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Set A2 -2/4/2

M.S. Code **J0285A**

**MARKING SCHEME**  
**ENGLISH LANGUAGE AND LITERATURE**

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**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

**1. Value points**

**(i) (a) to stroll/ (c) To hike**

**(ii) (d) Because the depressing daily routine is forgotten**

**(iii) a new meaning and significance to us**

**(iv) hiking takes us in the midst of nature / Sights of waterfalls, flowers, streams, trees and bushes/ sounds of nature like the murmur of the brook or a song of a bird acquire a new meaning and significance for us. (any one)**

**(v) Flowers**

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**(vi) (b) Because of the excitement of climbing up and adventure of coming down**

**(vii) (d) It is an escape from our busy schedule**

**(viii) Mouse peeping out of the hole / snake casting its slough/ squirrel leaping on branches/ bird flying past us (Any two)**

**(ix) We walk along a zigzag motor road or cut across a mountain path in search of adventure / it ensures a complete escape from urgent and busy activities of life / the feeling of unlimited freedom makes our hearts leap with joy/ because a connect is established between us and nature (any other relevant answer to be accepted) (any one)**

**(x) excited / ecstatic / elated ( a similar word or a relevant phrase to be accepted from or outside the passage)**

**2.**

**Guidance**

- 1 mark for correct answer
- No partial credit

**Value points**

- 1 a retired civil engineer came up with the idea of artificial glaciers/  
because of artificial glaciers
- 2 (c) – glaciers melt
- 3 Ice
- 4 a. on sloping hills facing distribution channels
- 5 c. - July, August, September
- 5 3 – 4 months
- 6 a. glaciers.
- 7 (a) found / (c) situated

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- river water gets diverted to a shady area where winter sun is blocked by ridge
- making the water flow on the sloping hills
- stone embankments are built at regular intervals

(any two)

9 because of low annual rainfall rate / due to water shortages / for continuous supply of water (any one)

10 (c) artificial glacier

**SECTION B 20 Marks**

**(Grammar and Creative Writing Skills)**

- **Award 1 mark for complete answer**
- **No partial credit**

**3. Grammar**

**1×10=10**

(i) (b) look into

(ii) that she / he was inspired by her / his grandfather who had been a renowned dancer

(iii) (c) must

(iv) (a) sounds----- sound

**(no mark to be deducted if the format is not given)**

(v) (b) turn to

(vi) created

(vii) that he would send him/ her an email and give the details

(viii) exciting ---- excited

**(no mark to be deducted if the format is not given)**

(ix) Sameer asked Samiksha how she had felt when she was donating blood.

(x) (b) had

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(xi) (b) he should drive for 4 kilometers and then turn right

(xii) was ----- is

**(no mark to be deducted if the format is not given)**

4. (Creative writing skills)

Letter

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Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<b>Format</b> 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)			
<b>FORMAT – 1 mark</b>			
NOTE - full credit if all aspects included. Partial credit (½ 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 <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at a <b>level lower</b> .			
<b>CONTENT – 2 marks</b>			
<b>Value Points</b> <b>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</b>			
<b>2 marks</b> <ul style="list-style-type: none"><li>✓ All points included</li><li>✓ Well-developed with sustained clarity</li></ul>			
<b>1½ marks</b> <ul style="list-style-type: none"><li>✓ Almost all points incorporated</li><li>✓ Reasonably well-developed</li></ul>			
<b>1 mark</b> <ul style="list-style-type: none"><li>✓ Some points incorporated</li><li>✓ Fair attempt at developing ideas with some impact on clarity of response</li></ul>			
<b>½ mark</b> <ul style="list-style-type: none"><li>✓ Most of the points of the given task not incorporated</li><li>✓ Limited awareness of task development</li></ul>			
<b>ORGANISATION OF IDEAS</b> <b>1 mark</b>			

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**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.

5.

**ANALYTICAL PARAGRAPH WRITING**

5

<b>ANALYTICAL PARAGRAPH WRITING</b>		
<b>Content -2</b>	<b>Organisation of ideas -2</b>	<b>Accuracy 1</b>
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at <b>a level lower</b> .		
<b>CONTENT – 2 marks</b>		
<b>2 marks</b>		
✓ All points included		
✓ Well-developed with sustained clarity		
<b>1½ marks</b>		
✓ Almost all points incorporated		
✓ Reasonably well-developed		

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### 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 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.

