

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

**Marking Scheme – : English Language and Literature(184)**  
**(PAPER CODE : Set- 2/5/3)**

**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) constructing a temple
- (b) three days
- (c) the different approach of the three masons towards their job
- (d) reported late/ did his work half-heartedly and sluggishly/ enjoyed a longer respite/  
left the work before time
- (e) punctual in arriving and leaving/ did his work methodically
- (f) as if he is building the house of God
- (g) the third mason
- (h) sluggishly
- (i) methodically

**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) high calorie diet, lack of physical activity/exercise.
- (b) to store energy, keep warm, absorb the shocks
- (c) depression, low self-esteem

- (d) boredom, sadness, anger  
 (e) type 2 diabetes, heart disease, high blood pressure, stroke, cancer (Any four)

**2.2 One mark each (Any Four) 1 x 4=4 Marks**

- (a) (i) more than 35%  
 (b) (ii) excess  
 (c) (iii) low income  
 (d) (iii) lifestyle  
 (e) (iv) a large portion

**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

**10 Marks**

**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: (Value points are suggested in the question paper itself)**

**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) (iii) to
- (b) (i) but
- (c) (iv) in
- (d) (iii) heard
- (e) (ii) where

**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) on	in
(b) of	to
(c) for	of
(d) threw	thrown
(e) an	the

**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

- (a) Lord Buddha is revered all over the world.
- (b) Many children were playing with toys.

OR

Children were playing with many toys.

- (c) A very wise minister helped the king.
- (d) People took part in the celebrations happily.
- (e) Our expedition was very risky and adventurous.

OR

Our expedition was very adventurous and risky.

**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) 'How To Tell Wild Animals' ; Carolyn Wells
- (b) lizard
- (c) small, no ears, no wings
- (d) no ears/ no wings

OR

- (a) 'Dust of Snow' ; Robert Frost
- (b) shook the hemlock tree
- (c) sorrow/ depression
- (d) crow- joy; hemlock- sorrow



- Matilda- married to a clerk in Board of Education- couldn't afford expensive dresses and jewellery.
- invited to a grand party by the minister- bought an expensive dress and borrowed a diamond necklace from her friend Mme Forestier
- lost the necklace during the party
- didn't tell her friend about the loss- bought similar necklace for 36000 francs and gave it to her
- they had to borrow half of the money
- to repay the debt, had to shift to a rented room, do all the household work, bargained for every penny, husband had to do part time jobs also
- took them ten years to repay the debt. (any four points)

**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)**

- was quite perturbed since they could be searched and seized any time by the Germans
- felt a complete sense of uncertainty and chaos
- felt deeply humiliated as the people in Annexe failed to recognize her feelings
- deeply moved to see the children in pitiable condition
- worked hard to make everyone comfortable and happy
- desired peace- prayed to God to give her a different nature to please all  
(Any other relevant point)

OR

- elderly dentist, formerly lived in Berlin, married a catholic woman, eighth person to join the Secret Annexe
- never liked to be contradicted, very egoistical, very unlikeable person
- a man of questioning nature, well-informed about the outside world, old-fashioned disciplinarian and a preacher of long sermons on manners
- shared room with Anne, promised to share his food and be accommodating but hid his food in the cupboard
- was petty and officious  
(Any other relevant point)

OR

- loved poetry but believed that rather than dissecting poetry one should simply enjoy its emotional and imaginative content

- her love for poetry sprang from the sense of freedom she enjoys when reading books
- felt that to understand poetry one needed only a responsive heart and not an interpreter
- was in love with Shakespeare, enjoyed sonnets and songs, impressed with Shakespearean tragedies like Macbeth and King Lear
- liked Wordsworth for his teaching of oneness of man and nature, appreciated Whittier for his enthusiasm- found pleasure in reading his poems

(Any other relevant point)

OR

- Radcliffe College was not that romantic place as she had imagined, her dreams ‘faded into the light of common day’, not much impressed
- couldn’t get individual attention she required/ felt as if she had gone to learn, not to think, reflect or talk to her mind
- learning imparted at a fast pace without considering whether it was imbibed or not
- lectures spelled into her hand very rapidly, individuality of the lecture lost in her effort to keep herself in the race- “The words rushed through her hands like hounds in pursuit of a hare.”
- almost alone- no personalized communication with professors who appeared to be remote
- very few books were printed for the blind  
(Any other relevant point)

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