional) – request for details / brochure – any other relevant details	
–	–	5	(LETTER OF COMPLAINT – MOBILE PHONE) **Suggested Value Points** – details of purchase - model, date, receipt no. – nature of defect – warranty – request to rectify / replace – any other relevant details	
			OR	
5	5	–	(REQUEST TO PROVIDE ACCOMMODATION) **Suggested Value Points** – self-introduction (optional) – details of excursion – date – duration – 3 days – no. of students – 15 girls, 20 boys – request to provide accommodation – any other relevant details	
–	–	5	(YOGA COURSE) **Suggested Value Points** – purpose of writing the letter – enquiry about course – duration – timings – fee structure – request for details – any other relevant details	
6	6	6	**ARTICLE WRITING**	
			Format: (Title and writer'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
6	–	6	**Suggested Value Points** (STUDENTS AND SOCIAL SERVICE / any other suitable title) Problems faced by a country	

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			– cleanliness - health hygiene Role of students – future citizens of a country – make constructive use of time and energy – have awareness of social responsibility – active participation in social service – joining social service club in schools and society – organising camps - for training people in slums and villages - for cleanliness - for health and hygiene - for getting education – taking up tree plantation, cleanliness projects in schools and colleges – any other relevant details (any 4)	
–	6	–	**Suggested Value Points** (STATUS OF WOMEN IN FREE India / any other suitable title) Darker side – discrimination at family level and social level – subject to social harassment and humiliation – not given equal status – deprived of education – female infanticide still practised – crimes against women, victims of violence Brighter side – promoting girl education – women rising to great heights, progressing professionally – working at top positions in many fields – equal rights given - property, marriage, legal, justice – women empowerment given importance – gender sensitisation awareness prevailing – stricter laws to prevent and punish crimes against women – any other relevant details (any 4)	
			OR	
6	–	6	**Suggested Value Points** (NATURAL CALAMITIES / any other suitable title) – calamities come unannounced like flood, drought, earthquake, tsunami, landslides, volcanoes Causes – cutting of trees and clearing of forests – global warming – callous disregard of nature	

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			– destruction of life and property – routine life disrupted – life comes to a standstill – loss of money – many rendered homeless Precautions – maintaining ecological balance – stop overuse of natural resources – control population growth – awareness programme to be given to people – disaster management awareness to be made known to all – preparedness of authorities – any other relevant details (any 4)	
–	6	–	**Suggested Value Points** (USEFULNESS OF ENGLISH LANGUAGE IN INDIA/ any other suitable title) – English important as a universal communicative language – important for all professional courses – with globalisation knowledge of English has become a necessity – increases employability – at international level a language of trade and education – breaks political barriers – unites the world – any other relevant details (any 4)	
			SECTION C: LITERATURE (TEXT BOOKS) **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)	– Aunt Jennifer / the oppressed woman	1 mark
(b)	(b)	(b)	– bad marriage / dominating husband / difficulties and constraints of bad marriage / entrapped in unhappy marriage	1 mark
(b)	(b)	(b)	– she – meek, submissive, fearful, dominated, physically weak, lacks confidence – tigers – proud, unafraid, chivalrous, confident, playful – when she is dead and gone, the tigers will keep on prancing	2 marks

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(a)	(a)	(a)	– of losing her mother / fear of separation	1 mark
(b)	(b)	(b)	– 'see you soon, Amma'	2 marks
(c)	(c)	(c)	– repetition / simile	1 mark
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)	– to bring about active attention of the concerned higher authorities – to impart useful and relevant education – to help them lead a better life – to expose them to the beautiful world of blue skies / golden sand / green fields / literature – to remove social injustice and class inequalities	2 marks
(b)	(b)	(b)	– beautiful things are a joy forever/ source of eternal joy – provide peaceful sleep and mental peace – uplift our gloomy souls – provide hope, health, happiness, contentment and comfort – experience of the divine feeling	2 marks
(c)	(c)	(c)	– 'Earth' seeming to be still is very much alive underneath / nurturing life under the apparent stillness e.g. 'when everything seems dead and later proves to be alive' – In winter seeds buried are dormant but sprout in the spring	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)	– Mr Andrews was an Englishman and Gandhiji did not want his help / did not believe in seeking a prop in him / the cause was good and he believed their victory was certain / wanted the peasants to be self reliant	2 marks
(b)	(b)	(b)	– thanked her for her kindness and for treating him as a captain / him raised him to the status of a captain / helped in bringing about a change in him / reforming him / offering him true friendship and high regard / gifted Edla a rattrap as a Christmas present and	2 marks

