

SERIES: GBM/1 (SET-4)

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)

MARCH 2017

MARKING SCHEME

ENGLISH ELECTIVE (C)

GENERAL INSTRUCTIONS

1. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER. THE STUDENTS CAN HAVE THEIR OWN EXPRESSION AND IF THEIR EXPRESSION IS CORRECT, THE MARKS SHOULD BE AWARDED ACCORDINGLY.
2. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN A GROUP OR INDIVIDUALLY ON THE FIRST DAY OF EVALUATION.
3. THE HEAD EXAMINER MUST GO THROUGH THE FIRST TEN ANSWER SCRIPTS EVALUATED BY EACH EVALUATOR TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE MARKING SCHEME. THE REMAINING ANSWER SCRIPTS MEANT FOR EVALUATION SHALL BE GIVEN ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF INDIVIDUAL EVALUATORS.
4. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IIN THE MARKING SCHEME. IT SHOULD NOT BE DONE ACCORDING TO ONE'S OWN INTERPRETATION OR ANY OTHER CONSIDERATION. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWER.
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 BE TOTALLED UP AND WRITTEN IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE PARTS, MARKS MUST BE AWARDED IN THE LEFT HAND MARGIN.
7. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION IN THE MARKING SCHEME THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED. THIS IS A MANDATORY REQUIREMENT.

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8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER TO THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.
11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q.1 (SECTION A) AND Q.8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 - 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN IN THE GUIDELINES FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 5 – 6 HOURS EVERY DAY AND EVALUATE 20 – 25 ANSWER BOOKS AND SHOULD DEVOTE A MINIMUM OF 15 – 20 MINUTES TO EVALUATE EACH ANSWER SCRIPT.

	SECTION A (READING)	TOTAL MARKS 20
1	COMPREHENSION PASSAGE	10 MARKS
	The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.	
	Objective: To identify and understand main parts of the text. Note: No penalty for spelling and grammatical errors Full marks to be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. Accept any other answer equivalent in meaning to the answers given below.	
1.1(a)	as it was thought to reflect their own personal growth, it was more of a functional thing & they took it very seriously (any two)	1 mark
(b)	they were sophisticated and governed by certain rules.	1 mark
(c)	can't play board games / chess	1 mark
(d)	requires a lot of calculation – very quick and good at math	1 mark
(e)	gave them board games – gave them “time pass” – to lighten their days.	1 mark
(f)	they mimic life situations with lessons to offer.	1 mark
1.2(a)	(ii) imitate	1 mark
(b)	(i) serious	1 mark
(c)	(iii) total	1 mark
(d)	(iv) comfort	1 mark
2	NOTE MAKING Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	10 marks
2(a)	Distribution of Marks Abbreviations /Symbols (with / without key) – minimum four Content (minimum 3 headings and sub-headings, with proper indentation and notes) Title	1 mark 4 marks 1 mark

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	<p>IMPORTANT INSTRUCTIONS</p> <p>The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>													
	<p>Note:</p> <ul style="list-style-type: none"> - If a student has attempted only the summary or the notes, due credit should be given. - 1 mark allotted for the title to be given if the student has written the title either in Q. 2(a) or 2(b) - 													
	<p>Title: Libraries losing glory / Any other suitable title</p>													
	<ol style="list-style-type: none"> 1. Reasons for decline <ol style="list-style-type: none"> (a) only 50% literate, 30% access it (b) can't afford this hobby (c) no <u>fin.</u> backup for poor (d) rich don't spend on books (e) no inclination to read / less inclined to read 2. Impact of <u>T.V.</u> on people <ol style="list-style-type: none"> (a) brought decline in reading (b) addiction to <u>T.V.</u> (c) prefer <u>T.V.</u> to books (d) mass educator 3. Effect of Internet <ol style="list-style-type: none"> (a) no time to go to <u>lib.</u> (b) <u>info.</u> on net / access online e-book services (c) prefer online access (d) saves time and money 4. Role of state <u>govt.</u> <ol style="list-style-type: none"> (a) don't have funds (b) books not updated (c) no latest <u>info.</u> 													
	<p>Suggested abbreviations:</p> <table border="1"> <tr> <td>T.V.</td> <td>television</td> <td>govt.</td> <td>government</td> </tr> <tr> <td>lib</td> <td>library</td> <td>info.</td> <td>information</td> </tr> <tr> <td>fin.</td> <td>financial</td> <td></td> <td></td> </tr> </table>	T.V.	television	govt.	government	lib	library	info.	information	fin.	financial			
T.V.	television	govt.	government											
lib	library	info.	information											
fin.	financial													
	<p>Note: 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.</p>													

