

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 (CULTURAL PROGRAMME) <ul style="list-style-type: none"> – what – where – when – details of cultural programmes – conditions of participation – last date for submission of names 	
			OR	
			ADVERTISEMENT	
			Content	3 marks
			Expression	2 marks
			Suggested value points (FOR SALE / CAR FOR SALE) <ul style="list-style-type: none"> – make, model and mileage – colour, condition and price – contact name and address – any other feature 	
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: (DIAMOND JUBILEE YEAR OF INDIA'S INDEPENDENCE) <ul style="list-style-type: none"> – what – where – when – guests and dignitaries present – highlights of the cultural programme – audience response – any other relevant details 	

			OR	
			<p>Suggested value points: (ROAD ACCIDENT)</p> <ul style="list-style-type: none"> - what - when - where - casualties and damage - response of authorities / local people - suggestions 	
-	4	-	<p>Suggested value points: (SILVER JUBILEE CELEBRATIONS)</p> <ul style="list-style-type: none"> - what - when - where - silver jubilee celebrations – <ul style="list-style-type: none"> • cultural programmes / competitions • dignitaries present etc • audience response • any other relevant details 	
			OR	
			<p>Suggested value points: (FIRE ACCIDENT)</p> <ul style="list-style-type: none"> - what - when - where - cause of fire - casualties and damage - role of police / fire fighters / local people 	
-	-	4	<p>Suggested value points: (PLATINUM JUBILEE CELEBRATIONS)</p> <ul style="list-style-type: none"> - what - when - where <ul style="list-style-type: none"> • platinum jubilee celebrations • cultural programmes / inter school competitions • dignitaries present etc • audience response • any other relevant details 	
			OR	

			Suggested value points: (TRAIN ACCIDENT) <ul style="list-style-type: none"> - what - when - where - reasons for derailment - no loss of life - damages - rescue operation 	
5	5	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
			(POOR CONDITION OF ROADS) Suggested Value Points <ul style="list-style-type: none"> - frequent traffic jams / accidents - great inconvenience to all - inaction by Chennai authorities - suggestions for improvement i.e. improvement of roads, better implementation of laws, greater awareness - any other relevant details 	
			OR	
			(APPLICATION FOR JOB) Suggested Value Points <ul style="list-style-type: none"> - post applied for - skills - resume <ul style="list-style-type: none"> • name • father's name • age • address and contact no • educational qualification • experience 	

			<ul style="list-style-type: none"> • hobbies • references • testimonials attached <p>[NOTE: resume may be a part of the letter or attached 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 (EDUCATED UNEMPLOYED) <ul style="list-style-type: none"> – qualification without direction – leading to educated unemployed – some drift into unsocial activities (any two) suggestions <ul style="list-style-type: none"> – guidance and counselling to create awareness of employment opportunities – need for vocational courses – scope for self-employment – any other relevant point (any two) 	
			OR	
			Suggested Value Points (HELPING CYCLONE VICTIMS) <ul style="list-style-type: none"> – devastation caused by cyclones in coastal areas – loss of life and property – short-term and long-term help / rehabilitation programmes required from public and private agencies – scientific mechanism required for warning / precautions – disaster management cells – medical and financial help – appropriate construction norms to be established – training / awareness programmes on coping with the aftermath (any four) 	
			<p style="text-align: center;">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)	[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)	– not to harm the whales – peace / togetherness may prevail / to protect the environment	1 mark 1 mark
(ii)	(ii)	(ii)	– he would look at his hurt hands / introspect / will stop all work	1 mark
(iii)	(iii)	(iii)	– hurtful / hostile activities of man / symbolic of unending toil / work	1 mark
			OR	
(i)	(i)	(i)	– a thing of beauty is a source of constant joy – its beauty increases – never passes into nothingness / emptiness (any two)	2 marks
(ii)	(ii)	(ii)	– sweet dreams, peaceful breathing, health and comfort	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 stop and buy / to pay attention to what they sell – they want to earn more money to improve their standard of living	2 marks
(ii)	(ii)	(ii)	– have the traits of the beasts of prey – topaz denizens of green forests – well built and well groomed – chivalric and full of confidence (any two)	2 marks
(iii)	(iii)	(iii)	– because the map does not depict the poor / negative world of narrow lanes and hovels – sharp contrast to the cheerful world outside	2 marks
(iv)	(iv)	(iv)	– reassure her that they would meet again – emotions hidden behind the smile	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)	– gold – Dhaka / Bangladesh because homes and fields had been swept away by storms	2 marks
(b)	–	–	– revived his aversion to water / created haunting fear in his heart – avoided water / swimming / fishing	2 marks
–	(b)	–	– guided him step by step – held him high on a rope attached to his belt – taught him how to exhale in water and inhale outside the water – taught various strokes (any two)	2 marks
–	–	(b)	– experience haunted him for years / hated / feared water – finally conquered his fear and realised that there is terror only in fear of death / all we have to fear is fear itself	2 marks
(c)	–	–	– because of her compassionate and friendly manner – her voice made him comfortable / feel reassured	2 marks
–	(c)	–	If No, – he was afraid / thirty kroners in his pocket / felt he was entering the lion's den If Yes, – he was reassured by the friendly manner of Edla	2 marks
–	–	(c)	– imagined she met Danny Casey in the arcade – asked for his autograph – did not have a pen – invited her for a date	2 marks
(d)	(d)	(d)	– Gandhiji was ready to be imprisoned for the sake of sharecroppers' cause – lawyers realised it was also their duty to support the cause	2 marks
(e)	–	–	– he was silent and did not share his experiences / she felt excluded / she had never been to the places where her brother had been	2 marks

