

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **11** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## **ENGLISH (Core)**

*Time allowed : 3 hours*

*Maximum Marks : 100*

### **General Instructions :**

- This paper is divided into three Sections : A, B and C. All the sections are compulsory.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

1. Read the passage carefully and answer the questions that follow : 12

- 1 The effects of plastic bags on the environment are really quite devastating. While there are many objections to the banning of plastic bags based solely on their convenience, the damage to the environment needs to be controlled.
- 2 There is no way to strictly limit the effects of plastic bags on the environment because there is no disposal method that will really help eliminate the problem. While reusing them is the first step, most people don't do that. These are bags not durable enough to survive numerous trips to the store. The best that citizens can do is to reuse them.
- 3 The biggest problem with this is that once they have been soiled they end up in the trash, which then ends up in the landfill or is burned. Either solution is very poor for the environment. Burning emits toxic gases that harm the atmosphere and increase the level of VOCs in the air while landfills hold them indefinitely as part of the plastic waste problem throughout the globe.
- 4 One of the greatest problems is that an estimated 300 million plastic bags end up in the Atlantic Ocean alone. These bags are very dangerous for sea life, especially those of the mammal variety. Any hunting mammal can easily mistake the size, shape and texture of the plastic bag for a meal and find its airway cut off. Needless deaths from plastic bags are increasing every year.

- 5 The environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the mouths and intestinal tracts of sea mammals. As one species begins to die off at an abnormal rate, every other living organism in the waterways is impacted.
- 6 The indefinite period of time that it takes for the average plastic bag to break down can be literally hundreds of years. Every bag that ends up in the woodlands of the country threatens the natural progression of wildlife. Because the breakdown rate is so slow the chances that the bag will harmlessly go away are extremely slim. Throughout the world plastic bags are responsible for suffocation deaths of woodland animals as well as inhibiting soil nutrients. The land litter that is made up of plastic bags has the potential to kill over and over again. It has been estimated that one bag has the potential to unintentionally kill one animal per every three months due to unintentional digestion or inhalation.
- 7 While it's a noble thought to place the plastic bags in the recycling bin every week, studies have proven that there are very few recycling plants that actually recycle them. Most municipalities either burn them or send them off to the landfill after sorting. This is because it can be expensive to recycle this type of plastic. It doesn't melt down easily and is often not fit to be reused in its original form.
- 8 The premise of recycling these bags is nice. Yet funding for the upgrading of the recycling units just has not happened and thus less than 1% of all bags are sent to recycling plants worldwide. Most are left to become a pollution problem in one way or another.

- 9 There are always alternatives to plastic bags and the search for more alternatives continues. Paper bags are a possible option but they also take their toll on the environment. The use of trees to increase the production of paper products will also have a negative environmental effect.
- 10 Reusable plastic bags are being introduced to regions that want to outlaw the plastic bags altogether. These are stronger and more durable and can be used for three to five trips to the store. Of course, the reusable cloth bag is fast becoming a favourite among environmental supporters. While thus far no bag is without its issues, these are the bags that are currently recommended for use to help protect environmental concerns.
- (a) (i) Why do some people object to the banning of plastic bags ? 1
- (ii) Why is reusing plastic bags not considered practical ? 1
- (iii) Why is the disposal of plastic bags considered damaging to the environment ? 2
- (iv) How do plastic bags endanger the life of animals in the sea and on land ? 2
- (v) What factors discourage recycling of plastic bags ? 2
- (vi) What, according to the writer, is the best possible alternative to plastic bags ? 1
- (b) Find words from the passage which mean the same as the following : 3
- (i) remove (para 2)
- (ii) choking (para 6)
- (iii) costly (para 7)

The outcasts were not allowed to mount the platform surrounding the well, because if they were ever to draw water from it, the Hindus of the three upper castes would consider the water polluted. Nor were they allowed access to the nearby brook as their use of it would contaminate the stream. They had no well of their own because it cost a lot of money to dig a well in a hilly town. Perforce they had to collect at the foot of the upper-caste Hindu well and depend on the bounty of some of their superiors to pour water into their pitchers. More often than not there was no upper-caste Hindu present. Most of them were rich enough to get the water-carriers to supply them with plenty of fresh water every morning for their baths and kitchens, and only those came to the well who were either fond of an open-air bath or too poor to pay for the water-carriers' services. So the outcasts had to wait for a chance to bring some upper-caste Hindu to the well, for luck to decide that he was kind, for Fate to ordain that he had time — to get their pitchers filled with water. They crowded round the well, congested the space below its high brick platform, morning, noon and night, joining their hands in servile humility to every passer-by; cursing their fate, and bemoaning their lot, if they were refused the help they wanted; praying, beseeching and blessing, if some generous soul condescended to listen to them, or to help them.