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	SUMMARY Objective: 1.To expand notes (headings and sub-headings) into a summary. 2. To test the ability of extraction.	4 marks
	Distribution of Marks Content Expression Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	SECTION B: (WRITING AND GRAMMAR)	40 marks
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
3	POSTER Objective: To design a poster in an effective and attractive style	4 marks
	Format : Heading and issuing authority	1 mark
	Content	2 marks
	Expression	1 mark
	Suggested Value Points - water – elixir of life - importance - need to conserve water - why and how to save it - issuing authority	
	OR	
	REPLY TO INVITATION : JUDGE – DEBATING COMPETITION	4 marks
	Content	2 marks
	Format	1 mark
	Expression	1 mark
	Suggested Value Points - acknowledgement of the invitation – date, time and venue, event - accepting the invitation - confirmation and other details like time etc. - any other relevant details (both forms accepted – card or letter)	

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4.	LETTER WRITING	6 marks
	LETTER TO EDITOR : Safety on roads Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. complementary close 7. sender's signature / name	1 mark
	Content	3 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (1) Coherence and relevance of ideas and style (1)	2 marks
	Suggested Value Points: - cyclists and pedestrians vulnerable - no provision/protection for two wheelers and pedestrians - no separate lanes / pavements for cyclists and pedestrians - people don't adhere to traffic rules - any other relevant point Measures - make separate tracks / subways / over bridges - sensitise public about road safety - pavements for pedestrians - stringent traffic rules - imposition of fines / penalty for law breakers - any other relevant point	
	OR	
	LETTER OF COMPLAINT : Poor public transport system	
	Suggested Value Points - inadequate infrastructure - inadequate maintenance of public transport - poor management - frequent traffic jams - poor traffic signal management - choked and dug up roads - non adherence to traffic rules - any other relevant point	

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	Measures <ul style="list-style-type: none"> - better public transport facilities - better upkeep / maintenance of public transport - increased frequency of transport - more traffic police - better signals - better roads - create awareness - imposition of fines / penalty - any other relevant point 	
5	REPORT WRITING : BOOK WEEK Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: heading, writer's name with designation	1 mark
	Content: <ul style="list-style-type: none"> - Book Week : who (organised), what (name of event), where, when, why and how - who inaugurated (Mr. Raghu) - what happened - who attended - activities held - talks by leading authors - conclusion - any other relevant point 	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	OR	
	SPEECH WRITING : Preserving Culture Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: Salutation; topic, introduction of self, thanks	½ + ½ mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks

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	<p>Suggested Value Points</p> <p>Preserving Culture</p> <ul style="list-style-type: none"> - importance of preserving rich Indian tradition and culture - culture keeps us close to our roots - saves it for posterity - develops love for our region, country / instils the feeling of patriotism - helps in preserving the nation's identity - enriches us - any other relevant point <p>(any four)</p> <p>Role of Youth, Society and Govt.</p> <ul style="list-style-type: none"> - youth can organise campaigns, hold events, perform, motivate and spread awareness - government can promote culture through sponsors, patronage and guidance - encourage indigenous art & artisans. - encourage tradition - youth to propagate moral & ethical values <p>(any four)</p>	
6	<p>ARTICLE WRITING</p> <p>Objective:To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	10 marks
	Format (title / heading and name of writer)	1 mark
	Content	4 marks
	<p>Expression</p> <p>Grammatical accuracy, appropriate words and correct spelling [2.5]</p> <p>Coherence and relevance of ideas and style [2.5]</p>	5 marks
	<p>Flouting Traffic Rules</p> <p>Suggested Value Points</p> <p>Reasons</p> <ul style="list-style-type: none"> - lax laws - heavy traffic - in hurry – violation of traffic rules - impatience - no checks - any other relevant point <p>Measures / Solution</p> <ul style="list-style-type: none"> - better laws - stricter punishment - more awareness - better traffic management 	

