

MARKING SCHEME
English Language and Literature Term

SECTION A

(Reading)

(20 marks)

Note:

- (i) **The Reading Section focuses on testing a candidate's ability to comprehend.**
- (ii) **Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.**

- **1 mark for correct answer**
- **No partial credit**

1. Value Points

1×10=10

- (i) **(d) – it does not contain agricultural chemicals**
- (ii) (c) - caution
- (iii) because demand overtook supply
- (iv) chemicals (or pesticides) are not used while growing organic food / organic food is costlier than non-organic food.
- (v) reduces chances of developing diseases(heart disease/cancer) / safer and healthier
- (vi) bacteria from dirty hands can contaminate both organic and non-organic food.
- (vii) **(b) there is no confirmed evidence**
- (viii) because it was initially /originally locally grown
- (ix) washing (hands/produce/food) before eating
- (x) special labels

- **1 mark for correct answer**
- **No partial credit**

2. Value Points**1×10=10**

- (i) **vast blanket of pollution**
- (ii) (a) I, II, III
- (iii) potential
- (iv) (c) - There has not been enough time to determine that
- (v) **Does** - ash/acid rain/ reduced sunlight/ aerosols / population bloom / depletion of forest cover
Does not - organic farming/ tree cover / free cover/good monsoon (Does not) etc. ($\frac{1}{2} + \frac{1}{2}$)
- (v) **For Visually Impaired candidates only**- acid rain/depletion of forest cover/ pollution/ haze etc.
- (vi) (a) worsen
- (vii) **consequences / result**
- (viii) India, China, Indonesia
- (ix) continue
- (x) (a) 1. Impact of pollution in South Asia
 2. Effects of Acid rain
 3. Understanding consequences of Haze
 4. Debate over droughts

SECTION B**Grammar and Creative Writing Skills (20 marks)****3.****1×10=10****Note:**

- **award 1 mark for complete answer**
- **no partial credit**

Value Points:

- (i) (c) **would / note: if no option is provided (marks should be awarded)**
- (ii) that he would report every morning at 7 am sharp
- (iii) (b) from
- (iv) (a) drove (error), drives (correction)

- (v) (b) but he also
 (vi) listed
(vii) (d) were
 (viii) informations (error), information (correction)
Note: no marks are to be deducted if the child does not use the format
 (ix) (d) he had run out of money.
 (x) (c) is
 (xi) (b) stand by
 (xii) (c) less

4. Creative Writing Skills

Letter

5 marks

Format – 1 Content -2 Organisation of ideas -1 Accuracy 1

Format

Sender's address, Date, Receiver's address, Subject and Salutation/Salutation and Subject, Letter, Complimentary close (largely accepted -*Yours truly*- editor & *Yours sincerely*- formal /business)

FORMAT – 1 mark

NOTE - full credit if all aspects included. Partial credit ($\frac{1}{2}$ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

If there is no content in a letter, no marks are to be awarded for format.

NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

CONTENT – 2 marks

Value Points

The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

ORGANISATION OF IDEAS

1 mark**1 mark-- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

½ mark – Limited display of listed parameters.

- Inconsistent style, expression sometimes awkward, layout barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

ACCURACY -1 mark**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication.

½ mark

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

- Frequent errors in spelling, punctuation and grammar, impeding communication.

ANALYTICAL PARAGRAPH WRITING**ANALYTICAL PARAGRAPH WRITING****Content -2 Organisation of ideas -2 Accuracy 1**

NOTE FOR GIVEN DESCRIPTORS--Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

CONTENT – 2 marks**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

ORGANISATION OF IDEAS -2 marks**2 marks**

- Highly effective style capable of conveying the ideas convincingly
- Carefully structured content with an organised single paragraph, presented cohesively.
- Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

1 mark

- Inconsistent style, expression sometimes awkward.
- Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion.
- Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.

½ mark

- Expression unclear.
- Poor sequencing of ideas but ideas related to the given topic
- Very limited vocabulary or copying from the question.

ACCURACY-1 mark**1 mark**

- ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

½ mark

- ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

- ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.

1 ½ marks

- Frequent clarity of expression most of the times.
- Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas.
- Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.