When Sohini reached the well there were already about ten other outcasts waiting. But there was no one to give them water. She had come as fast as she could to the well, full of fear and anxiety that she would have to wait her turn since she could see from a distance that there was already a crowd. She didn't feel disappointed so much as depressed to realise that she would be the eleventh to receive water. She had sensed the feeling in her brother's soul. He was tired. He was thirsty. She had felt like a mother as she issued from her home to fetch water, a mother going out to fetch food and drink for her loved ones at home. Now as she sat in a row with her fellow-sufferers, her heart sank. There was no sign of anyone passing that way who could be a possible benefactor. But she was patient. She had in her an inbred fortitude, obvious in her curious reserve, in her docile and peaceful bearing.

- (a) On the basis of your reading of the above passage, make notes using headings and sub-headings. Use recognizable abbreviations, wherever necessary.

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- (b) Make a summary of the above passage in not more than 80 words using the notes made and also suggest a suitable title.

3

3. Your friend, Manish Tripathi has invited you to attend his wedding anniversary. You cannot attend it as you have a family get-together on the same day. Write a polite letter, in not more than 50 words, expressing your inability to attend the function and wish him all the happiness on this joyous occasion. You are Mita/Mahendra Juneja of 25, Vasundra Colony, Patna.

5

**OR**

You are Tripti/Trilok Lahiri, Secretary, ABL School Cricket Association. It has been decided that a meeting of all the members of the school cricket team be held to discuss plans and strategies for the coming Zonal Tournament. Write a notice in not more than 50 words informing the members of the team about the meeting and requesting them to attend it.

4. Members of the Social Activities Club of your school recently visited an orphanage run by a well-known N.G.O. Members of the club were greatly impressed with the atmosphere in the orphanage. Write a report in 125 – 150 words, giving details such as clean surroundings, nice and caring staff, well-fed children with glowing faces, toys and games for kids, etc. You are Nutan/Naveen, President of your school's Social Activities Club.

10

**OR**

The members of Saraswati Residents Welfare Association held a protest rally at the District Park against the decision of the Municipal Corporation to cut down trees for widening of roads to ease traffic congestion. Write a report on the rally in 120 – 150 words. You are Puneeta/Pramod, the President of the Association.

5. You are Neeta/Naveen of 43, Ram Nagar, Meerut, studying at a coaching centre in Lakshmi Nagar, Delhi. You need accommodation for yourself. Write a letter to the Manager of Paying Guest Service, 15 Aditya Complex, Lakshmi Nagar, Delhi inquiring about the details such as the type of accommodation, monthly charges facilities provided, etc. 10

**OR**

The roads in your area are in a very bad shape. Write a letter to the Municipal Councillor of your area giving him/her your suggestions on how he/she can help in improving the condition of the locality. You are Jagriti/Jagan Mitra, resident of 42, Model Town, Faridabad.

6. Corruption is rampant in our country. Everyone feels that it needs to be seriously dealt with. Write an article in 125 – 150 words on “How to root out corruption from the country ?”. You are Gopal/Gopika. 10

**OR**

There is no denying the fact that women are victims of a gender bias. They face discrimination at home, at the workplace and in the society. Write an article in 125 – 150 words on the discrimination being faced by women in our society and how to overcome it. You are Vinay/Vineeta.



7. Read the extract given below and answer the questions that follow : 4

Some shape of beauty moves away the pall  
From our dark spirits.

- (a) How does beauty help us when we are burdened with grief ? 2  
(b) Explain : “Some shape of beauty.” 1  
(c) Identify the figure of speech used in the above lines. 1

**OR**

If we were not so single-minded  
about keeping our lives moving,  
and for once could do nothing,  
perhaps a huge silence  
might interrupt this sadness  
of never understanding ourselves  
and of threatening ourselves with  
death.