#### 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 in a disjointed manner exhibiting a lack of coherence of ideas.
- 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.

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**Section C**

**(Literature) (40 Marks)**

**6. Guidance:**

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

**Reference to context**

**1×5=5**

**6. A**

- (i) (c) – his vision was obstructed
- (ii) (a) – malfunctioning / (d) stopped responding completely
- (iii) the radio was dead
- (iv) (d) Ragini matched the swimmer as he twisted twice in the air before diving into the water
- (v) disbelief / helplessness (any other relevant synonym to be accepted)

**Or**

**6. B**

- (i) (d) – ownership of meadows
- (ii) (b) – perpetuity
- (iii) (c) – making bricks for Lomov's aunt's grandmother
- (iv) her grandfather and great grandfather thought oxen meadows extended to Burnt Marsh.
- (v) forty

**7. Guidance:**

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

**Reference to context**

**1×5=5**

**2/4/2**

**7. A**

- (i) (c) instructive
- (ii) Tranquil
- (i) True
- (iv) (b) – Reprimanding
- (ii) (c) : bright

**Or**

**7. B**

- (i) (a) – helplessness
- (ii) he is waiting for his prey / deer
- (iii) it makes a comparison (without using as/like)/ between the softness of the paw and velvet
- (iv) (d) – stalk
- (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:**

- His crops were fatally destroyed by hailstones
- He had nothing to feed his family

**(b) Value Points:**

- The young seagull was hungry
- The mother motivated

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- he dived soaring gradually downward and outwards
- was no longer afraid.
- Then flapped his wings.
- Then he forgot he was not able to fly.

**(any 4)**

**(c) Value Points:**

- Paders are bakers (traditional Goan bakers)
- Not only a vendor, children ran to meet him not for the food but for the bread bangles / sometimes sweet bread.
- The noise of his bamboo stick would wake them up.

**(1 mark for baker + 1 mark for any two reasons)**

**(d) Value Points:**

- By resisting the temptations to buy toys, peppermints and so on
- By resisting the temptation to go for merry-go-round

**(e) Value Points:**

- Humility
- Lack of confidence
- Unaware of his inherent strength.

**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**

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**(a) Value Points:**

- Pumphrey overfed her dog
- over pampered her dog Tricky
- She served him with cream cakes/ chocolates/ cod-liver oil etc.
- She treated him like her son

**(b) Value Points:**

- Ausable's tricky and clever brain that helped him to kill Max without using a weapon
- Cooked up story of a balcony under his window
- Convinced Max about this lie

**(c) Value Points:**

- Ebright had to tag butterflies for Dr. Urquhart. Window of the butterfly season was short
- Catching / tagging them one by one was a long / tedious process

**10. Answer any *one* of the following.**

**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

## 2/4/2

- 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/ 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**

## 2/4/2

- Buddha sermonized Kisa Gotami that life in this world is troubled and filled with sorrows.
- Death is unavoidable and none – near and dear ones can save anyone from death
- No amount of lamenting and weeping can bring dead back to life
- World is afflicted with death and decay

### **B Value Points:**

- People must learn to love, if they can learn to hate, they can be taught to love, for love comes more naturally to human heart.
- One must see humanity
- Goodness is a flame that can be hidden but never extinguished

**11. Answer any one of the following. 6 marks**

### **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
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- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
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**2/4/2**

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- A lot of errors in spelling, punctuation and grammar that impede communication.

**A Value Points:**

- Contentment in one's life is very important to lead a peaceful life
- Should be happy with what we have, not crave for what we don't have
- She avoided her friends because she did not have jewels, she was not content
- Her husband was rich in values, she never respected that
- She wanted to lead a luxurious life
- She lost the necklace that she had borrowed

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- The process of paying back the debt ruined her life

**B Value Points:**

- If assurance is given and right track of humanity is shown, thieves will surely give up theft
- Anil had trust on Hari Singh – kindness shown by Anil – gave him job-trusted him despite being aware of his lies
- educated him - taught him to write his name and cook
- Anil's trust and compassion did not let him go – didn't tell the police about his theft
- He changed Hari's life