

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	ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
			Suggested value points (MOTORCYCLE FOR SALE / FOR SALE) <ul style="list-style-type: none"> - make - model - mileage - colour - condition - price expected - contact name, address, phone 	
			OR	
			NOTICE	
			Format	1 mark
			Content	2 marks
			Expression	2 marks
			Suggested value points (SUMMER CAMP FOR CHILDREN) <ul style="list-style-type: none"> - day / date / time / name of school (venue) - duration of camp - age group - creative skills (art, craft, clay modelling, music) - last day of registration - resource persons - participation fee - whom to contact 	
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
			Suggested value points: (PEACE RALLY) <ul style="list-style-type: none"> - what - when - where - how (peace rally, posters, banners, placards, drums, band etc) 	

			<ul style="list-style-type: none"> - participants - impact made - any other relevant points 	
			OR	
			<p>Suggested value points: (STREET FIGHT BETWEEN LANDLORD AND TENANT)</p> <ul style="list-style-type: none"> - when - where - why - how the fight took place - response and reaction of neighbours and other tenants - outcome 	
-	4	-	<p>Suggested value points: (PERSONALITY DEVELOPMENT PROGRAMME)</p> <ul style="list-style-type: none"> - when - where - why - how the programme was organised - for whom - experts invited - subject discussed - response of participants - coverage by local media - any other relevant details 	
			OR	
			<p>Suggested value points: (HINDI DIVAS)</p> <ul style="list-style-type: none"> - when - where - why - how the event was celebrated - details of the programmes / celebrations - chief guest, participants, invitees - response of participants - any other relevant points 	
-	-	4	<p>Suggested value points: (PICKPOCKET)</p> <ul style="list-style-type: none"> - when - where - how the incident happened - treatment given to the offender / pickpocket - response and reaction of the passengers - the outcome - help from the police - caution for others 	

			OR	
			<p>Suggested value points: (EXHIBITION ON SCIENCE AND TECHNOLOGY)</p> <ul style="list-style-type: none"> – when – where the exhibition was organised – duration – how organised (displaying working models, charts, posters etc) – participants from other schools – chief guest, other visitors – response of invitees 	
5	5	5	<p>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.]</p>	
			<p>Format 1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.</p>	2 marks
			<p>Content</p>	4 marks
			<p>Expression Grammatical accuracy, appropriate words and spelling [2] Coherence and relevance of ideas and style [2]</p>	4 marks
			<p>(LETTER TO EDITOR - STRAY ANIMALS) Suggested Value Points</p> <ul style="list-style-type: none"> – highlighting the problem – purpose of writing the letter – problems caused (traffic jam, accidents, delays, littering, (eyesore) etc. – attitude of the authorities – suggested solutions – request for early redressal of the problem by the concerned authorities 	
			OR	
			<p>(APPLICATION FOR JOB) Suggested Value Points</p> <ul style="list-style-type: none"> – covering letter – reference to post advertised / post applied for – assurance of quality performance if given a chance – resume (name, date of birth, father's name, educational qualifications &/or professional qualifications, work experience, references, salary expected, contact number) <p>[NOTE: Resume may be a part of the letter or written separately]</p>	

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 (CAR – A STATUS SYMBOL?) <ul style="list-style-type: none"> – owning cars not only for convenience but also a status symbol – why people buy bigger cars and many cars – problems caused (various types of pollution, traffic congestion, increase in road rage, delays, affecting physical and mental health) – How can the problems be solved? – improving public transport system – (metro, monorail, modern buses); curb on buying and owning more than one car per family, encourage car pools, introduce and implement stricter traffic rules – any other relevant point <p style="text-align: center;">(any four)</p>	
			OR	
			Suggested Value Points (VULGAR DISPLAY OF WEALTH IN MARRIAGES) <ul style="list-style-type: none"> – unwanted pomp and show – inconvenience caused to the general public – wastage of food and drinks – misuse of fireworks and firearms – drunken brawls – complexes caused in those not so rich – creating unhealthy race for such vulgarities – any other relevant point <p style="text-align: center;">(any four)</p>	
			SECTION C: LITERATURE	
			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 deserve equal importance while awarding marks.	
7(a)	7(a)	7(a)	[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.]	