Section C (40 Marks)**(Literature)****6. Guidance:**

- **One mark for each correct answer**
- **No partial credit**

Reference to context

1×5=5

Attempt any *one* of the two extracts (A) and (B) given below :

(A)

- (i) **all answers are correct. One mark should be awarded to all those who attempt.** 1
- (ii) (b) only II 1
- (iii) trait 1
- (iv) (d) she had inherited it. 1
- (v) (c) find it difficult to manage. 1

OR

(B)

- (i) (c) he didn't like him. 1
- (ii) (b) invisible 1
- (iii) (d) The Amar Palace was completely destroyed by the fire 1
- (iv) (c) he left muddy footprints 1
- (v) (b) Griffin promised to behave himself 1

7. Guidance:

- **One mark for each correct answer**
- **No partial credit**

Reference to context**1×5=5**7. Attempt any **one** of the two extracts (A) and (B) given below :

(A)

- (i) (d) Bengal Tiger 1
- (ii) repetition of same consonant sound (Here it is R- roaming round) 1
- (iii) True 1
- (iv) (a) irony 1
- (v) (b) discern 1

OR

(B)

- | | | |
|-------|--|---|
| (i) | (a) patrolling cars | 1 |
| (ii) | creates a musical effect/emphasises the brilliance | 1 |
| (iii) | (c) confinement and freedom. | 1 |
| (iv) | (b) frustration | 1 |
| (v) | True | 1 |

8. **Answer any four of the following.** **4×3=12**

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively

Deduct ½ mark if more than 3 grammatical / spelling mistakes

(a) Value Points:

Bodhidharma, an ancient Buddhist monk, cut off his eyelids, felt sleepy during meditation, ten tea plants grew out of the eyelids, leaves fell in hot water, drove away sleep

(b) Value Points:

What - hoped for good rainfall

Why

- rain promised good yield
- crops only source of income.
- black clouds were approaching (any one)

(c) Value Points:

What

- risk of flying through dark, stormy clouds
- danger of accident, damage to plane (any one)

Why

- he wanted to enjoy English breakfast with his family.

(d) **Value Points:**

- felt suffocated
- controlled and always instructed by her mother
- felt curtailed
- wanted freedom
- sensitive girl
- indulges in day dreaming.

Accept any other relevant answer

(any two)

(e) **Value Points:**

- he saw a sick man, an aged man, a funeral procession and a monk begging for alms
- saw the sufferings of the world
- saw poverty, old age, death and sickness

9. **Answer any two of the following:**

2×3=6

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively

Deduct ½ mark if more than 3 grammatical / spelling mistakes

(a) **Value Points:**

- told himself that he was not being paid any regular salary
- felt Anil was extravagant and careless
- would spend his money on his friends anyway.

(any two)

(b) **Value Points:**

- played an important role
- discovered his scientific temperament – encouraged him

- took him on trips, bought him telescope, microscope, camera, etc.
- gifted him a book which led Ebright to become a successful scientist.

(any two)

(c) Value Points:

- Tricky, a little dog, had become extremely fat (bloated sausage)
- had bloodshot eyes(rheumy eyes)
- tongue lolled from his jaws
- difficulty in walking
- could be extremely ill

(any two)

10. Answer any *one* of the following in about 100-120 words.

6

Content 3

Expression 2

Accuracy 1

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task

- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
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- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- **A lot of errors in spelling, punctuation and grammar that impede communication.**

(a) Value Points:

- Curious - watched the bus - its schedule, listened to people's conversation about their journey
- resourceful - collected 30 paise
- resisted temptation at the fair and during the journey/ did not get tempted to go outside the bus and explore the town
- behaved maturedly – focussed on fulfilling her dream

- learnt about death and its inevitability. (any three)

(b) **Value Points:**

- Mandela refers to the apartheid policy
- Blacks subjected to oppression
- Blacks not allowed to discharge their obligations
- Mandela believed and expressed his view that apartheid is a system based on hate similarly there could be a system based on love and respect for each other. (any three)

11.

6 marks

Content 3

Expression 2

Accuracy 1

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(a) **Value Points:**

- Mme Loisel longs for a life of luxury and wealth
- thinks that she was born to enjoy all delicacies
- borrows necklace when gets an invitation for a party
- lost the necklace
- pays heavily
- she and her husband work day and night

- live in poverty to repay
- loses her charm
- looks old and pale. (Any three)

(b) **Value Points**

- Bholi was sent to school as she supposedly had no future
- teacher's love and affection moulded her
- became confident, bold
- developed a practical outlook. So refused to marry lame, old, greedy Bishamber. (Any three)