

Strictly Confidential: (For Internal and Restricted use only)
Secondary School Examination
March 2019

Marking Scheme – : English Language and Literature(184)
(PAPER CODE : Set- 2/1/2)

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. The marking scheme provides general guidelines to reduce subjectivity in the process of evaluation. The answers given in the marking scheme are the suggested answers. The content is thus indicative. If the answer given by a student is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should also be given full weightage.
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 should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them.**
4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
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 totaled up and written in the left-hand margin and encircled.
6. If a 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.
7. Short type answers asking for 2 features / characteristics / points. There is a candidate who writes 2 points as directed and that too correctly whereas the other lists 5 points of which first is correct, second is incorrect, the third correct and remaining incorrect. If the suggested value points are there in a 2 marks question it should be awarded the due marks.
8. In the marking scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct.
9. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
10. Candidates should not be penalized if they do not follow the order of the sections / questions while answering.
11. In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
12. Q.1, Q.2 and Q.8 are meant to test the comprehension of the candidates and not the ability of expression. Full credit should be given for the correct value points, even if the answer is not given in a full sentence.
13. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
14. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
15. A full scale of marks **0- 80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
16. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 25 answer books per day.
17. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totaling on the title page.
 - Wrong totaling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
18. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
19. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
20. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
21. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
22. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

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Section-A (Reading)

(20 Marks)

**Q.No 1 Objective: To comprehend the passage
To identify the main points from the text**

1 x 8=8 Marks

Marking: 8 marks - 1 mark for each correct answer. (Any eight)

No penalty for spelling, punctuation or grammatical mistakes

If a student answers all nine questions, the best eight should be marked

Answers

- a) a quiet and parentless girl grew up in New York city ; she became the first lady of the United States, visited prisons, hospitals, mines, factories, soldiers at war
- b) visited prisons and hospitals ; went down into mines, up scaffoldings and into factories; wrote in a daily newspaper column called 'My day'; broadcast on radio; delivered lectures (any one)
- c) her parents died when she was young ; her second son died when he was a baby; strong athletic husband was stricken with polio which left him physically disabled for life (any two)
- d) she nursed him back to good health, encouraged him to remain in politics; helped him become the Governor of New York and then the President of the United States.
- e) visited prisons, hospitals etc; interacted with people and brought feedback to her husband about the state of affairs; shared his responsibilities of looking after people.
- f) travelled all over the country bringing goodwill, reassurance and help to people without food and jobs.
- g) motivated the American soldiers by visiting them in camps all over the world and empathised with them.
- h) kept in touch with the American people through a daily newspaper column called 'My Day' ; broadcast on the radio, and delivered lectures (any one)
- i) a remarkable woman with great intelligence and tremendous strength of character

Q2. Objective: To comprehend the passage**To identify the main points from the text****Marking:-2 marks each (Any four) (No penalty for word limit) 2 x 4=8 Marks****No penalty for spelling, punctuation or grammatical mistakes****Answers: (Any Four)**

2.1(a) Russell's viper injects poison/venom whereas rat snakes grab and push their prey against the ground.

(b) Sand Boa produces secretions particularly toxic to birds; crushes its prey and then injects poison as an extra step.

(c) while hunting animals try their worst to kill most efficiently ; their prey use any trick to avoid becoming a meal , such as developing immunity to poison/venom ; hunters and prey keep evolving themselves.

(d) mongooses highly resistant to cobra poison; with their speed and agility, kill snakes fearlessly.

(e) served with leather tough meat that is difficult to chew ; unable to chew or spit out as hosts might get offended.

2.2 One mark each (Any Two)**1 x 2=2 Marks**

(i) (d) prey

(ii) (c) softens

(iii) (c) resistant to

2.3 One mark each (Any Two)**1 x 2=2 Marks**

(a) Alternative

(b) Secretions

(c) Specific

Section B**(Writing Skills with Grammar)****(30 Marks)****Q.3 Letter/Article Writing****8 Marks****Letter****Objective: - To use an appropriate style and format to write a formal/an informal letter****Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas.**

Format - 1 Mark

- i. sender's address
- ii. date
- iii. receiver's address
- iv. subject/Heading
- v. salutation
- vi. closing

Content - 4 Marks

Expression: 3 Marks (coherence, relevance of ideas (1½ mark)

(Accuracy, appropriate words and correct spellings (1½ mark)

(Value points are suggested in the Question paper itself)

OR
Article

Format = 1 Mark

Title– ½ mark & name of the writer – ½ mark

Content = 4Marks(any other relevant point besides the hints given)

Expression = 3Marks

- coherence and relevance of ideas and style –1½ mark

- grammatical accuracy, appropriate words and spellings – 1½ mark

(Value points are suggested in the Question paper itself)

4. Story Writing**10Marks**

Title & Moral - 1 Mark

Content - 4 Marks

Expression - 5 Marks

(Coherence, relevance of ideas) (2½ marks)

(Accuracy, appropriate words and correct spellings (2½ marks)

Suggested value points: (The beginning of the story is given in the question)

Or

Title & Moral - 1 Mark

Content - 4 Marks

Expression 5 Marks (coherence relevance of ideas)(2½ marks)