- (a) Whom does ‘we’ refer to in the above lines ? 1  
(b) Why does the poet want us to ‘do nothing’ for once ? 2  
(c) What is the ‘sadness’ that the poet refers to in the poem ? 1

8. Answer any **two** of the following questions in 30 – 40 words each : 2×2=4

- (a) Which words/phrases in the poem, “An Elementary School Classroom in a Slum” show that the slum children are suffering from acute malnutrition ? (any two)
- (b) Which images in the poem, “Keeping Quiet” show that the poet condemns violence ?
- (c) What do the parting words of Kamala Das and her smile signify ?

9. Answer any **six** of the following questions in 30 – 40 words each :

6×2=12

- (a) What made M. Hamel cry towards the end of his last lesson ?
- (b) Whom does Anees Jung blame for the sorry plight of the bangle makers ?
- (c) How did his swimming instructor ‘build a swimmer’ out of Douglas ?
- (d) What conclusion did the ironmaster reach when he heard that the crofter had been robbed by the peddler ?
- (e) How did the Tiger King become the victim of the hundredth tiger ?
- (f) Why did Zitkala-Sa resist the shingling of her hair ?
- (g) Why did the General not order immediate arrest of Dr. Sadao who had sheltered a white man ?

10. Answer **one** of the following in 100 – 125 words :

5

What precautions were taken by the prison authorities for the smooth conduct of the examination ?

**OR**

What activities did Bama witness on her way back home from school ?

11. Answer the following in about 100 words :

5

Desire, determination and diligence lead to success. Explain the value of these qualities in the light of Douglas' experience in "Deep Water".

12. Answer the following in about 125 words :

8

Why do we feel sympathetic towards Miss Stapleton and Laura Lyons ?

13. Answer the following in about 125 words :

7

Who was Seldon ? How did he meet his end ?

SENIOR SCHOOL CERTIFICATE EXAMINATION  
JULY 2014

## MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

## GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND CIRCLED ON THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED ON THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 UNDER SECTION A (READING) AND Q7 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1 AND Q7].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE HOUND OF THE BASKERVILLES” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
16. AS PER ORDERS OF THE HON’BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

**[FOR THE HEAD EXAMINERS ONLY]**

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO THE RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.

## SUGGESTED VALUE POINTS

			<b>SECTION A: READING</b>	
1	1	1	<b>COMPREHENSION PASSAGE</b>	
(a)	(a)	(a)	NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(i)	(i)	(i)	– plastic bags are very convenient to carry	1 mark
(ii)	(ii)	(ii)	– they are not strong enough to withstand numerous trips to the store	1 mark
(iii)	(iii)	(iii)	– plastic bags end up in the landfill or are burned; burning emits toxic gases and landfills hold them indefinitely	2 marks
(iv)	(iv)	(iv)	– sea animals can mistake a plastic bag for a meal and find their airway cut off; woodland animals which swallow them suffer suffocation death	2 marks
(v)	(v)	(v)	– recycling of plastic bags is expensive; doesn't melt easily; no funding for upgrading recycling plants	2 marks
(vi)	(vi)	(vi)	– the best possible alternative is reusable cloth bag	1 mark
(b)(i)	(b)(i)	(b)(i)	eliminate	1 mark
(ii)	(ii)	(ii)	suffocation	1 mark
(iii)	(iii)	(iii)	expensive	1 mark
2	2	2	<b>Note</b> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title be given, even if a student has written the title either in Q2(a) or Q2(b)</li> <li>• Content must be divided into heading(s) and sub-headings</li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	
(a)	(a)	(a)	<b>NOTE MAKING</b> Distribution of Marks <b>Abbreviations / Symbols</b> (with /without key) – any four <b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)	1 mark 1 mark 3 marks

