

Secondary School Examination  
March 2008

Marking Scheme - English Language and Literature (Set 2/1 , 2/2 , 2/3)

General Instructions

- 1 The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are the suggested answers. The content is thus indicative. If the student has given any other answer, which is different from the one given in the Marking Scheme, but conveys the meaning, such answers should be given full weightage.
- 2 Evaluation is to be done as per the instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed.
- 3 If the question has parts, please award marks in the right hand side for each part. Marks awarded to the different parts of the question should then be totalled up and written in the left hand margin and circled.
- 4 If the question does not have any parts, marks will be awarded in the left-hand margin.
- 5 If the candidate has attempted any extra question or part, marks obtained in the best question/part should be retained and the other answer should be scored out.
- 6 In the Marking Scheme, a slash ( / ) indicates alternative answers ; any one such answer is counted as correct .
- 7 Brackets ( ) indicate optional information ; the mark is awarded whether the part in brackets is included or not.
- 8 Student should not be penalised if he/she does not follow the order of the section / question while answering.
- 9 In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
- 10 Q.1 , Q.2 , Q.10 , Q.11 and Q.15 are meant to test the comprehension ability of the candidates and not the ability of expression. Full credit should be given for the correct value point , even if the answer is not given in a full sentence.
- 11 In questions consisting of 3 or more than 3 marks, break-up of marks should be shown separately ( as suggested in the Marking Scheme ) and then totalled.
- 12 Some of the questions may relate to higher order thinking ability/skills (HOTS). These questions have been indicated separately by putting \* on the question number. These questions are to be evaluated carefully and the students' understanding / analytical ability be judged.
- 13 A full scale of marks 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

**SECONDARY SCHOOL EXAMINATION 2008**  
**MARKING SCHEME**  
**Set 2/1 , 2/2 , 2/3**  
**(Outside Delhi)**  
**Subject English (Language and Literature)**

Q.No.	EXPECTED ANSWER / VALUE POINTS SECTION A (Reading)                      20 Marks	
1..	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meanings of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct answer. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p>	
1.1	<p>(a) North of Almora / in Uttarakhand / in Kumaon ; in central Himalayas</p> <p>(b) 300 km wide breathtaking view of the Himalayas</p> <p>(c) Nanda Devi ; second highest mountain in India</p> <p>(d) at sunrise and at sunset</p> <p>(e) - named it 'the Switzerland of India'  - extended his two-day stay to fourteen days</p> <p>(f) no traffic; no one in a hurry</p>	<p>1+1</p> <p>1</p> <p>1+1</p> <p>1/2 + 1/2</p> <p>1+1</p> <p>1/2 + 1/2</p>
1.2	<p>(a) peaks</p> <p>(b) prolonged</p> <p>(c) abode</p>	<p>1</p> <p>1</p> <p>1</p>
		<b>12 marks</b>
2	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meaning of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct answer. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p>	
	<p>(a) - picking up and throwing them into the sea  - save them from dying (on the beach)</p> <p>(b) yes / made a difference to the life of the starfish; was saved</p> <p>(c) dropped down the other chappal</p> <p>(d) - one chappal, of no use to him nor to the person who finds the other one  - at least one of them will wear them / get a full pair</p> <p>(e) nothing was too insignificant for him/even small things mattered to him</p>	<p>1/2 + 1/2</p> <p>1</p> <p>1+1</p> <p>1</p> <p>1+1</p> <p>1</p>
	<b>SECTION B (Writing)                      20 Marks</b>	
3	<p><b>Letter Writing</b></p> <p><b>Objective :</b> To use an appropriate style and format to write a letter of complaint, requests etc. (formal) and to family and friends etc. (informal)  - To plan, organize and present ideas coherently</p>	<b>8 marks</b>

**Marking** : Marking should be in accordance with the following writing assessment scale

- **Layout** : 2 marks
- **Content** : 3 marks
- **Expression** : 3 marks
  - \* Grammatical accuracy, appropriate words and spellings (1 1/2)
  - \* Coherence and relevance of ideas and style (1 1/2)

**Layout** : layout includes sender's address, date, designation and address of addressee, subject, salutation, complementary close etc. according to requirement

Under **content**, credit should be given for the candidate's creativity in presenting his/her own ideas.

- Note** :
- No mark is to be awarded if the content is not given .
  - Use of both the traditional and the new format is permitted. However mixing of the two is **NOT** acceptable
  - Value points given below are suggestive only. Any other relevant point given by the student must be accepted.

