

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

1. Value Points:

- (i) (a) New snow or rain
- (ii) when more than a foot of snow falls avalanches can be predicted. It allows them to be on a lookout and take preventive measures
- (iii) any 2 of the following options:
Earthquake / avalanche / explosions / snowmobiles/ skiers/ gunshots
- (iv) (d) prevent
- (v) (a) People caught in the avalanche can try to swim to the top.
- (vi) (a) gather/disperse

2/1/3

- (vii) (d) Plastic waste
- (viii) in places where massive snow builds up (to trigger smaller avalanches that don't pose too much danger).
- (ix) (a) likely to cause death
- (x) Avalanches

2. Guidance

- 1 mark for correct answer
- No partial credit

2. Value Points:

- (i) The cost of solving or reducing traffic congestion is enormous.
- (ii) (c) 1 and 2
- (iii) peak
- (iv) the environment
- (v) traffic congestion
- (vi) (d) 1 and 3
- (vii)
 - Higher in 2019
 - Went down in 2020
 - Slight increase in 2021 and further increase in 2022

For visually impaired

- (vii) Proper implementation of corrective measures by citizens
- (viii) Population increase, people find it easier and comfortable to travel by their own vehicles and by road. (award 1 mark for any 1 or a combination of reasons.

2/1/3

- (ix) (b) adverse.
- (x) thought / wondered (any other synonym may be accepted)

SECTION B

20 Marks

(Grammar and Creative Writing Skills)

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

3. Value Points:

- (i) broke into
- (ii) that she was looking for a more colourful one
- (iii) (d) will be
- (iv) (b)

Error	Correction
out	for

No mark to be deducted if the format is not given

- (v) (b) brought about
- (vi) would
- (vii) that she is curious to learn about the past and our rich heritage
- (viii)

Error	Correction
among	between

No mark to be deducted if the format is not given

- (ix) Ramesh asked Rakhi what challenge she had faced on her trek.
- (x) should / must
- (xi) (d) he was going in that direction

2/1/3

(xii) (c)

Error	Correction
Destination	Destinations

No mark to be deducted if the format is not given

4. Creative Writing Skill Letter 5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<p>Format Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -<i>Yours truly</i>–editor & <i>Yours sincerely</i>- formal /business)</p>			
<p align="center">FORMAT – 1 mark</p> <p>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.</p>			
<p>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 to be awarded at a level lower.</p>			
<p>CONTENT – 2 marks</p>			
<p>Value Points</p> <p>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</p> <p>2 marks</p> <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity <p>1½ marks</p> <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed <p>1 mark</p> <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response <p>½ mark</p> <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development 			
<p align="center">ORGANISATION OF</p>			

IDEAS -1 mark	
1 mark-- Consistent to frequent display of the listed parameters.	
<ul style="list-style-type: none"> • 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.	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication. 	
½ mark	
<ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. 	
No credit	
<ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication. 	

5 ANALYTICAL PARAGRAPH WRITING

5 marks

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		

2/1/3

✓ 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 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.

2/1/3

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.

**Section C
(Literature)**

(40 Marks)

6. Guidance:

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

Reference to context

1×5=5

6. (a) Value Points:

- (i) has everything
- (ii) (d) she craves for a true friend.
- (iii) (c) common everyday things
- (iv) everything
- (v) (b) to do something willingly

OR

(b) Value Points:

- (i) (c) she was in a state of panic
- (ii) spirits / the scientist (Griffin)
- (iii) furniture (the word 'her' is missing in 2/1/1, no mark to be deducted for lack of a determiner here)
- (iv) (d) 1 and 6

2/1/3

(v) (a) ghosts

7. Guidance:

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

7. Reference to context

1×5=5

(a) Value Points:

- (i) (a) tears
- (ii) False
- (iii) (d) beginner
- (iv) smiling of the hyena and the crying of the crocodile
- (v) (c) It rhymes and adds humour.

OR

(b) Value Points:

- (i) stripes of a tiger
- (ii) quiet
- (iii) (d) paws
- (iv) True
- (v) (a) to catch its prey

8. Answer any *four* of the following.

4×3=12

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

2/1/3

Expression - 1 mark if answer organised effectively
Deduct ½ mark if more than 3 grammatical / spelling
Mistakes

(a) **Value Points:**

- Pranjol – either read detective stories or listened to Rajvir. Rajvir enjoyed greenery outside and shared his knowledge about tea with Pranjol.
- Pranjol had lived in the tea garden since childhood so he was not very interested – Rajvir found the experience unique and exciting.

(b) **Value Points:**

- Postmaster read

i. became serious – impressed with Lencho's faith in God

ii. decided to help him

iii. asked for and collected contribution from post office employees – himself – put it in envelope with a letter with God written.

(any two of these three will be accepted)

(c) **Value Points:**

- Located midway between Mysore and coastal town of Mangalore

i. people fiercely independent

ii. brave

iii. martial traditions

iv. very hospitable.

v. people of Greek and Arab descend

(any two of these five will be accepted)

(d) Value Point:

Mustard the dog licked him, Ink the cat, Blink the mouse danced around him in circles

(e) Value Point:

Asks for a handful of mustard seeds from a house where no loved one has ever died.

No – as there was no house in which a loved one had not died.

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 Point:

Anil was a kind man/ He wanted to give a second chance to Hari/ Anil knew this will fill Hari's heart with faith in goodness otherwise he would have become a hardened criminal.

(any two will be accepted)

(b) Value Point:

2/1/3

Believed Ebright to be competitive in a good sense / was hard working / put in extra efforts in everything he did / not interested in Prizes/ good at managing time.

(any two will be accepted)

(c) **Value Point:**

- Advised Mrs Pumphrey to give dog less to eat / cut down on sweets / give him plenty of exercise. **(any two will be accepted)**
- Mrs Pumphrey agreed but didn't act on it.

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

2/1/3

- 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:**

2/1/3

Valli was discreet, wanted to do the bus ride without her mother's knowledge, planned meticulously – watched the bus, its schedule, listened to people's conversation about their journey – fare – saved – money collected 60 paise. Resisted temptation to spend money (Any other relevant point)

(b) **Value Points:**

Death is common to all – Kisa's only son died – could not accept – asked for help – approached Buddha – asked her to procure handful of mustard seeds – condition – should bring seeds from a house where no one has ever died – could not find any such house – disappointed – watched city lights flickering – realised that death is inevitable. (Any other relevant point)

11. **Answer any one of the following in about 100-120 words. 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
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task

2/1/3

- 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.
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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:**

2/1/3

Education gave Bholi the confidence to reject the marriage. Importance of education in one's life – the transformation – change in the quality of life. Bholi received encouragement from a teacher – got good education

Bishambar's greed – Bholi's courage – bold step – confidence. (Any other relevant point)

(b) **Value Points:**

Money is responsible for not only bringing happiness but also misery – greed leads to destruction – essential to be satisfied with what one gets – Mrs. Loisel wanted lavish life – borrowed necklace from friend – lost it – Loisels spent all their savings and 10 years to repay the loan taken to replace the lost necklace – all this because of overambitious nature. (Any other relevant point)