

SENIOR SCHOOL CERTIFICATE EXAMINATION
MARCH 2008
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN GROUPS OR INDIVIDUALLY ON THE FIRST DAY OF THEIR STARTING EVALUATION.
2. THE HEAD-EXAMINERS HAVE TO GO THROUGH THE FIRST FIVE ANSWER-SCRIPTS EVALUATED BY EACH EVALUATOR TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE MARKING SCHEME ONLY. THE REMAINING ANSWER SCRIPTS MEANT FOR EVALUATION SHALL BE GIVEN ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF INDIVIDUAL EVALUATORS.
3. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME. IT SHOULD NOT BE DONE ACCORDING TO ONE'S OWN INTERPRETATION OR ANY OTHER CONSIDERATION - MARKING SCHEME IS THE ONLY GUIDELINE.
4. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER.
5. IF A QUESTION HAS PARTS, PLEASE AWARD MARKS ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED FOR DIFFERENT PARTS OF THE QUESTION SHOULD THEN BE TOTALLED UP AND WRITTEN OUT IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS MUST BE AWARDED ON THE LEFT-HAND MARGIN.
7. 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 A MANDATORY REQUIREMENT.
8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
9. IF A CHILD HAS ATTEMPTED AN EXTRA-QUESTION, ANSWER OF THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER SCORED OUT.

10. Q1 UNDER SECTION A (READING SKILLS) AND Q7 (a) UNDER SECTION C (LITERATURE) QUESTIONS HAVE BEEN DESIGNED TO TEST STUDENTS' UNDERSTANDING AND THEIR ABILITY TO INTERPRET, EVALUATE AND RESPOND TO THE GIVEN PASSAGE. IN OTHER WORDS, ONLY THE ABILITY TO COMPREHEND THE GIVEN PASSAGE ON THE PART OF THE STUDENTS MUST BE TESTED. SO THAT THE EXAMINEES ARE NOT UNNECESSARILY PENALISED FOR LANGUAGE ERRORS.
11. HOWEVER, WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORD, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) IS IMPORTANT.
12. WHEREVER THE WORD LIMIT IS GIVEN, NO DEDUCTION OF MARKS IS TO BE MADE IF THE WORD LIMIT EXCEEDS ONLY UPTO 25%. HOWEVER, BEYOND THIS PERMITTED LIMIT, MARKS ARE TO BE DEDUCTED AS FOLLOWS:

PENALTY FOR EXCEEDING THE WORD LIMIT

FOR A 50 WORD ANSWER:

ABOVE 60 - DEDUCT ½ MARK

FOR A 125 WORD ANSWER:

150 TO 175 WORDS - DEDUCT ½ MARK

ABOVE 175 WORDS - DEDUCT 1 MARK

FOR A 150 WORD ANSWER:

175 TO 200 WORDS - DEDUCT ½ MARK

ABOVE 200 WORDS - DEDUCT 1 MARK

FOR 200 WORD ANSWERS:

225 TO 250 WORDS - DEDUCT ½ MARK

ABOVE 250 WORDS - DEDUCT 1 MARK

HOWEVER, NO MARKS SHOULD BE DEDUCTED IN RESPECT OF SHORT ANSWER TYPE QUESTIONS (UNDER Q7, 8 & 11).

13. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MAY BE ACCEPTED AND AWARDED FULL MARKS.
14. 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 AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT (ESPECIALLY IN QUESTIONS UNDER Q1 AND Q7).
15. A FULL SCALE OF MARKS - 0 TO 100 - HAS TO BE USED. IN CASE OF AN ANSWER BOOK DESERVING 95 AND ABOVE MARKS AWARD MARKS IN CONSULTATION 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 of 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.
(i)	(i)	(i)	unhappy / sad / frustrated / fed up / mental disorder / bored up and pessimistic
(ii)	(ii)	(ii)	depression arising out of environmental factors
(iii)	(iii)	(iii)	– considered as guiding stars – had a recognised social role – were of great value as they could impart knowledge (any two)
(iv)	(iv)	(iv)	– transformation of social structures and values from traditional to modern – rapid stride in urbanisation and industrialization
(v)	(v)	(v)	– with kind words – timely support of friends, relatives and family members
(b)(i)	(b)(i)	(b)(i)	diminished / degradation / declines / weakened
(ii)	(ii)	(ii)	alienated / marginalised / left out
(iii)	(iii)	(iii)	spouse
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 title be given if the student has written the title either in Q2(a) or Q2(b) part • Min. 3 main headings and 3 sub-headings to form content <p>The notes provided below are only guidelines. Any other title, main points and sub-points should 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 can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.</p>