**Value Points**

- rooms quite comfortable, neat and clean
- good arrangement of meals/variety of food served
- room partner very friendly
- enjoying
- any other relevant point/points

OR

- stray animals (cows, buffaloes, dogs) roam about
- block the roads
- injures people (cases occurred)
- blocks the traffic
- great menace
- any other relevant point/points

8 marks

4 **Article / Paragraph**

**Objective** : To use an appropriate style to write an article, a paragraph etc. expressing your opinion.

- To plan, organize and present ideas coherently.
- To present an argument

**Marking** :

- **Format** (Title/Heading) : 1 mark
- **Content** : 4 marks
- **Expression** : 3 marks
  - \* Grammatical accuracy, appropriate words and spellings (1 1/2)
  - \* Coherence and relevance of ideas and style (1 1/2)

	<p>- Under <b>content</b>, credit should be given for the candidate's creativity in presenting his/her own ideas.</p> <p>- Value points given below are suggestive only. Any other relevant point given by the student may be accepted.</p> <p>* <b>Article</b> Value points are provided in the question paper itself</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Paragraph</b> Value points are provided in the question paper itself</p> <p>5 <b>Report Writing</b> <b>Objective :</b> To use an appropriate style to write a report, notice etc. expressing opinion.</p> <ul style="list-style-type: none"> <li>- To plan, organize and present ideas coherently.</li> <li>- To present an argument</li> </ul> <p><b>Marking :</b></p> <ul style="list-style-type: none"> <li>- <b>Format</b> (Headline/dateline ; Reporter ) : 1 mark</li> <li>- <b>Content</b> : 2 marks</li> <li>- <b>Expression</b> : 1 mark <ul style="list-style-type: none"> <li>* Grammatical accuracy, appropriate words and spellings (1/2)</li> <li>* Coherence and relevance of ideas and style (1/2)</li> </ul> </li> </ul> <p><b>Note :</b> Under content credit should be given for the candidate's creativity in presenting his / her own ideas.</p> <p>* <b>Value points :</b> The detailed value points are provided in the question paper itself</p> <p style="text-align: center;"><b>SECTION C (Grammar) 15 Marks</b></p> <p>6 <b>Objective :</b> To use grammatical items accurately and appropriately, specifically articles, prepositions, pronouns, connectors etc.</p> <p><b>Marking :</b> 1/2 mark for each correct answer</p> <ul style="list-style-type: none"> <li>(a) in <u>an</u> area</li> <li>(b) offers <u>a</u> range</li> <li>(c) activities <u>like</u> water</li> <li>(d) dance <u>and</u> amusements</li> <li>(e) suitable <u>for</u> different</li> <li>(f) is <u>the</u> wave</li> <li>(g) pool <u>which</u> is</li> <li>(h) be <u>the</u> largest</li> </ul>	<p style="text-align: center;">8 marks</p> <p style="text-align: center;">4 marks</p> <p style="text-align: center;">1/2 x 8 = 4 marks</p>
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12	<p><b>Objective :</b> To test knowledge and extrapolation of the text.</p> <p><b>Marking :</b> Content 4 marks ; Expression 2 marks</p> <p><u>Lencho's attitude towards God</u> : strong faith - his demand would be fulfilled - can never commit mistakes</p> <p><u>Lencho's attitude towards man</u> - inferior to God ; fallible ; can be a crook</p> <p style="text-align: center;"><b>OR</b></p> <p>First time : along with dead child, asking for medicines</p> <p>Second time : for mustard-seed from the one where no one lost a child, husband, parent or friend</p> <p>Purpose : to let Kisa Gautami realise that on earth death is common and certain, life brief and full of pain - only way is to surrender selfishness ( illustrate with examples from the text )</p>	6 marks
13	<p><b>Objective :</b> To test local and global knowledge of the text.</p> <p><b>Marking :</b> Content 2 marks ; Expression 2 marks</p> <ul style="list-style-type: none"> <li>- Lomov - having formal getup - evening dress, gloves and so on</li> <li>- Chubukov - surprised - evening dress worn on some formal or special occasion</li> <li>- Lomov is a neighbour of Chubukov - not expected to wear a formal dress for visiting a neighbour</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- For half an hour went wild with joy in water</li> <li>- plunging and rolling in it , shooting up and down the length of the bath tub under water</li> <li>- two days later - was up on the end of the bath tub, turned the tap, - produced a trickle of water - then full flow</li> </ul>	4 marks
14	<p><b>Objective :</b> To test local and global understanding of the poem</p> <p><b>Marks :</b> 4 marks ( 1 each )</p> <ul style="list-style-type: none"> <li>(a) sun will get too hot for the world to survive / desire etc would destroy the world 1</li> <li>(b) get too cold for the world to survive / indifference etc would equally destroy 1</li> <li>(c) - fire stands for desire/ greed/avarice - consumes everything, is never satisfied 1+1</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>(a) a lizard 1</li> <li>(b) their being small 1</li> <li>(c) no ears ; not a single wing ; being small (any two) (1/2 + 1/2)</li> <li>(d) a b , a b . c c (small, all ; thing, wing ; tree, sea ) (any two) (1/2 + 1/2)</li> </ul>	4 marks

