

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

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**

2/5/2

3. Value points:

- 1 (b) took up
 - 2 (in affirmative) that he was not sure which direction to take
 - 3 (c) will
 - 4 (b) stand stands
 - 5 (b) ran into
 - 6 appealed / appeals
 - 7 That he wanted to see the art and craft exhibition
 - 8 had run - error ran – Correction
- (no mark to be deducted if the format is not given)**
- 9 Sant asked Radhika what she had learned /learnt from the visit to the museum.
 - 10 has been living
 - 11 (b) that the actor had done a marvellous job
 - 12 (c) – for

4. Creative Writing Skill Letter 5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
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)			
FORMAT – 1 mark			
<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>			
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			
<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 			

2/5/2

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 -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. **Part II**

ANALYTICAL PARAGRAPH WRITING

5

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

2/5/2

<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
ORGANISATION OF IDEAS -2 marks
<p>2 marks</p> <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.
<p>1 ½ marks</p> <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.
<p>1 mark</p> <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.
<p>½ mark</p> <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
<p>1 mark</p> <p>☐ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</p> <p>½ mark</p> <p>☐ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</p> <p>No credit</p> <p>☐ Frequent errors in spelling, punctuation and grammar, impeding communication.</p>

Section C

(Literature)

40 marks

6.

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

2/5/2

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
- (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

2/5/2

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)

(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:**

- The tiger enjoys full freedom

2/5/2

- Roaming fearlessly/ growling
- terrorizing villagers, hunting deer.

(e) **Value Points:**

- The colour of the girl's hair is golden- will dye in any colour so that she is chosen not merely for her physical beauty

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:**

- 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:**

2/5/2

- 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

- 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

2/5/2

- 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
- 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

2/5/2

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
- 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
- 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

2/5/2

- 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)

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

2/5/2

B1 2/5/1