			<b>Suggested Notes</b>	
			<b>Title:</b> Miserable plight of the untouchables / Outcasts or any other relevant title	
			1 Outcasts faced caste prejud'ce 1.1 weren't allowed to draw water from 1.1.1 village well 1.1.2 nearby brook 1.2 upper caste Hindu's belief they would pollute water 2 Poverty aggrav'td their water woes 2.1 no well for them 2.2 too poor to afford to have a well of their own 2.3 depended on the bounty of caste Hindus 2.4 had to wait long at the well 3 Easy access to water for the rich 3.1 the rich engaged water carriers 3.2 others drew water directly from the well 4 Sohini's travails / condition / plight 4.1 tired 4.2 long queue at the well 4.3 her thirsty brother 4.4 no sight of any caste Hindu passing that way 4.5 resign'd herself to her fate	
(b)	(b)	(b)	<b>Summary</b> The summary should include all the important points given in the notes. <b>Content</b> <b>Expression</b>	2 marks 1 mark
			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>NOTE:</b> The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.	
3	3	3	<b>REPLY TO INVITATION</b>	
			<b>Format</b> 1. sender's address, 2. date, 3. complimentary close.	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b> [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	1 mark 1 mark
			<b>Suggested value points</b> [INABILITY TO ATTEND FUNCTION]	

			<ul style="list-style-type: none"> <li>– expressing thanks for invitation</li> <li>– regret for your inability to attend</li> <li>– reasons</li> <li>– good wishes for the couple</li> </ul>	
			OR	
			<b>NOTICE</b>	
			<b>Format</b> The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks
			<b>Suggested value points</b> [MEETING OF SCHOOL CRICKET TEAM] <ul style="list-style-type: none"> <li>– purpose of meeting – preparation for the zonal tournament</li> <li>– date, time and venue</li> <li>– request to attend the meeting</li> </ul>	
4	4	4	<b>REPORT WRITING</b>	
			<b>Format</b> 1. title, reporter's name	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
			<b>Suggested value points:</b> (VISIT TO ORPHANAGE / any other suitable heading) <ul style="list-style-type: none"> <li>– visit to orphanage, time, date, place</li> <li>– atmosphere</li> <li>– surroundings</li> <li>– caring staff</li> <li>– children well looked after</li> <li>– all facilities available</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>Suggested value points:</b> (PROTEST RALLY/ any other suitable heading) <ul style="list-style-type: none"> <li>– protest rally held against civic body's decision</li> <li>– date, time and venue</li> <li>– members expressed concern over felling of trees</li> <li>– called it crime against environment</li> </ul>	



			<ul style="list-style-type: none"> <li>– suggestions               <ul style="list-style-type: none"> <li>- building flyovers, elevated roads to ease traffic congestion</li> <li>- deploying more traffic policemen at congestion prone areas</li> </ul> </li> <li>– any other relevant detail</li> </ul>	
5	5	5	<b>LETTER WRITING</b> [Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. ]	
			<b>Format</b> 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	2 marks
			<b>Content</b>	4 marks
			<b>Expression</b> [4 mark] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2 marks 2 marks
5	–	–	<b>(ROLE OF YOUTH)</b> <b>Suggested value points</b> <ul style="list-style-type: none"> <li>– youth involvement in social issues like poverty, unemployment, corruption etc.</li> <li>– youth and other people hold demonstrations, protests and candle light marches against injustice</li> <li>– any other relevant details</li> </ul> suggestions <ul style="list-style-type: none"> <li>– youth – hope of the nation ; should come forward and shoulder more responsibilities</li> <li>– raise voice against corruption</li> <li>– encourage self employment</li> <li>– strive for economic revolution</li> <li>– any other relevant suggestion</li> </ul>	
			OR	
			<b>(FLOOD)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– enormous rains caused flood</li> <li>– crops destroyed</li> <li>– people and animals perished</li> <li>– houses suffered severe damage</li> <li>– rescue teams and relief measures</li> <li>– need for improving disaster management</li> <li>– role of govt., NGOs and public</li> <li>– any other relevant details</li> <li>–</li> </ul>	