			Value points:	
(i)	(i)	(i)	– embroidering / making designs	1 mark
(ii)	(ii)	(ii)	– feel the burden of an unhappy marriage / weight of wedding band / nervousness	1 mark
(iii)	(iii)	(iii)	– to express her hidden desire of freedom and fearlessness / escape from the constraints of the offensive and exploitative married life	2 marks
			OR	
(i)	(i)	(i)	– without rush / without engines	1 mark
(ii)	(ii)	(ii)	– by taking a break from the mindless obsession with movement and activities / keeping quiet for a while / counting upto twelve / introspection	1 mark
(iii)	(iii)	(iii)	– unusual quietness / stopping all activities	2 marks
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)	– to highlight contrasting picture between old age (withering, fading) and young children full of life (jumping / sprinting happily) – trying to distract herself from the pitiable condition of her dozing mother and look towards cheerful side of life	2 marks
(ii)	(ii)	(ii)	– the utter neglect of the slum children / their pathetic plight – what can be done to release them from this misery (provide better opportunities for the betterment of their life)	2 marks
(iii)	(iii)	(iii)	– their death as grand as their life / their achievements remained grand even after their death / led a successful life, left glorious legacy / present reflects their past grandeur	2 marks
(iv)	(iv)	(iv)	– poor / poverty stricken / want betterment of their life – the life as shown in movies and promised by the politicians / feel the pinch of injustice of the disparity and economic inequality	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 a mark for two or more grammatical/spelling mistakes)	1 mark
			Value points:	
(a)	–	–	– usually great bustle / noise could be heard out in the streets / opening and closing of desks / lessons repeated loudly in unison / hands covering ears to understand better / teacher’s ruler rapping on the desk (any two)	2 marks
–	(a)	–	– M. Hamel was dressed in his best dress which he used to wear on inspection and prize days – whole school seemed strange and solemn (unusually quiet) – village people sitting quietly in the classroom (any two)	2 marks
–	–	(a)	– to pay their respects to the French teacher M Hamel who had worked in their school for 40 years – to indirectly express their regret for not having learnt French	2 marks
(b)	(b)	(b)	– frightened but not out of his wits; lungs ready to burst, felt suffocation, grew panicky, tried to yell, but could not, felt paralysed and rigid (any two)	2 marks
(c)	–	–	– nobody knew English nor did they follow his accent and understood nothing of what he spoke, left everybody baffled / didn’t know the purpose of an English poet’s visit	2 marks
–	(c)	–	– Stephan Spender, poet and editor was invited by Vasan, the boss of Gemini Studio who was himself	2 marks
–	–	(c)	– found the English visitor’s (Stephan Spender) name in copies of a magazine (The Encounter)	2 marks
(d)	–	–	– No – had told Jansie’s brother who in turn had told Jansie. She tried to confirm it from Sophie	2 marks
–	(d)	–	– told her brother that she met Casey in the arcade – they had talked about his buying a shop / he did not have any girl friends / she recognised him and confirmed whether he was Derry Casey / she asked him for an autograph for her brother, but he could not give it since neither of them had a paper or pen / she said they also talked about clothes in Roger’s window and he wanted her to meet him next week so that he could give her the autograph (any one)	2 marks

–	–	(d)	– for the fear of not being believed – did not want the news to be leaked	2 marks
(e)	(e)	(e)	– has a dream of better life by becoming a motor mechanic whereas the family wants him to continue with the trade of bangle making / family is fatalistic whereas Mukesh is ambitious	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: Yes – entertaining because of various situations faced by the peddler, his interesting encounter with the crofter, being invited to the Christmas party by the ironmaster and his daughter – philosophical because of his eccentric attitude to life and situations, considering whole world as a 'rattrap'/ the main idea focuses on the belief that essential goodness in a human being can be aroused through understanding and love, for example change of the peddler from being a small time thief to being decent and straight [NOTE: if the student writes NO as answer, it has to be substantiated logically]	
			OR	
			– Umberto Eco – Professor at University of Bologna, Italy – famous for his ideas on semiotics, literary interpretation, medieval aesthetics, fiction, academic texts, children's books, essays, newspaper articles – as an academician has written output staggeringly large and wide ranging – attained intellectual superstardom with the publication of 'The Name of the Rose' which sold more than 10 million copies – also popularised interstices – using empty spaces in our life	