(Accuracy, appropriate words and correct spelling) (2½ marks)

Suggested value points: (The beginning of the story is given in the question)

5. Objective: To use grammatical items accurately and appropriately.

Marking: 1 mark for each correct answer (Any Four) 1 X 4 = 4

Marks

- (a) -- (ii) of
- (b) -- (i) in
- (c) -- (iv) and
- (d) -- (iv) could
- (e) -- (i) a

6. Objective: To use grammatical items accurately and appropriately.

Marking: 1 mark for each correct answer (Any Four) 1 X 4 = 4 Marks

	Error	Correction
(a)	for	to
(b)	are	is
(c)	an	a
(d)	on	about
(e)	discover	discovers

7. Objective: To reorder sense groups into a syntactically coherent and complete sentence. (Any Four)

Marking: 1 mark for each correct sentence 1 X 4 = 4 Marks

1. My first instinct was to ignore the snake.
2. I didn't want to kill it as I had never killed one .
3. My duty was to kill only dangerous ones.
4. I went back to the farm and returned with a stick.
5. But still I hesitated to attack it

Section - C

(Literature: Text Books and long Reading Text) 30 marks

8. Objective: To test local and global understanding of prose passage.

Marking: 1 Mark for each value point 1 X 4 = 4 Marks

- (a) otters
- (b) Tigris marshes.
- (c) tamed.
- (d) found that his mail/letter had not arrived/reached while his friend's mail had arrived.

OR

- (a) Amanda
- (b) She feels withdrawn/lonely
- (c) a mermaid
- (d) Blissfully

9. Objective: To test local and global comprehension, themes and ideas of the text.

Marking:- Content 1 Mark Expression: 1 Mark

2 x 4=8 Marks

Answers : (Any Four)

- i. found no house where some beloved had not died ; understood death is common to all ;she was being selfish in her grief
- ii. to stop making fun of Wanda; tore it because she thought it could annoy Peggy ; she would make fun of her instead.
- iii. had flourishing business of locks; lived a happy life; had two helpers; earned well; was respectable but used to rob a safe every year for sustenance ; proves he was not completely honest.
- iv. space probe lands in a public library; crew shocked because the place looked very strange as they had no idea of books; think the library to be some kind of storage barn.
- v. watching the bus travel between her village and the nearest town; sight of the bus filled each time with new set of passengers source of unending joy for Valli.

10.Objective: To test local and global comprehension, themes and ideas in the text.

8 Marks

Marking: Content- 4 marks , Fluency-2 marks, Grammatical Accuracy- 2 marks (Minimum four points)

Hints :

- society does not tolerate differences very easily.
- slow for her age ; stammers when speaks.
- small pox leaves her all covered with pock-marks -- suffers a lot.
- parents do not even bathe her -- ignored and neglected.
- taken as a burden
- people laughed at her.

- children imitate her when she speaks.
- hence remains silent most of the time - has no confidence or self esteem.
- society must accept those who are different -- treat them with the same love and respect as others

OR

**Marking: Content- 4 marks Fluency- 2 marks Grammatical Accuracy- 2 marks
(Minimum four points)**

Hints :-

- poet tries to show inner beauty is real beauty
- physical appearance changeable - hence, unimportant.
- first speaker tells Anne - young men love her for her beautiful yellow hair and may never love her for what she really is.
- Anne says her hair-colour can be changed into black, brown or carrot
- implies external beauty is all superficial and men should not love her for that.
- through Anne's reply, the poet makes clear his preference for internal beauty to physical appearance

11. Objective: To test knowledge and appreciation of the text.

10 Marks

Marking: Content 5 marks

Coherence and relevance of ideas and style -(2½ marks)

Grammatical accuracy and correct spelling - (2½ marks)

(Any 5 points)

- shy, introvert girl - never expressed herself freely
- made diary her medium of expression-- mentioned her loneliness.
- expressed her feelings, revealed her inner self through Kitty, her diary.
- contained her innermost feelings, beliefs, moods and observation on people who lived around.
- Anne poured heart out in the diary; found comfort and solace with it in the saddest moments.
(Any other relevant point)

OR

- tenacity of the human soul
- to continue to grow and even thrive in the worst of circumstances.
- evolves into a mature person in that attic room.
- selfless
- caring and helping
- sacrifice of one human being for another
(Any other relevant point)

OR

- feeling towards what we experience in life more important than what we actually see or touch.
- Helen Keller lost her sight and hearing at a very tender age to an illness.
- with all the adversities surrounding her, fought back with courage and love of people who surrounded her and supported her throughout.
- feelings of love, courage, hope, satisfaction, happiness, desire, pain, ambition, etc., make a person what they are.
- Helen learns the beauty of love not by seeing or touching but by feeling it.
- her life itself stands testimony to the statement 'The best and most beautiful things in the world can't be seen or even touched'.

(Any other relevant point)

OR

- Helen- great lover of nature.
 - surprised at what mother earth had in store for everyone.
 - birds and animals a source of interest for her.
 - felt love for guinea-fowl's eggs /a canary /horseshoe crab
 - Miss Sullivan taught her how to take care of her new pet.
- (Any other relevant point)