(a)	(a)	(a)	NOTE MAKING Distribution of Marks Abbreviations / Symbols (with /without key) – any four Title Content (minimum 3 sub-headings, with proper Indentation and notes)	1 mark 1 mark 3 marks
			Suggested Notes	
			Title: Pollution / Effects of Pollution / Global Impact of Pollution / Any other suitable title)	
			1 Effects of polln. (in S. E. Asia) 1.1 cuts sunlight – 10% in India 1.2 damages agri. 1.3 modifies rainfall patterns 1.4 people at risk / hindering eco. growth 2 Findings of UNEP 2.1 blanket of polln. across S. E. Asia 2.2 growth may falter 2.3 might reduce winter rice harvest 3 Research about India 3.1 acid rains damage crops & trees 3.2 ash on leaves reduces sunlight 3.3 respiratory diseases 3.4 2400 premature deaths 3.5 N. W. India drying up due to drought 4 Far reaching global impact 4.1 esp. in India, China, Indonesia due to <ul style="list-style-type: none"> • popu. density • economic growth • depleting forest cover 4.2 effect <ul style="list-style-type: none"> • haze disrupts weather system • triggers drought in West Asia 	
(b)	(b)	(b)	Summary The summary should include all the important points given in the notes. Content Expression	2 marks 1 mark
			SECTION B: ADVANCED WRITING SKILLS 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.	

3	3	3	NOTICE	
			Format	1 mark
			Content	2 marks
			Expression	2 marks
			Suggested value points (LOST / LOST WRISTWATCH / LOST AND FOUND) <ul style="list-style-type: none"> – day & date / time / location – description of wristwatch – make, looks, design, shape etc – whom to contact / where – incentive for finder 	
			OR	
			ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
			Suggested value points (ACCOMODATION WANTED) <ul style="list-style-type: none"> – location – facilities required for house-cum-clinic <ul style="list-style-type: none"> • 24 hours water • electricity backup • fully furnished • big rooms – approximate rent – contact address / phone 	
4	4	4	REPORT WRITING	
			Format 1. title, reporter's name	1 mark
			Content	4 marks
			Expression Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½]	5 marks
			Suggested value points: (ENVIRONMENT WEEK) <ul style="list-style-type: none"> – when – where – activities /programmes conducted during the week – any other special feature(s) 	
			OR	

			Suggested value points (SEMINAR ON HOW TO FACE THE EXAMINATION WITH CONFIDENCE) – when – where – details of seminar e.g. panel of experts / student interaction / response – any other special feature(s)	
5	–	–	LETTER WRITING [Note: - No marks are to be awarded if only the format is given. Credit should be given to 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
			(DETAILS OF SCHOLARSHIP) Suggested Value Points – mention the categories – what excellence has been achieved – how to apply for scholarship	
			OR	
			(ORDER FOR BOOKS) Suggested Value Points – list of books / author / no. of copies – request for bulk discount – mode of payment – deadline for delivery of books	
-	5	-	(REQUEST FOR DETAILS OF SCHOLARSHIP) Suggested Value Points – eligibility criteria for scholarship – method of selection – formalities required	
			OR	

