

MARKING SCHEME
ENGLISH LANGUAGE AND LITERATURE

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.

Guidance

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

Value Points:

- (i) (a) – Floods have led to much greater damage than in the past
- (ii) (b) – speculative
- (iii) Reason – climate change / change of pattern of precipitation/ greater precipitation will take place in a much shorter period of unit.
(accept a sentence also)
- (iv) Forecasting helps alert the public and mobilise various official agencies
- (v) True
- (vi) As they are helpless settlers / closest to the rivers on the banks
- (vii) Reluctant to move away/ lack the means and physical options of moving away /
shortage of time (any two) $\frac{1}{2} + \frac{1}{2}$
- (viii) (a) – flash floods

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- (ix) Heavy rain can spill over the banks of tributaries leading to floods, particularly in mountain region
- (x) (a) only I.

2.

Guidance

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

2. Value Points:

- (i) Drinkable water sources are finite **(since the answer of the question is not given in the passage, any relevant answer is acceptable. One mark to be awarded to all who attempts).**
- (ii) (b) - pollution
- (ii) natural
- (iv) (a) the ecosystem
- (v) (a) septic tank
- (b) pesticide**
- (c) Water storage tanks.**
- (d) household waste**
- (any two)

Or

For the visually impaired candidates

- (v) (b) underground water, water parks, swimming etc. (Accept any other suitable answer). (If the child states only and does not describe, it is also acceptable)
- (vi) (b) water conservation and reducing plastic waste
- (vii) Cause/reason
- (viii) release of / putting into subsurface ground water/ lakes / estuaries / oceans; the substances such as chemicals / trash/ micro-organisms
- (ix) religious offerings
- (x) accept any option **(as all the options are correct. One mark to be awarded for all who attempt.)**

SECTION B

(Grammar and Creative Writing Skills) (20 marks)

- Award 1 mark for complete answer
- No partial credit

3. Value points:

- (i) (d) walked up on / to
- (ii) If he caught / catches the 9 a.m. one, he would reach / reaches office on time
- (iii) (b) – Can
- (iv) Error: man correction: men
(no mark to be deducted if the format is not given)
- (v) (d) – were asked / (b) had been asked
- (vi) am interested
- (vii) He was inspired to set up the school after / on seeing the lack of adequate facilities and children's eagerness to learn

Or

After / on seeing the lack of adequate facilities and children's eagerness to learn, he was inspired to set up the school

- (viii) Error: repetition correction repeated.
(no mark to be deducted if the format is not given)
- (ix) Sunita asked Sunil what the theme of the story was
- (x) (c) – must
- (xi) (b) that the actor had done a marvellous job
- (xii) (c) – for

4. Creative Writing Skill Letter

5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
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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		
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		
<ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity 		
1½ marks		
<ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed 		
1 mark		
<ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response 		
½ mark		
<ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development 		
ORGANISATION OF IDEAS -2 marks		
2 marks		
<ul style="list-style-type: none"> • 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 ½ marks		
<ul style="list-style-type: none"> • 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. 		
1 mark		
<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Expression unclear. • Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas. • Very limited vocabulary or copying from the question. 		
ACCURACY-1 mark		
1 mark		
<ul style="list-style-type: none"> ☑ Spelling, punctuation and grammar consistently/largely accurate, with occasional 		

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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.

Section C**(Literature)****40 marks****6.**

- Award 1 mark for complete answer
- No partial credit

A**Value Points:**

- (i) (a) all humanity would be proud of
- (ii) (d) hosting the nations of the world on their soil
- (iii) (b) achievement / (a) gratitude
- (iv) False
- (v) (c) conference

B**Value Points:**

- (i) (d) Martians on Earth
- (ii) probe
- (iii) (d) Think Tank
- (iv) invade Earth / communicate with the Martians on Earth
- (v) ruler / Commander-in-Chief / leader

7.

- Award 1 mark for complete answer
- No partial credit

A Value points:

- (i) (c) boy's grief over the loss of ball
- (ii) False
- (iii) emphasize what the boy will do / show the helplessness of the boy

B1 2/5/1

- (iv) (b) futile
- (v) (c) despair

B Value points:

- (i) underneath
- (ii) (c) brave as a lion
- (iii) (a) emphasis
- (iv) the nose is compared to a chimney as it breathes out smoke like a chimney
- (v) False

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:**

- parents scolded him / made him jealous by praising the siblings
 - threatened him to starve on the ledge
 - Mother seagull conceived a plan, she took a piece of fish and flew up to ledge
- (any 2)

(b) Value Points:

- Pranjol was born and brought up in Assam
- Nothing new for him
- He had seen many tea gardens
- Rajvir had never seen a tea garden before

(any 2)

B1 2/5/1

(c) **Value Points:**

What stopped Valli

- Valli did not have money / Conductor offered her cold drink free / Valli refused

What do we learn from Valli

- Valli had self-will and pride / intelligent not to go to an unknown place

(d) **Value Points:**

- Restricted movement.
- unable to hunt its prey
- object of display
- deprived of its natural habitat / freedom
- cannot prance in the wild

(any two)

(e) **Value Points:**

- The poet tried to show that inner beauty is real beauty
- Physical appearance is changeable hence unimportant
- External beauty is superficial
- Young men love her for her beautiful yellow hair and may not love her for what she is

(any two)

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

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:**

B1 2/5/1

- Max was a secret agent and rival of Ausable
- He was slender little less than tall
- He appeared crafty
- There was nothing menacing about him except his pistol

(b) Value Points:**Honour among thieves means**

- Thieves don't cheat each other / usually loyal to each other (1 mark)

Horace got angry because

- The lady thief cheated him was not honest
- Horace had a good reputation
- The lady outsmarted him
- She stole everything

(any one -1 mark)

(c) Value Points:

- The greedy man showed fear
- The rich man showed anger
- Poor man showed acceptance
- He had made a study of men's faces when they lost their goods

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

B1 2/5/1

- 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
- 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/ typical 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:

(a)

- Forgiveness is the foundation of cordial relationships

B1 2/5/1

- Without forgiveness no relationship can flourish and thrive
- The Proposal is amusing and humorous and gives a twist of meaning to forgiveness
- Lomov who goes to his neighbour Chubukov's house with marriage proposal gets involved in quarrel
- Both Lomov and Chubukov fight over a piece of land / Natayla forgives Lomov out of selfish interest
- Second fight over dogs / ends out of fear of Lomov's death
- At the end everyone forgives
(any three)

OR

Value Points:

(b)

- Kisa Gotami went to Buddha
- Find a way by which her dead son can become alive again
- He advised her to get a handful of mustard seeds from the house where no one had died - unsuccessful
- her realization that suffering is part of life
- She learnt death is inevitable
- Suffering and hardships come in everyone's life

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

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

- Sustained, clear, well-developed personal response to the task

B1 2/5/1

- Well-developed and justified arguments/evidence provided
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- 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:

(a)

- Education is vital area of women empowerment / giving girls basic education is one way of giving them greater power

B1 2/5/1

- They are able to make genuine choices
- At first Bholi agreed to marry an old man for her father's honour
- Placing her family's interest over hers
- She was educated and could analyze how mean and greedy he was and refused to marry him
- She said she would work and support her family

OR

(b) Value Points:

- Matilda was a young lady who always desired luxurious things
- She was from an average family with limited resources
- She had everything, she married government officer
- Her over ambitiousness made her unhappy
- She borrowed a necklace from her friend and lost it. This brought her ruins and destruction