<p>15</p>	<p><b>Objective :</b> To test the knowledge of theme as contained in the poem</p> <p><b>Marking :</b> 3 marks ( Content : 2 , Expression : 1 )</p> <p>(a) - stroked her pet dragon harshly causing an itching and tingling sensation to overcome cowardice - to shed laziness / to please her humour 3</p> <p>(b) - that the loss is not important enough to worry about - boy is upset at the loss of the ball - psychology of the child is to get the same thing and not to be satisfied by any other thing however costly 3</p> <p>(c) - yellow - generally people love others because of their qualities - physical or mental - only God loves people for themselves alone - probably the suggestion is it is a godly quality to love for loves sake 3 ( any two)</p>	<p>6 marks</p>
<p>16</p>	<p><b>Objective :</b> To test knowledge and comprehension of the text</p> <p><b>Marking :</b> 8 marks Content : 5 marks Expression : 3 marks</p> <p>- Hari Singh , a thief, only 15 - allowed to stay with him in his room by Anil - Anil, a writer , simple, kind, noble minded - trusting and generous - gives keys to Hari Singh, teaches him to cook, read and write - didn't mind Hari Singh making money - cheating Anil in daily purchases - stole 600 rupees - brought back (conscience pricked) - put under mattress - didn't expose - gave him opportunity to reform - Hari Singh turns a respectable man by his love and sympathy</p> <p style="text-align: center;"><b>OR</b></p> <p>- books taken by Martians as sandwiches - for eye communication - Think-Tank misinterprets the nursery rhymes - 'How does your garden grow? With Cockel shells and silver bells ....' - misinterpreted - Earthlings know how to combine agriculture and mining - grow crops of rare metal - grow high explosives - taught their animals musical culture and space technique - may be launching an interplanetary attack of millions of cows - 'Humpty Dumpty had a great Fall' - thinks Humpty Dumpty's picture as his own - misinterprets 'fall' as a plan to capture him and Mars Central Control - orders space people to leave earth at once - remove all traces of visit - evacuate planet of Mars - going hundred million miles away - world saved</p>	<p>8 marks</p>

17	<p><b>Objective :</b> To test the knowledge and understanding of the text</p>	4 marks
	<p><b>Marking :</b> 4 marks ( Content : 2 , Expression : 2 )</p> <ul style="list-style-type: none"> <li>- thought - suffering from malnutrition</li> <li>- gave him extras - malt, cod-liver oil, cream, cakes, chocolates, bowls of Horlicks to make him sleep</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- Fowler - writer, had read about secret agents - wanted to meet someone</li> <li>- read about them as mysterious looking persons - moving in the dark - pistols in their hands etc.</li> <li>- disillusioned - found Ausable like an ordinary man</li> </ul>	
18	<p><b>Objective :</b> To test the knowledge and understanding of the text</p>	3 marks
	<p><b>Marking :</b> 3 marks ( Content : 2 , Expression : 1 )</p> <ul style="list-style-type: none"> <li>- Horace taking the key - dog stirred - made a noise</li> <li>- applied the technique of keeping the dog quiet</li> <li>- called him by its right name "All right, Sherry"</li> <li>- showed him love</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>- hack driver / called himself Bill / Magnuson</li> <li>- Lutkins himself on whom the summons were to be served</li> <li>- to almost every place in the village - Fritz's , Gustaff's , Gray's, Wade's Hill, Lutkin's mother's farm etc.</li> </ul>	



**SECONDARY SCHOOL EXAMINATION 2008**  
**MARKING SCHEME**  
**Set 2/2**  
**(Outside Delhi)**  
**Subject English (Language and Literature)**

Q.No.	EXPECTED ANSWER / VALUE POINTS	
	<p><b>Note :</b>  <b>Marking Scheme of only the changed questions ( i.e. 30% ) is given below. Rest of the questions are the same as in Set 2/1</b></p>	
1..	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meanings of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct answer. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p>	
1.1	(f) dense pine forests ; fruit orchards	1/2 + 1/2
1.2	(a) unusually (b) stare (c) spellbound	1 1 1
8	<p><b>Objective :</b> To test the use of reported speech</p> <p><b>Marking :</b> 4 marks ( one mark for each blank )</p> (a) what she was looking for (b) that she was looking (c) if she could show her (d) to come along with her	4 marks
9	<p><b>Objective :</b> To reorder sense groups into a syntactically coherent and complete sentences.</p> <p><b>Marking :</b> 3 marks ( one mark for each blank )</p> (a) It has a trunk but no branches. (b) Its huge leaves grow from the top of the tree. (c) It produces only one big bunch of fruits.	3 marks
11	<p><b>Objective :</b> To test local and global understanding of prose passage</p> <p><b>Marking :</b> 1 mark for each value point .</p> (a) on the green sea (1) (b) legs sank into it / with fright (1) (c) first flight / hungry / tired of strange exercise (1) (d) by screaming / praising / offering scraps of dog-fish (1) (e) beckoning (1)	5 marks