			(ORDER FOR SPORTS ITEMS) Suggested Value Points – name of the items, make, quantity required – bulk discount – request to send goods on time, mode of payment, conditions – goods likely to be returned if unsatisfactory	
-	-	5	(LETTER TO EDITOR – PRESENT DAY YOUTH) Suggested Value Points – highlighting the strength of youth – suggestions for tapping their energy • sensitising • awareness programmes in govt. / private sector • involvement in community service • proper channelization of youth energy e.g. NSS, NCC etc	
			OR	
			(ORDER FOR FURNITURE) Suggested Value Points – furniture required: items, specifications, quantity – request for bulk discount – mode of payment – prompt delivery – conditions	
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
			Suggested Value Points (NCC / A must for all Schools / NCC and schools / any other suitable title) – activities of NCC – how it inculcates discipline in youth – what do children learn as a cadet – motivates youth to be adventurous – grooms youth – close to culture – prepares for defence forces – reasons to make NCC compulsory – any other relevant point	
			OR	

			<p>Suggested Value Points (SHOULD THERE BE HOMES FOR THE AGED IN INDIA?)</p> <p>Reasons</p> <ul style="list-style-type: none"> - joint family disintegrating – setting up of nuclear families - elderly alienated – children getting married / going abroad <p>Solutions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - safety for elders - combats loneliness - medical attention - like-minded people stay together - enjoy pastime - have freedom – no burden on children <p style="text-align: center;">(any four)</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - basically a western concept against Indian culture - the aged need physical & mental support from family members - families can utilise their maturity / wisdom - provide support system for the family <p style="text-align: center;">(any four)</p> </td> </tr> </table>	Yes	No	<ul style="list-style-type: none"> - safety for elders - combats loneliness - medical attention - like-minded people stay together - enjoy pastime - have freedom – no burden on children <p style="text-align: center;">(any four)</p>	<ul style="list-style-type: none"> - basically a western concept against Indian culture - the aged need physical & mental support from family members - families can utilise their maturity / wisdom - provide support system for the family <p style="text-align: center;">(any four)</p>	
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			<p>SECTION C: LITERATURE</p> <p>NOTE: The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short answer and long answer type questions. Hence both content and expression in answer to the given question deserves equal importance while awarding marks.</p>					
7(a)	7(a)	7(a)	<p>[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 stanza. In other words, it attempts to test their reading comprehension ONLY.]</p> <p>Value points:</p>					
(i)	(i)	(i)	- the poet / Kamala Das / narrator	1 mark				
(ii)	(ii)	(ii)	- thought of separation / death / unpleasant thoughts of old age	2 marks				
(iii)	(iii)	(iii)	- continuity of life / life / youthfulness / energy / passage of time	1 mark				
			OR					
(i)	(i)	(i)	- everything not dead on this earth / there is life under apparent stillness - teaches us to be alive / regeneration / power to recover from loss	2 marks				
(ii)	(ii)	(ii)	- there are twelve markings on the clock to measure time / there are 12 months / taking time to calm down	1 mark				

(iii)	(iii)	(iii)	– understanding of ourselves / peace and tranquillity /ceasing of all cruel activities / introspection	1 mark
7(b)	7(b)	7(b)	Short answer type questions (Poetry) Distribution of marks: Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(i)	(i)	(i)	– desired the city dwellers to buy goods – wanted flow of cash for better standard of living	2 marks
(ii)	(ii)	(ii)	– for the governors, inspectors, visitors / authorities to bring about a change – to widen their horizons – to take the children closer to nature / liberate them from their miserable condition – provide good education (any two)	2 marks
(iii)	(iii)	(iii)	– topaz / golden coloured – prancing, bright-eyed denizens – free and fearless – sleek and chivalric (any two)	2 marks
(iv)	(iv)	(iv)	– nature is the best healer – brings beauty and joy to our life – the memory of the beautiful experiences help us to bear our sorrows / provide a bower / a peaceful retreat (any two)	2 marks
8	8	8	Short answer type questions (Prose) Questions are to be answered in 30-40 words. Distribution of marks: Content:	1 mark
			Expression (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	(a)	(a)	– expect to get some coins, notes or valuables – sometimes they find a rupee or even a ten-rupee note – for children garbage is wrapped in wonder – for adults – a means of livelihood (any two)	2 marks