–	5	–	<b>(ENQUIRY ABOUT PAYING GUEST ACCOMMODATION)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– enquiry about paying guest accommodation</li> <li>– accommodation – single, twin sharing, dormitory</li> <li>– monthly charges – boarding and lodging</li> <li>– 24 hours power supply, running water</li> <li>– clean surroundings</li> <li>– safety, pleasant atmosphere</li> <li>– other conveniences – transport, shopping centre etc</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>(IMPROVING CONDITIONS IN LOCALITY)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– condition of roads</li> <li>– need for immediate repairs</li> <li>– repair and improvement of street lights</li> <li>– renovation of community centre</li> <li>– improvement of the main park</li> <li>– relaying of internal lanes in the locality</li> <li>– any other relevant suggestions</li> </ul>	
–	–	5	<b>(POOR PERFORMANCE OF WASHING MACHINE)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– name, model of product</li> <li>– details of the purchase</li> <li>– explain clearly the problem</li> <li>– product under warranty / guarantee</li> <li>– prompt action expected</li> <li>– enclosures – photocopies of receipt etc.</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>(MENACE OF STRAY ANIMALS)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– stray dogs chasing vehicles; causing panic</li> <li>– cases of dog bites on the rise</li> <li>– cattle moving in the middle of the road – cause of accidents</li> <li>– municipality has no clear policy and adequate facilities – very few animal catching vans</li> <li>– request for prompt and immediate action</li> <li>– adequate no. of vans; deploying more officials</li> <li>– stray cattle to be impounded; owners to be heavily fined</li> <li>– sterilisation of stray dogs</li> <li>– any other relevant details</li> </ul>	

6	6	6	<b>ARTICLE WRITING</b>	
			<b>Format:</b> (Title and writer's name)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
6	–	–	<b>Suggested Value Points</b> (FAILURE IS A STEPPING STONE TO SUCCESS) – lessons to learn from failures – make us aware of our shortcomings – don't let them overwhelm you – resolve to overcome weaknesses – have faith in yourself – cultivate positive attitude – examples of others who succeeded – any other relevant details	
			OR	
			<b>Suggested Value Points</b> (THE VALUE OF FRIENDSHIP) – urge to have friends is natural – sharing joys and sorrows – help in distress : a shoulder to lean on – a good friend, a good adviser – help in decision making – friends can make or mar your future – choose friends with care – any other relevant details	
–	6	–	<b>Suggested Value Points</b> (HOW TO ROOT OUT CORRUPTION FROM THE COUNTRY?) – strict laws and effective implementation – use of right to information – systematic changes to weed out corrupt politicians and bureaucrats – strictest possible punishment to the corrupt – fast track courts – public boycott of the corrupt – support and encouragement to honest officials – any other relevant details	
			OR	
			<b>Suggested Value Points</b> (DISCRIMINATION FACED BY WOMEN) – women victim of gender bias – men preferred over women for senior positions – unequal salaries and wages for the same job – household chores – women's responsibility – no financial freedom	

			<ul style="list-style-type: none"> <li>– exploitation at work places</li> <li>– discrimination at home, workplace and society</li> </ul> <p>suggestions</p> <ul style="list-style-type: none"> <li>– creating awareness</li> <li>– positive and effective role of media – print / visual / electronic</li> <li>– women friendly laws and legislations for empowerment</li> <li>– strict punishment to those who exploit or discriminate against women</li> <li>– any other relevant details</li> </ul>	
–	–	6	<p><b>Suggested Value Points</b> (YOUTH AND SOCIAL SERVICE)</p> <ul style="list-style-type: none"> <li>– plenty of scope of social work by students</li> <li>– active role in developmental work</li> <li>– organise sanitation drives</li> <li>– educating illiterates</li> <li>– helping the aged; visiting them</li> <li>– grooming and improving the environment</li> <li>– helping traffic police</li> <li>– ensuring safety of public property</li> <li>– raising voice against injustice, cruelty, corruption</li> <li>– obeying rules and laws</li> <li>– working for safety of women</li> <li>– any other relevant details</li> </ul> <p>(any five)</p>	
			OR	
			<p><b>Suggested Value Points</b> (RESPONSIBILITIES OF A GOOD CITIZEN)</p> <ul style="list-style-type: none"> <li>– respect for rules and laws</li> <li>– sense of responsibility – refraining from activities detrimental to nation and society</li> <li>– neighbourly feeling</li> <li>– protecting environment</li> <li>– contributing to welfare activities</li> <li>– patriotic fervour – ready to sacrifice themselves for the country</li> <li>– an ideal citizen; kind, generous and broadminded</li> <li>– any other relevant details</li> </ul> <p>(any five)</p>	
			<p><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>	