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(c)	(c)	(c)	– they had left Bangladesh because cyclones and storms in 1971 had destroyed their fields and dwellings; came to Seemapuri as refugees for food and shelter	2 marks
(d)	(d)	(d)	– was filled with emotion / taught them all he could on that one day / blamed himself for the children not being good in French / told them about the richness of the French language and insisted upon people to hold fast to their mother tongue / wrote with tears in his eyes – vive-la-France	2 marks
(e)	(e)	(e)	– the Dewan had brought one from the People's Park in Madras and kept it hidden in his house and at midnight left it in the forest to be shot by the Maharaja	2 marks
(f)	(f)	(f)	– she insisted on the skunk smelling the way skunks did though she knew he would have no friends / was angry with the wizard for changing him / hit the wizard and got the smell changed	2 marks
(g)	(g)	(g)	– the manner in which the elderly man was walking holding the packet with a string, looking very funny – her brother was not amused for he knew the harsh reality of caste discrimination faced by the people of his community	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	–	– he made up his mind to overcome his fear – got an instructor and learnt to swim – practised five days a week, an hour a day – instructor's proper training – put a belt attached to a rope – taught him how and when to inhale and exhale while swimming, made him practise kicking with legs at the side of the pool – piece by piece, the swimmer was built, – swam the length of the pool, two miles across the lake Wentworth – strokes – crawl, breast, side and back strokes – no terror, no fear – fear finally conquered fully (any 3)	

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			– letting Evans see the name of the invigilator on the form – not taking more precautions in verifying the invigilator's identity despite knowing that Evans knew his name – letting Evans wear the hat for good luck – allowing McLeery to take the rubber tube inside Stephens' mistakes – not going to the cell despite seeing that Evans was just sitting there not writing at all – not verifying the Governor's call – not checking him despite seeing that McLeery looked slimmer while going out Governor's mistakes – appointed Stephens, a new guard to guard Evans – allowing Stephens to move out of the cell when Evans protested – letting Evans know that the cell was bugged – letting the Examination phone call go through without verifying its call authenticity – letting Evans wear a blanket – assuming he had left the correction paper behind by mistake and believing the information in it – calling for the police not the ambulance – at the end letting Evans escape a second time in a van without verifying the guards despite knowing how cunning Evans was (any 3)	
–	–	10	the incident which nearly killed Douglas and developed in him an aversion to water occurred when – he had joined YMCA swimming pool – one day he was sitting alone on the steps of the YMCA pool – a big bruiser of a boy picked him up and tossed him into the deep end of the pool – Douglas landed in a sitting position, swallowed water and went at once to the bottom – he was frightened but he used his wits and made a big push to come to the surface but those nine feet appeared to be ninety – his lungs were about to burst but still when his feet hit the bottom, he summoned all his strength and made a great spring upwards but again was not successful – grew panicky still he made two attempts to come out but failed – shook and trembled with fright – his arms and legs wouldn't move – blackness swept over his brain, no longer felt any fear, felt the curtain on life falling and death approaching (any 3)	
			OR	
			– had his face burnt by acid – suffered from a tremendous sense of inferiority complex – always conscious that his face was bad, terrible and the ugliest	

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			– self-conscious and assumed that others were looking at him and passing derogatory remarks on him – became touchy and hypersensitive, made himself pitiable and was miserable always	
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] **Value Points**:	2 marks
			– needs to be practical and down to earth – needs to have realistic aims – keep in mind her family background – should have determination, sincerity, be focussed and have a strong will – needs to work hard to make her dreams and fantasies come true (any)	
			Q12 & Q 13 – **Long Reading Text – The Hound of Baskervilles** **[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]**	
12	12	12	Distribution of marks: **Content**:	5 marks
			Expression grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] **Value Points**:	3 marks
12	–	12	– a bookish looking former school master – polite outwardly, hot-tempered inwardly – a long lost relative of Sir Henry, son of Roger Baskerville, the younger brother of Sir Charles – came to the moor and made friends with Sir Charles – made extensive enquiries – started planning to eliminate the Baskervilles for their property – a scheming manipulator and money hungry criminal – had come to know of the family curse of the spectral hound – availed himself of the opportunity to get rid of all the Baskervilles, to be the sole heir to the Baskerville property (any 5)	
–	12	–	– legend of a spectral hound – believed to be an age old Baskerville family's curse – central mystery revolves around this curse – Hugo Baskerville kidnaps a peasant girl	

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			– Sir Charles killed mysteriously – Henry, the last heir in danger – Holmes, the famous detective employed to solve the mystery – the fate and safety of Sir Henry become a challenge for Holmes and his friend Watson – Holmes suspects Barrymores, escaped convict Selden or Mr Frankland – the unexplained noises like that of hounds compound the mystery and horror – the menacing weather, the fog add to the chilling atmosphere – Holmes finds Stapleton the culprit, the villain of the story – who knows his way in and out of the Grimpen mire – uses the legend of the hound (considered as a curse by the family) to clear his way to the Baskerville property – Holmes uncanny observation and intuitive skills solve the mystery of the hound – evil finally is punished, Stapleton falls prey to his own design – the hound, that is actually Stapleton, is killed – Henry is free from the family curse of the legendary spectral hound (any 5)	
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	– Watson had gone to the moor to look for Selden instead was surprised to find Holmes there – Holmes was supposed to have been busy with his practice in London – was not expected to leave London – was supposed to come later Why Holmes came to the moor – had received Watson's reports in London – found those reports of great value – got additional information and supplies – suspected Watson and Henry were in danger – was able to decipher the missing links – made a secret visit to save Henry and nab the murderer (any 4)	
–	13	–	– the stick left behind bore the inscription "To James Mortimer, MRCS from his friends at the CCH" dated 1884 (it was such a	

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			– the doctor did a great deal of his visiting on foot as the stick originally a very handsome one had been so knocked about – 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 according to the date on the stick therefore 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) (any 4)	

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