-	9	-	<p>Value points:</p> <p>problems</p> <ul style="list-style-type: none"> - most arable land in Champaran was divided into large estates owned by Englishmen and worked by the Indian tenants - landlords compelled all tenants to plant 15% of their holdings with indigo and surrender the entire indigo harvest as rent by long term contract - after the discovery of synthetic indigo by Germany the landlords forcibly obtained agreements from the sharecroppers to pay them compensation for being released from the 15% agreement - the landlords hired thugs to force those who resisted signing it <p>how Gandhi had helped</p> <ul style="list-style-type: none"> - reached Champaran to provide justice to the sharecroppers, became their champion, gave them courage and support - got all the facts right from the lawyers and sharecroppers - gave the lawyers right guidance at nominal fee - visited the Secy. of British landlords association, British official commission of Tirkut Division, Lieutenant Governor - wired full report about the incident to the Viceroy - was ready to go to jail for their cause - got appointed an official commission of inquiry into the condition of the Indigo sharecroppers - got the big planters to make refunds to the peasants - made the peasants realise that they had certain rights - finally the British planters abandoned their estates which were reverted to the peasants 	
			OR	
			<p>realised his mistake</p> <ul style="list-style-type: none"> - when the peddler had cleaned himself and dressed up the next morning - the ironmaster did not seem pleased / was angry with his presence there / threatened to get him arrested <p>treatment by family</p> <ul style="list-style-type: none"> - his daughter continued treating him kindly as she had invited him on Christmas eve –insisted that he ought to stay when the peddler got ready to leave, persuaded her father to allow him to stay for Christmas celebrations - was offered hospitality, got a Christmas gift of the ironmaster’s suit, was offered the choice of returning next year also 	

-	-	9	Value points: <ul style="list-style-type: none"> - first contact with the people at grass root level - demonstrated that the British could not order the Indians in their own country - realised the importance of self-reliance - got the confidence to fight for the rights of the common people - came to know about the exploitation laws of the British masters - the success of this venture proved to Gandhi that British power (hitherto dreaded and unquestioned) could be uprooted by arousing conscience of the common man 	
			OR	
			<ul style="list-style-type: none"> - consider an unnecessary intrusion into their private lives - feel that it somehow diminishes them (lose a part of themselves) - interview brings unwanted publicity and people pestering for autographs - some consider it as crime, immoral, cowardly, vile, an assault on their personality 	
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"> - kind, competent, generous, helpful, sincere to his duties as a doctor - served the wounded American soldier – though their respective countries were at war - believed in humanity and humane values more than narrow patriotism - risked his and his wife’s life, and his reputation for the sake of conscience 	
			OR	
			- wizard had changed the stinking smell of Roger Skunk into rose fragrance No and Yes <ul style="list-style-type: none"> - Yes because the wizard had done something against the nature and characteristics of skunks - No because wizard had tried to help the little skunk so that he was not avoided by his friends because of his foul smell - decided to punish the wizard by going back and hitting him / getting the original smell back 	

11(a)	11(a)	11(a)	– Mr Lamb had a tin leg – real one blown off / kids called him Lamey Lamb / was not ashamed of his disability, instead, had a great sense of humour / loved life / was philosophical / jovial / happy-go-lucky / had a positive attitude / very practical / patient / understanding / positive / motivating (any two)	2 marks
(b)	–	–	– that Evans be allowed to take O level examination in German language from the prison cell itself	2 marks
–	(b)	–	– that he was called “Evans the Break” by the prison officers – thrice he had escaped from prison	2 marks
–	–	(b)	– Evans’ German teacher met him on the eve of the examination – wished him good luck – they had secretly discussed the escape plan since nobody could understand German	2 marks
(c)	(c)	(c)	– 30 minute to reach home for a ten minute walk – she dawdled along watching all the fun and games that were going on the roadside	2 marks
(d)	–	–	– by arranging a match for him in a nearby kingdom which had a large population of tigers / arranged the 100 th tiger for the Maharaja from the People’s Park / kept the aged tiger hidden in his house / released him near the Maharaja’s camp to enable him to achieve his mission by killing it (any two)	2 marks
–	(d)	–	– to prove the prophecy of the astrologer wrong that he would be killed by a tiger / since he had already killed ninety nine tigers he wanted to kill the hundredth also for a long life	2 marks
–	–	(d)	– the hundredth tiger was not killed by the king – his attendants had shot him dead and kept quiet for the fear of losing their jobs – a tiny splinter from a wooden toy tiger infected his finger causing his death	2 marks