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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.**10 marks**

- (i) (c)3300 years ago.
- (ii) (b) because of its religious significance.
- (iii) (a) Gold is the best conductor of electricity
- (iv) (a) importance of religion / (b) importance of the metal.
- (v) Paid only 40 pounds a month with boarding and lodging and worked under cruel conditions.
- (vi) held gold in high esteem / gold had religious significance
- (vii) (any two)
 - (i) does not rust / corrode

- (ii) Gold coins have survived undamaged for centuries
- (iii) gold was easy to work with
- (viii) (b) George Harrison
- (ix) **Error in Question – Award 1 Mark as benefit of doubt**
- (x) They don't have faith in paper money.

2.

10 marks

Guidance

- 1 mark for correct answer
 - No partial credit
- (i) no communication / snapping communication
 - (ii) (c) 2, 3 and 5
 - (iii) (b) 15
 - (iv) Satellite / Indian Space Research Organisation / communication with satellite
 - (v) (a) no
 - (vi) (c) confident
 - (vii) (a) extra fuel
 - (viii) (b) both (A) and (B) are false.
 - (ix) elite
 - (x) **Error in Question – Award 1 Mark as benefit of doubt**

SECTION B**20 Marks****(Grammar and Creative Writing Skills)**

- **Award 1 mark for complete answer**

- **No partial credit**

3.

- (i) (d) apologise to
 (ii) to change it / to change the plate
 (iii) (a) will
 (iv) (B) at – error

in- correction

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

- (v) (c) is
 (vi) (a) is launched
 (vii) that she is going to Dr. Sen's house
 (viii) Success –error

successful - correction

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

- (ix) Ritu asked Anita what the matter was.
 (x) (c)AN
 (xi) (b) she would invite her friends too.
 (xii) into –error---- in- correction

(no mark to be deducted if the format is not given)**Section B****Creative writing skills****10 marks**

4.

Letter**5 marks****Format – 1****Content -2****Organisation of ideas -1****Accuracy 1****Format**

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Body of Letter, Complimentary close (largely accepted -Yours truly- editor & Yours sincerely- formal /business)

FORMAT – 1 mark

NOTE - full credit if all aspects included. Partial credit ($\frac{1}{2}$ 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 **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

CONTENT – 2 marks**Value Points**

The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ 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**1 mark**

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 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**

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ 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 • 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.

Section C (40 Marks)

(Literature)

6. Guidance:

- One mark for each correct answer
- No partial credit

Reference to context

1 × 5 = 5

6. (a)

- (c) Anne Frank.
- (c) Immediately
- Sad on parting / sad or upset or unhappy as they were separating
- celebration
- (b) Saheb was promoted to the next form after the annual exam

OR

6. (b)

- (b) it was very cold in London to move around barefooted
- (c) On hearing the bell ring, the sleeping Raman started and jumped out of bed.
- (d) captivated, interested.
- Remarkable

- (v) (c) 4 and 5

7. Guidance:

- One mark for each correct answer
- No partial credit

Reference to context

1×5=5

7. (a)

- (i) (a) leaps
- (ii) true
- (iii) they want to show the repeated action of leaping / jumping
- (iv) dark coloured spots/black spots
- (v) hide

OR

7. (b)

- (i) (d) in a cage.
- (ii) he wants to catch his prey / he wants to hunt
- (iii) (c) anger
- (iv) comparison of paws with velvet/ it shows softness of paws just like velvet
- (v) (d) zoo

8. Answer the following Questions:

12

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression - 1 mark if answer organised effectively

Deduct $\frac{1}{2}$ mark if more than 3 grammatical / spelling mistakes

- (a) Kisa Gotami – grief stricken – carried her dead child to all her neighbours – asking for medicine / went to Budhha and asked to revive her child
- (b) raindrops are compared to new coins – cents – big drops ten cents and small coins – five cents
hopes these raindrops will bring him rich crop.
- (c) In Goa no feast/celebration/festival is possible without bread – sweet bread known as bol
cakes and bolinhas – must for Christmas / mother has to make sandwiches at daughter's engagement
- (d) Chubukov is overjoyed / happily accepts the proposal – He took Lomov in his arms kissed him / said he always considered him as his son.
- (e)
- She is fed up of her nagging parents
 - She wants to be alone/ wants to be the sole occupant of sea – free as a mermaid

9.

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) Hari Singh knew that Anil was aware of his act of theft – Anil didn't call the police– had forgiven Hari – so Hari Singh smiled.
- (b)
- made excuses – gardener ill – no exercise for Tricki
 - dog loved chocolates and cream cakes – so she obviously wouldn't refuse him.
 - Tricki looked weak so she fed him food **(Any two)**
- (c)
- realised science is not about neat display
 - science is about innovation/ experimentation

10. 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
- 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.

10 (a) Value Points:

- **Agreement** with the given statement
- **Motivation of the pilot:** to spend time with his family – to have an English breakfast - took the risk to fly into the storm
- **Motivation of the young seagull:** hunger and desire for food made him dive at the fish – thus he made his first flight.

(b) Value Points:

- **extraordinary girl and self-confidence:** she was just eight years old when she travelled in the bus alone and completed the journey successfully
- **Courage and planning:** Valli's earnest desire was to ride on a bus – she didn't let anything come in the way – planned meticulously – saved money for the fare – collected the information about the bus schedule and journey – escaped the eyes of the mother while going out of and coming into the house

11.

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
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- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
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11. (a) Value Points:

How the destiny was cruel to Bholi:

1 ½ marks

- Fell from the cot at a young age which made her a dull learner
- She used to stammer
- Suffered smallpox and had pock marks on her face
- Ignored and neglected by her parents
- Was forced to marry a man of her father's age

(any three points)

How did Bholi make a place for herself in the society:

1 ½ marks

- got an opportunity to educate herself
- teacher motivated her – got education and cured her stammering
- education gave her the confidence to take stand against the social evil of dowry system – refused to marry the old grocer Bishamber Nath
- empowered by education, she was confident to take care of her parents in their old age
- decided to become a teacher in the same school where she studied

(any three points)**(b) Value Points:**

- Matilda wanted a luxurious lifestyle - remained unhappy with her mediocre life
- she wanted to look most beautiful in the party / ball - borrowed an expensive necklace
- lost the necklace and went in debt - returning the heavy sum of money ruined her life