(b)	(b)	(b)	<p>other days</p> <ul style="list-style-type: none"> – noisy and boisterous <p>day of the last lesson</p> <ul style="list-style-type: none"> – unusually silent / M. Hamel dressed in his best suit / classmates already in their places / village people sitting quietly in the class 	2 marks
(c)	–	–	<ul style="list-style-type: none"> – thousands of people demonstrated around the court room where Gandhi was summoned which made the Britishers feel challenged and baffled – Prof J B Kriplani received Gandhiji at the station with a large body of students – sharecroppers from Champaran came barefooted to see Gandhiji – Muzzafarpur lawyers too called upon him – Raj Kumar Shukla, a peasant initiated Gandhiji's fight in Champaran <p style="text-align: center;">(any two)</p>	2 marks
–	(c)	–	<ul style="list-style-type: none"> – showed great patience and perseverance – accompanied Gandhiji wherever he went – waited for him at Calcutta – impressed him with his determination 	2 marks
–	–	(c)	<ul style="list-style-type: none"> – to help indigo sharecroppers in their fight against the injustice of the landlord system in Bihar 	2 marks
(d)	–	–	<ul style="list-style-type: none"> – Ashokmitran's job was to cut newspaper clippings and preserve them in a file – everybody thought he was practically doing nothing 	2 marks
–	(d)	–	<ul style="list-style-type: none"> – used to see the author tearing newspaper and thought he had no work / to enlighten the author as to how great talented people like him were wasting their talent – author wanted to stay away from the company of the office-boy / save himself from the epic narration of the boy 	2 marks
–	–	(d)	<ul style="list-style-type: none"> – office boy – convinced that all his woes, ignominy and neglect were due to Subbu / who only by virtue of being born a Brahmin had exposure to more affluent situations and people 	2 marks
(e)	–	–	<ul style="list-style-type: none"> – different kind of novel (personal, narrative, unconventional style) – probes into metaphysics, theology and medieval history – detective and serious yarn – written at the right time <p style="text-align: center;">(any two)</p>	2 marks
–	(e)	–	Both Yes and No may be accepted as an answer but must be justified with facts from the text	2 marks

-	-	(e)	- the publisher loved the book but didn't expect to sell more than 3000 copies	2 marks
			Q 9 & 10 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]	
9	-	-	Distribution of marks: Content	5 marks
			Expression Grammatical accuracy, appropriate words and spelling [2½] Coherence and relevance of ideas and style [2½]	5 marks
			Value points: fear - aversion to water since childhood (California beach and YMCA pool incidents) overcoming fear - decided to get an instructor to learn swimming and conquer his fear - instructor made him practise five days a week - taught him how to exhale under water and inhale above water - made a swimmer out of Douglas piece by piece - dived off a dock at Triggs Island - swam two miles across Lake Wentworth in New Hampshire - practised different kinds of strokes in swimming	
			OR	
			ironmaster - commits judgemental error – mistakes the stranger as his old regimental friend, requests him to come home - shows friendliness by sending his daughter when the stranger declines invitation - attitude changes when the truth revealed that the stranger not his friend - calls him dishonest and threatens to hand him over to the sheriff daughter - more sedate, understanding and affectionate - intervenes to stop her father from ill treating the stranger - treats him like a captain and gifts him a suit - provides him with peaceful atmosphere - is able to bring about a change in the peddler's attitude (any five points)	