–	(e)	–	– was practical / not a dreamer like Sophie / down-to-earth teenager / was inquisitive (any two)	2 marks
–	–	(e)	– looked alarmed – peddler decided to keep quiet and hide his actual identity / thought ironmaster might give him a couple of kroners/ told him he was mistaken	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: – orders from Berlin, only German to be taught – school was unusually quiet and serious – M. Hamel's last class – Hamel's dress / appearance / behaviour – villagers present - to thank M. Hamel – understood the significance of the French language – everyone thought it was the best French class by Hamel – everyone emotional about loss of language / identity – any other relevant point (any five)	
			OR	
			– university professor who wrote novels on Sundays – became novelist by accident – started writing novels at the late age of 50 – writing novels was secondary / occasional occupation – 'The name of the Rose' acquired fame / acquired the equivalent of intellectual superstardom with it – the medieval background was one of reasons for its success – phenomenal success of the novel was a mystery – difficult and serious novel – proved journalists and publishers wrong – thought it was written at the most appropriate time, hence the success	

			<ul style="list-style-type: none"> - story told like the Chinese wise man narrative, playful and personal style (any five) 	
-	9	-	<p>Value points:</p> <ul style="list-style-type: none"> - number two at Gemini Studios - always cheerful - performed side roles better than main actors - could suggest alternatives to baffled producers / wrote novels with many characters - could be inspired when commanded - literary / creative bent of mind - any other relevant point (any five) 	
			OR	
			<ul style="list-style-type: none"> - M. Hamel wore his best dress - was emotional / serious - delivered his lesson very well - made the villagers realise the importance of one's language - spoke about the beauty of the French language - whole population of Alsace responsible for neglecting the French language - patient with little Franz when he could not answer - wrote 'Vive la France' (any five) 	
-	-	9	<p>Value points:</p> <ul style="list-style-type: none"> - Gemini Studios was a warm host - MRA was a counter movement to international communism - MRA presented two plays - 'Jotham Valley' and the 'Forgotten Factor' - the Gemini family of 600 saw the plays over and over again - it was something different from their regular schedule of Tamil drama - Mr Vasan played into the hands of MRA, so it was welcomed - any other relevant point (any five) 	
			OR	
			<ul style="list-style-type: none"> - order had far reaching effect on the life of the school - German to replace French language - school unusually quiet - M. Hamel in his best clothes - Hamel patient and not cranky as before - villagers present in the classroom - Hamel patiently delivered his lectures 	

			<ul style="list-style-type: none"> - appealed to preserve French - Little Franz could understand easily - everybody regretted not having paid attention to French earlier (any five) 	
10	10	10	<p>Distribution of marks:</p> <p>Content</p>	4 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
			<ul style="list-style-type: none"> - prediction after the King's birth - tiger king resolved to kill 100 tigers / told to be careful of the 100th tiger / hunt became an obsession / tigers became extinct / bullet missed 100th tiger - bought wooden tiger for his son / a sliver of which infected and killed the king - accept 'yes' or 'no' as answer provided proper justification is given 	
			OR	
			<ul style="list-style-type: none"> - both Bama and Zitkala-Sa victims of discrimination - Zitkala-Sa faced racial discrimination e.g. compulsory cutting of hair hurting her native culture / had to adopt alien way of dress, food, rules etc. - Bama discriminated due to caste - both rebel against discrimination by fighting for their rights / through education / presenting their viewpoints / earning a name for themselves 	
11(a)	-	-	<ul style="list-style-type: none"> - Evans outwitted the governor - prison officer and driver of the van his accomplices - directed the van to go to Newbury as planned - escaped from prison once again - superintendent very complacent and casual (any two) 	2 marks
-	(a)	-	<ul style="list-style-type: none"> - Dr Sadao put food, water, quilts in the boat - gave him a flashlight and told him to signal two flashes if he needed more food - dressed him in Japanese clothes - told not to light any fire - advised him to board Korean fishing boat (any two) 	2 marks

–	–	(a)	– the American sailor to be quietly killed by secret assassins – body would be removed by professional killers – outer portion of the room to be kept open – assassins knew the trick of inward bleeding (any two)	2 marks
(b)	(b)	(b)	– by infusing optimism – laying more stress on the inner self rather than external beauty	2 marks
(c)	–	–	– the visit helps us grasp where we have come from and where we could possibly be going / knowledge of evolution and extinction / gives first hand experience of global warming	2 marks
–	(c)	–	– one can see effects of climate change – polar ice cap melting / glaciers retreating / ice shelves collapsing – ozone and carbon – significance of Cordilleran fold and pre Cambrian granite (any two)	2 marks
–	–	(c)	– remains fresh as it has never sustained human population – half a million year old carbon records lie trapped in its layers of ice – consequences of global warming can be seen and felt	2 marks
(d)	(d)	(d)	– Skunk's mother hit the wizard on his head and he agreed to restore the original foul smell of Roger Skunk	2 marks