	OR	
	<p>Poor performance in Olympics</p> <p>Suggested Value Points</p> <ul style="list-style-type: none"> - sports neglected – parents, society and Govt. - not enough encouragement - poor career prospects - no money - politics & corruption – biased approach in selection - poor infrastructure - lack of training - casual attitude of Govt. - no jobs <p>(any four)</p> <p>Measures / solutions</p> <ul style="list-style-type: none"> - give importance - encourage - more money - recognition - jobs and support - promote sports - any other relevant point <p>(any four)</p>	
7 (A)	<p>REARRANGING</p> <p>Objective: To read and arrange words and phrases into meaningful sentences</p>	3 marks
(i)	Formal education is no guarantee of success	1 mark
(ii)	The focus should be on learning not memorizing	1 mark
(iii)	We should not let success go to our heads.	1 mark
7 (B)	<p>DIALOGUE WRITING : Interview with Project Incharge</p> <p>Objective: To understand the context and construct meaningful dialogues</p> <p>Marking: 1 mark for every correct dialogue provided it is accurately and appropriately expressed</p> <p>Note: The input need not be in Question and Answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few points of input are left out. The dialogues can be interrogative or affirmative.</p>	3 marks

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	<p>1(a) Who are the people involved in the operation? 1(b) Everyone is involved in the operation.</p> <p>2(a) What more steps are being taken to support this cause? 2(b) The govt. agencies and NGOs are spreading awareness.</p> <p>3(a) How much time would this project take? 3(b) The project would take about a year. (any other grammatically correct answer)</p>											
7 (C)	<p>EDITING</p> <p>Objective: To use grammatical items correctly.</p> <p>Marking: 1 mark each</p> <p>Note:</p> <ul style="list-style-type: none"> - If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded. - If only the correct words are given, marks should be awarded. <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ERROR</td> <td style="text-align: center;">CORRECTION</td> </tr> <tr> <td>(a) ink</td> <td>inky</td> </tr> <tr> <td>(b) anything</td> <td>nothing</td> </tr> <tr> <td>(c) Begin</td> <td>beginning</td> </tr> <tr> <td>(d) Expect</td> <td>expected</td> </tr> </table>	ERROR	CORRECTION	(a) ink	inky	(b) anything	nothing	(c) Begin	beginning	(d) Expect	expected	4 marks
ERROR	CORRECTION											
(a) ink	inky											
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(d) Expect	expected											
	SECTION C: LITERATURE	40 marks										
8	<p>Reference to Context</p> <p>Under Section C (Q.8), questions have been designed to test a student's understanding of poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p> <p>Objective: To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.</p> <p>Value Points:</p>	10 marks										
8 (a) (i)	difficult to believe / unbelievable	1 mark										
(ii)	move apart / separation / lovers separating	1 mark										
(iii)	stiffen like frosted flowers (Simile) ; laced finger – (unusual collocation) slowly sensation by sensation (alliteration)	½ + ½ mark										

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(iv)	Frosted	1 mark
(v)	Curtain by Helen Spalding	1 mark
8(b) (i)	soldiers / survivors of the war / combatants	1 mark
(ii)	due to horrific experience of war / saw ghosts of their friends/ comrades who died in the war	1 mark
(iii)	they died in the war – unable to overpower the feeling of guilt that they didn't save their friends from enemy's bullets or avenge their death.	1 mark
(iv)	think of war and bloodshed – tormented by gruesome & bloody horrors of war	1 mark
(v)	going to battle / feeling of patriotism / opportunity to safeguard their nation	1 mark
9	Objective: To test students' comprehension of drama - local and global	4 marks
	Content	3 marks
	Expression	1 mark
(a)	<ul style="list-style-type: none"> - Lord Weston pompous - too much importance to self - gets into too much detail - thinks a lot about himself - imagines the worse - overreacts – panics easily - series of foolish / silly actions - ignores his wife's advice 	
OR		
(b)	<ul style="list-style-type: none"> - did not exactly hand it but aroused curiosity in Mr. White - flung it in the fire in order to rid himself of the blame - belief in superstition leads to disastrous consequences - Sergeant warned Mr. White against the evil / mischief the paw could cause but agreed to hand it over because Mr. White insisted - Message : nothing comes free - have to pay a price for everything - greed has grave consequences - a difference between what we want and what we get - never dabble in the mysterious 	
10	Objective: To test students' comprehension of prose-local and Global	16 marks
10 (a)	Content	10 marks
	Expression	3marks
	Answer any two: (80-100 words)	2 marks
(i)	<ul style="list-style-type: none"> - earlier – quiet, lonely / silent, without interaction, lifeless class, a mute class (Marian's company only dolls) 	