7	7	7	[This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.] <b>Value points:</b>	
(a)	(a)	(a)	– a thing of beauty removes all sad thoughts / has a soothing effect / lifts our spirits	2 marks
(b)	(b)	(b)	– beauty of nature / anything beautiful in the world	1 mark
(c)	(c)	(c)	– personification and metaphor	1 mark
			OR	
(a)	(a)	(a)	– people of the world	1 mark
(b)	(b)	(b)	– to introspect / to take stock of our actions	2 marks
(c)	(c)	(c)	– about causing so much destruction to the world and people	1 mark
8	8	8	<b>Short answer type questions (Poetry)</b> Distribution of marks: <b>Content:</b>	1 mark
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	
(a)	(a)	(a)	– faces like rootless weeds / hair torn round their pallor / weighed down head / the paper-seeming boy with rat's eyes / the stunted unlucky heir of twisted bones / skins peeped through by bones / reciting a father's gnarled disease	2 marks
(b)	(b)	(b)	– fishermen not harming whales, wars with gas, wars with fire / victory with no survivors	2 marks
(c)	(c)	(c)	– tries to comfort herself as well as her mother – parting on a positive note – dispelling the constant fear	2 marks
9	9	9	<b>Short answer type questions (Prose)</b> Distribution of marks: <b>Content:</b>	1 mark
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	
(a)	–	–	– often sent children on personal errands – to water his plants – gave them a holiday when he wanted to go fishing	2 marks

–	(a)	–	<ul style="list-style-type: none"> <li>– had spent more than forty years but was forced to leave the school / the thought of his departure</li> <li>– the thought that France was no longer a free country / Alsace had been occupied by the Germans</li> <li>– the thought of missing his school, his pupils and the village folks (any one)</li> </ul>	2 marks
–	–	(a)	<ul style="list-style-type: none"> <li>– put on his beautiful green coat, frilled shirt and a silk cap - dress he would wear on important occasions</li> </ul>	2 marks
(b)	–	–	<ul style="list-style-type: none"> <li>– a means of sustenance; gives them their daily bread and a roof over their heads</li> </ul>	2 marks
–	(b)	–	<ul style="list-style-type: none"> <li>– the sahuks, middlemen, bureaucrats, policemen, politicians / lineage (customs)</li> </ul>	2 marks
–	–	(b)	<ul style="list-style-type: none"> <li>– a rattrap, three ten kroner notes and a letter; regret for robbing the crofter; his gratitude to Ms Williamson for treating him like a captain</li> </ul>	2 marks
(c)	–	–	<ul style="list-style-type: none"> <li>– although scared planned to hit the bottom when he reached there and come up to the surface</li> </ul>	2 marks
–	(c)	–	<ul style="list-style-type: none"> <li>– a dedicated instructor; took immense pains</li> <li>– drove fear out of Douglas' mind by making him practice hard</li> <li>– rigorous, systematic practice to overcome the fear of water (any one)</li> </ul>	2 marks
–	–	(c)	<ul style="list-style-type: none"> <li>– came out in large number; demonstrated around court house</li> <li>– were enthused by the presence of Gandhi</li> <li>– demanded their leader be set free (any one)</li> </ul>	2 marks
(d)	–	–	<ul style="list-style-type: none"> <li>– Gandhi was fighting for a just cause; had the support of the peasants and people</li> <li>– authorities felt powerless</li> </ul>	2 marks
–	(d)	–	<ul style="list-style-type: none"> <li>– the peddler must have stolen their silver spoons (and other valuables) and must have gone away from the Manor house</li> </ul>	2 marks
–	–	(d)	<ul style="list-style-type: none"> <li>– Bangladesh (Dhaka)</li> <li>– for work / employment / because floods had damaged their fields and homes</li> </ul>	2 marks
(e)	–	–	<ul style="list-style-type: none"> <li>– the infant prince spoke clearly and coherently</li> <li>– raised intelligent questions about life and death</li> </ul>	2 marks
–	(e)	–	<ul style="list-style-type: none"> <li>– a splinter of wooden tiger pierced his finger, caused suppurating sore resulting into his death</li> </ul>	2 marks
–	–	(e)	<ul style="list-style-type: none"> <li>– Roger smelled of roses; she wanted him to preserve his identity (skunks smell bad)</li> <li>– hit the wizard for changing her son's smell</li> </ul>	2 marks
(f)	–	–	<ul style="list-style-type: none"> <li>– as a doctor it was his duty to save a dying man</li> </ul>	2 marks