–	9	–	Value points: <ul style="list-style-type: none"> – made Douglas swim five days a week – taught him to exhale underwater and inhale above water – made him practise very hard – ensured his safety by putting a belt around him – made a swimmer of him bit by bit 	
			OR	
			<ul style="list-style-type: none"> – thought the world to be a rattrap – after stealing from the crofter got lost in the jungle – it offered him the temptation of shelter just as the rattrap would offer cheese and pork as bait – to go to the manor house would be like throwing himself voluntarily into the lion's den 	
–	–	9	Value points: <ul style="list-style-type: none"> – big boy hurled him into YMCA pool – close to drowning – long agonizing experience – had deep psychological effect – fear for water grew intense – unable to enjoy water sports <p style="text-align: center;">(any five points)</p>	
			OR	
			<ul style="list-style-type: none"> – crofter offered hospitality – shared his secrets, showed him the money – next morning peddler smashed window panes – got the pouch, stole the notes – hung the leather pouch at its place – smartly walked away with the money – cheated him <p style="text-align: center;">(any five points)</p>	
10	10	10	Distribution of marks:	
			Content:	4 marks
			Expression Grammatical accuracy, appropriate words and spelling [1½] Coherence and relevance of ideas and style [1½]	3 marks
			Value Points: <ul style="list-style-type: none"> – both Lamb and Derry handicapped – Derry in the beginning withdrawn and defiant – couldn't stand people staring at him – Lamb open-minded and generous – kept garden gate open and welcomed all 	

			<ul style="list-style-type: none"> – had a positive attitude, taught Derry not to indulge in self pity / love life – taught him the ways of dealing with people – Derry confessed to his mother that Lamb talked of things that nobody had ever talked of – things that gave him an optimistic outlook – even defied his mother – Derry's return to Lamb's garden shows his appreciation for Lamb / restored confidence <p style="text-align: center;">(any four points)</p>	
			OR	
			<ul style="list-style-type: none"> – Antarctica – only place in the world remaining pristine (never sustained human population) – holds in its ice-cores half million year-old carbon records – only place to study Earth's past, present and future <p>can enable us to</p> <ul style="list-style-type: none"> – study problems of global warming (glacier retreating, ice-shelves collapsing) – concept of evolution and extinction – significance of Cordilleran folds and granite shields; ozone and carbon 	
11(a)	11(a)	11(a)	<p>If Yes</p> <ul style="list-style-type: none"> – it was a waking dream – a wish fulfilment – provided escape from modern day fear, insecurity, worry <p>If No</p> <ul style="list-style-type: none"> – then the place really existed as Charley describes vividly railway station, people, dresses, newspaper and counters – Sam exchanging money, disappearance, letter in the first day cover <p style="text-align: center;">(any two)</p>	2 marks
(b)	–	–	<ul style="list-style-type: none"> – filled with joy – exclaimed that his vow had been fulfilled – ordered the tiger to be brought in a grand procession – turned his attention to his son – gave him a special gift on his birthday <p style="text-align: center;">(any two)</p>	2 marks
–	(b)	–	<ul style="list-style-type: none"> – weak, senile – Dewan arranged the tiger from The People's Park – at midnight dragged the tiger and shoved him into the car, went to the forest, hauled the beast out of the car, and pushed him to the ground near Maharaja's camp <p style="text-align: center;">(any two)</p>	2 marks

-	-	(b)	<ul style="list-style-type: none"> - to save his job - otherwise king would be angry / result would be catastrophic 	2 marks
(c)	-	-	<ul style="list-style-type: none"> - old gardener pulled a few hairs on his upper lip - strongly opposed his master for treating the wounds of the enemy - said that the sea wished to kill him - the gun-wound intended to kill him - refused to obey the orders <p style="text-align: center;">(any two)</p>	2 marks
-	(c)	-	<ul style="list-style-type: none"> - refused to touch the soldier - had fierce look of resistance - said she had nothing to do with him - threatened to leave - finally left the job <p style="text-align: center;">(any two)</p>	2 marks
-	-	(c)	<ul style="list-style-type: none"> - did not want to help Dr Sadao to save the enemy - to show their disapproval of his action 	2 marks
(d)	(d)	(d)	<p>Jo wants</p> <ul style="list-style-type: none"> - Roger Skunk to smell like rose and not have the skunk's foul smell - the wizard to take revenge on the mother by hitting her - to assert her own point of view - can understand the need of Skunk to be accepted by peers <p style="text-align: center;">(any two)</p>	2 marks