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	<ul style="list-style-type: none"> - later – larger, brighter, happier, carefree, enthusiastic, more interactive – Freda’s company 	
(ii)	<ul style="list-style-type: none"> - ordinary life – dull, we take many things for granted - have no joy in them - danger looks terrible from a distance - adds zest and delight to life - adventure provides joy - perceptions get keener - joy of life becomes more intense when danger is overcome - one should face the challenges of overcoming danger in order to appreciate the real joy of living 	
(iii)	<p>Accept both options with suitable justifications</p> <ul style="list-style-type: none"> - Robichon – a superb actor - plays executioner’s role to perfection - perfect disguise - delivers eloquent speech - mesmerises everyone - a winner in public eye - Quinquart – played Marquis’ role superbly - no one could suspect his real identity - even Robichon failed to recognise him - Robichon duped the public and Quinquart duped Robichon. - Quinquart deserved Suzanne’s hand – proves himself a better actor than Robichon 	
10 (b)	<p>Content Expression</p> <p>Answer any one: (120-150 words)</p>	<p>6 marks 4 marks 2 marks</p>
	<ul style="list-style-type: none"> - insects do a lot of good to society - don’t harm unless provoked (bees and wasps) - part of happy memories of childhood - an important part of eco system - neither harm nor destroy without cause - give pleasure, contentment, bring us close to nature - man responsible – creates disturbance with freedom of bees, wasps and other insects. 	
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	<ul style="list-style-type: none"> - Rakesh did not settle down in America but returned and settled in small house with his parents - married girl of his mother's choice - Rakesh's devotion to his mother - looked after mother in her last days, pressed her feet - very caring - Rakesh's devotion to his father - brought morning tea for father- used his favourite brass tumbler, sat with him relaxed – read morning news to him-took him out for fresh air, controlled his diet. (any other relevant point from the text) 	
11	<p>Extended Reading: Novel</p> <p>Distribution of Marks:</p> <p>Content</p> <p>Expression</p>	10 marks
	Value Points:	
	<ul style="list-style-type: none"> - Silas Marner's mad pursuit of material wealth - infatuated with gold results in never-ending isolation - Marner's obsession with gold and money went on increasing - suffered a lot because of loss of hard earned gold - gold and money are substitutes for love and compassion - gold is replaced by Eppie - considered Eppie's hair as gold - money in his lonely life brought joy – it moved him away from depression - money and gold shine in darkness 	
	OR	
	<ul style="list-style-type: none"> - Dolly – friendly, homely, kind hearted, good habits - supportive to the people in their sorrow and sufferings - baked cakes for Silas Marner - Dolly's encouraging and loving behaviour integrates Silas with Raveloe community - strong belief in Christian values - Dolly – Eppie's Godmother – link between Marner and villagers - Instrumental in getting Eppie baptized - teaches the child right values - Silas warns not to spoil Eppie - She becomes Silas Marner's hope and joy. 	

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	OR	
	<ul style="list-style-type: none"> - Yes, justified – “Evil begets Evil” – deliberate misuse of his invisibility - unleashed the reign of terror and violence (responsible for father’s death, burned landlord’s house, exploited Marvel, caused trouble to Kemp. - burglary at the vicarage - paid for his deeds - what he did was against mankind - deserves punishment but the killing is too severe and unfair - should have been given a second chance - had Griffin been on the right track, would have won laurels - chose a wrong path to boss over the world and acquire wealth - died a dog’s death because of his greed for power and wealth - became a nuisance and threat to society - had he been alive he would have caused more harm to the society - hence his end is justified. 	
	OR	
	<ul style="list-style-type: none"> - Mysterious – weird intention - secretive - laconic, unsociable, - strange, appearance (bandaged face, hat, dark glasses) - rude mannerisms, wary of him, disliked him but wanted money - because of her greed for money she welcomed the invisible man in the off season - customises money – money minting machine for her 	