–	(f)	–	<ul style="list-style-type: none"> <li>– long hair valued in their culture</li> <li>– short hair / shingled hair worn by cowards and unskilled workers</li> </ul>	2 marks
–	–	(f)	<ul style="list-style-type: none"> <li>– out of sympathy and concern – both were handicapped; understood each other's plight</li> <li>– to save the boy from self pitying habit</li> </ul>	2 marks
(g)	–	–	<ul style="list-style-type: none"> <li>– to get rid of his foul smell</li> </ul>	2 marks
–	(g)	–	<ul style="list-style-type: none"> <li>– the General was self absorbed with his health problems</li> <li>– wanted Dr Sadao to be around in case his condition deteriorated</li> <li>– sacrificed national interest for personal interest (any two)</li> </ul>	2 marks
–	–	(g)	<ul style="list-style-type: none"> <li>– helped Dr Sadao to clean the wounds of the American soldier</li> <li>– gave anaesthesia</li> <li>– helped him to carry out the operation</li> <li>– gave moral support to her husband knowing that he was right</li> <li>– was ready to handle the problems arising out of the situation</li> <li>– by taking care of the enemy soldier (any two)</li> </ul>	2 marks
			Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]	
10	10	10	Distribution of marks: <b>Content</b>	3 marks
			<b>Expression</b> [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value points:</b>	1 mark 1 mark
			<ul style="list-style-type: none"> <li>– Evans put in a separate cell</li> <li>– all sharp articles were removed</li> <li>– bugging device in Evans' cell</li> <li>– Governor kept the phone on</li> <li>– priest as an invigilator</li> <li>– policeman at the door to keep watch (any three points)</li> </ul>	
			OR	
			<ul style="list-style-type: none"> <li>– fun and games in the bazaar</li> <li>– performing monkey</li> <li>– snake charmer</li> <li>– the cyclist cycling for 3 days</li> <li>– Maariyaata Temple</li> <li>– huge bell tower</li> </ul>	

			<ul style="list-style-type: none"> <li>– pongal offerings</li> <li>– dried fish stall near Gandhi statue</li> <li>– sweet / snacks stall</li> <li>– narikkuravan hunter gypsy with wild lemur in cage</li> <li>– selling needles, clay beads / instrument for cleaning out the ears</li> </ul> <p>(any three)</p>	
11	11	11	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value Points:</b>	1 mark 1 mark
			Value based question <ul style="list-style-type: none"> <li>– strong desire to learn how to swim</li> <li>– determination to overcome his deep fear</li> <li>– perseverance</li> <li>– training and vigorous practice</li> <li>– positive attitude</li> <li>– self belief</li> </ul> <p>(any three points)</p>	
			<b>Q12 &amp; Q 13 – Long Reading Text – The Hound of Baskervilles</b>  <b>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</b>	
12	12	12	Distribution of marks: <b>Content:</b>	5 marks
			<b>Expression</b> [3 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value Points:</b>	1½ marks 1½ marks
			<ul style="list-style-type: none"> <li>– both women victims of human treachery</li> <li>– in distress; unhappily married</li> <li>– reader feels sympathetic to both of them</li> <li>– Miss Stapleton               <ul style="list-style-type: none"> <li>- decent and well meaning – wanted to save Sir Henry's life</li> <li>- married to a heartless, cruel, greedy man; used her as a tool</li> </ul> </li> <li>– Laura Lyons               <ul style="list-style-type: none"> <li>- relations with father strained – married against his wishes</li> <li>- a deserted wife</li> <li>- duped by Stapleton who used her to further his own evil designs; false promise to marry</li> <li>- helped by kind, generous person (Sir Charles)</li> </ul> </li> </ul>	



13	13	13	Distribution of marks: <b>Content:</b>	4 marks
			<b>Expression</b> [3 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style (deduct ½ a mark for two or more grammatical/spelling mistakes)	1½ marks 1½ marks
			<b>Value points:</b>	
			<ul style="list-style-type: none"> <li>– Seldon a dangerous murderer / an escaped convict / Mrs Barrymore's brother</li> <li>– spoilt and pampered by the sister</li> <li>– escaped from prison</li> <li>– on the run; hunted by police</li> <li>– hides in the moor</li> <li>– suffering – frightened, miserable, starving</li> <li>– dies a gruesome death / killed by the hound as he was wearing Sir Henry's clothes / victim of mistaken identity</li> </ul> <p style="text-align: center;">(any four)</p>	