<p>12</p>	<p><b>Objective :</b> To test knowledge and extrapolation of the text.  <b>Marking :</b> Content 4 marks ; Expression 2 marks</p> <ul style="list-style-type: none"> <li>- traditional Goan village bakers known for their famous loaves of bread, were known as 'Pader' in Goa made different kinds of bread</li> <li>- wore peculiar dress known as 'Kabar'</li> <li>- Appearance and arrival - source of attraction to children</li> <li>- usually well off</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- thought in early boyhood that he was born free in every way ( free to run, to swim, ride bulls, to earn, marry, have a party )</li> <li>- began to hunger for it when discovered as a youngman that his boyhood freedom was an illusion</li> <li>- discovered everyone's freedom was curtailed</li> <li>- with hunger for his own freedom began the greater hunger for the freedom of his people - live their lives with dignity and self respect</li> </ul>	<p style="text-align: center;">6 marks</p>
<p>16</p>	<p><b>Objective :</b> To test knowledge and comprehension of the text  <b>Marking :</b> 8 marks  Content : 5 marks  Expression : 3 marks</p> <ul style="list-style-type: none"> <li>- pretty lady, born into a family of clerks as if ' through an error of destiny'</li> <li>- thinks herself born for delicacies and luxuries</li> <li>- marries a clerk with all discomforts</li> <li>- borrows a necklace for her vanity, pretensions and false ego - lost/ stolen</li> <li>- suffers a needless sacrifice for ten years to pay the debt ( does all sorts of menial jobs) - becomes a strong, hard, crude woman of the poor household</li> <li>- remains unhappy the whole of her life</li> </ul> <p style="text-align: center;">OR</p> <p><u>eccentricity of the scientist</u></p> <ul style="list-style-type: none"> <li>- arrival of a stranger in an inn in winter unusual</li> <li>- uncommon appearance</li> <li>- strange habits and irritable temper</li> </ul> <p><u>curious episode</u></p> <ul style="list-style-type: none"> <li>- noises in the study</li> <li>- chink of money taken from the desk</li> <li>- clergyman flings open the door - room empty - no sign of anybody - desk had been opened - money missing</li> </ul>	<p style="text-align: center;">8 marks</p>
<p><b>Total :</b></p>		<p><b>30 Marks</b></p>

SECONDARY SCHOOL EXAMINATION 2008  
MARKING SCHEME  
Set 2/3  
(Outside Delhi)  
Subject English (Language and Literature)

Q.No.	EXPECTED ANSWER / VALUE POINTS	
	<p>Note : Marking Scheme of only the changed questions ( i.e. 30% ) is given below. Rest of the questions are the same as in Set 2/1</p>	
1..	<p><b>Objectives :</b> To identify the main points of the text and to deduce the meanings of unfamiliar lexical items.</p> <p><b>Marking :</b> 1 mark for each correct answer. No penalty for errors in spelling, grammar or punctuation. Accept any other answer similar in meaning to the answers given below.</p>	
1.1	(f) picture of serenity	1/2 + 1/2
1.2	(a) picturesque (b) stately (c) hurry	1 1 1
8	<p><b>Objective :</b> To test the use of reported speech</p> <p><b>Marking :</b> 4 marks ( one mark for each blank )</p> <p>(a) if she could help him (b) he wanted a single room in the hotel (c) if he had made an advance booking (d) that the hotel was fully booked up at that time</p>	4 marks
9	<p><b>Objective :</b> To reorder sense groups into a syntactically coherent and complete sentences.</p> <p><b>Marking :</b> 3 marks ( one mark for each blank )</p> <p>(a) People used oil lamps. (b) Oil lamps gave a little light. (c) It was difficult to read in its light.</p>	3 marks
11	<p><b>Objective :</b> To test local and global understanding of prose passage</p> <p><b>Marking :</b> 1 mark for each value point .</p> <p>(a) the teacher (1) (b) Wanda not coming to school ; letter from the father (1+1) (c) something important written in the letter (1) (d) listened / listened closely (1)</p>	5 marks
12	<p><b>Objective :</b> To test knowledge and extrapolation of the text.</p> <p><b>Marking :</b> Content 4 marks ; Expression 2 marks</p>	

