

**TERM II-MARKING SCHEME (2021-22)**  
**ENGLISH – Language and Literature (184)**  
**CLASS-X**

**Time allowed: 2 Hrs.**

**Maximum Marks: 40**

**READING (10 MARKS)**

**Note:**

- (i) The Reading Section focuses on testing a candidate’s ability to comprehend.
- (ii) Marks should be awarded only if the answer reveals formation of a response to the question.
- (iii) **No marks to be awarded** if a chunk/exact line/s is/are transcribed from the passage without evidence of structure or semblance of coherent thought, in an attempt to pass off as a response.

**Objective:** This section evaluates the reading and comprehension skills of the students and their ability to analyse, infer (information / meanings) and evaluate the given information.

<b>1. UNSEEN PASSAGE 1*5=5</b>	
<b>(ANY 5 OUT OF 6)</b>	
i. What does the writer mean by calling handicrafts a ‘valued tradition’? (1 mark)	
Value Points	Guidance
<ul style="list-style-type: none"> <li>• valued – showcase talents that are associated with artisans’ lifestyle and history</li> <li>• tradition – represent rich our artistic culture / heritage / tradition</li> </ul>	<p>The learner is required to respond to— Why are handicrafts valued? Why are they considered a part of our tradition?</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer</li> <li>▪ Award partial credit of ½ mark if just ‘valued’/ ‘tradition’ is addressed in the response.</li> </ul>
ii. Rewrite the following sentence by replacing the underlined phrase with a word that means the same, from lines 5– 15. (1 mark) <i>If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators <u>failing to make progress</u> in the economic slump caused due to the pandemic.</i>	
VALUE POINTS	GUIDANCE
If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators <u>languishing</u> in the economic slump caused due to the pandemic.	<ul style="list-style-type: none"> <li>▪ 1 mark for the correct answer</li> <li>▪ No partial credit</li> <li>▪ No marks to be deducted if the learner fails to rewrite the complete sentence and</li> </ul>

	just lists the chosen meaning—the purpose of the given sentence is to share a context.
iii. State any two reasons why artisans are choosing to work via machines rather than handcrafted tools. (1 mark)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
Saves labour / reduces drudgery / increases production / finesse / efficiency	The learner is required to state 2 clear points that indicate the advantage of using machines over working with hands and tools <ul style="list-style-type: none"> <li>▪ Award 1 mark for any two points (<math>\frac{1}{2} + \frac{1}{2}</math>)</li> <li>▪ <math>\frac{1}{2}</math> mark as partial credit for one point stated</li> </ul>
iv. Why do the artisans need to be 'lured with incentives' to impart handicrafts training? (1 mark)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
Because if artisans impart training to mass/bulk producers, they run the risk of losing their traditional livelihood to them and hence need to be tempted via benefits or rewards, to do so.	The learner is required to rationalise why the bulk producers have to tempt/ attract/ entice artisans to share their craft secrets/ training with them. <ul style="list-style-type: none"> <li>▪ Award 1 mark for complete rationalisation.</li> <li>▪ <math>\frac{1}{2}</math> mark for partial explanation –just elaborating on either the reason or the effect.</li> </ul>
v. List one likely impact of the support of government and private sectors towards the culture of making handicrafts. (1 mark)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
Creation of awareness and public support for the artisans and their work / more artisans would be incentivized to continue their tradition / artisans wouldn't change their professions seeking better livelihood	The learner is required to list an advantage that is the outcome of the support of government and private sectors towards handicraft making. <ul style="list-style-type: none"> <li>▪ Award 1 mark for any one impact</li> <li>▪ No partial credit</li> </ul>
vi. How does the writer justify an artist's act of abandoning her/his traditional craft for a more lucrative option? (1 mark)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
Via the argument that the artisans cannot be expected to continue their profession if it is not profitable, even though the loss of traditional crafts is perturbing.	The learner is required to state how the writer agrees that an artisan is justified in moving to options that pay better than traditional handicraft making, in order to support his livelihood.

	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer.</li> <li>▪ No partial credit</li> <li>▪ No marks for lines just copied from the text</li> </ul>
<b>2. UNSEEN PASSAGE 1*5=5</b>	
<b>(ANY 5 OUT OF 6)</b>	
i. Why do the researchers call pollution the 'flip side' of festivals?	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ because the accepted norm is that festivals are synonymous with celebration/joy and people fail to see the other side, which is pollution</li> <li style="text-align: center;">OR</li> <li>▪ festivals and pollution are two sides of the same coin currently/ polar opposites/ completely in contrast, yet together with each other—where we associate festivals with joy and celebration, we can't deny that pollution is an ignored reality</li> </ul>	<p>The learner is required to explain how pollution is the darker side of festivals and unfortunately goes hand-in-hand, often, with festivities</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer.</li> <li>▪ There is no partial credit.</li> <li>▪ Accept any other similar complete interpretation, with reference to the given passage that convey the reason why pollution is the flip side of festivals.</li> </ul>
ii. Comment on the significance of the second objective of the study with reference to lines 7-12.	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<p>Second objective-Exploring solutions</p> <p>Significance- important for knowing steps that need to be taken to address the problem investigated in the research/ knowing what are the immediate actions that need to be implemented to address the issue studied/ helps focus on what needs to be corrected &amp; what needs to be avoided to solve the problem focussed on in the research</p>	<ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the mention of any one valid significance.</li> <li>▪ There is no partial credit.</li> </ul>
iii. Justify the researchers' recommendation for limiting the drastic impact of festival pollution on the environment with reference to lines 16-21.	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ Researcher's recommendation: Strict rules</li> <li>▪ Justification: Strict rules are better than a total ban because banning does not serve the purpose of awareness/ people</li> </ul>	<p>The learner is required to state the recommendation and then defend it against the other stated alternative.</p>

do not generally conform to banning and tend to revolt/ strict rules pose some restrictions but still give the needed freedom.	<ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer.</li> <li>▪ Award partial credit of ½ mark if just the recommendation is listed or ‘strict rules’ is the response, without substantiation.</li> </ul>
<b>iv. Why do the researchers feel that environmental groups and eco-clubs are fighting a losing battle, in the given scenario?</b>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ the festivals cause pollution along with other issues (give examples) that add to it.</li> <li>▪ awareness is the only solution but the lack of it only adds to the problem.</li> </ul>	<p>The learner is required to rationalise why environmental groups and eco-clubs aren’t succeeding in their purpose.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer including both situation and the reason</li> <li>▪ Award partial credit of ½ mark if just either aspect is listed.</li> </ul>
<b>v. Even though a fair percentage of people say ‘no’ to bursting crackers, festival pollution persists. How does evidence from table 1 support this statement?</b>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ a large percentage of people (72%) abuse environmental resources to celebrate festivals</li> <li>▪ a high percentage of people (82%) use crackers to celebrate festivals in order to live up to the expectation of their social status</li> </ul>	<p>The learner is required to study table 1 and</p> <ul style="list-style-type: none"> <li>▪ choose data that indicates what number percentage of people partake in activities that add to pollution.</li> <li>▪ Then, check to see if the number is higher than the number about ‘no to bursting crackers’</li> <li>▪ Finally rationalise the data to prove the Q statement, by using the evidence data.</li> </ul> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the mention of any one point—identification + listing of percentage</li> <li>▪ Award partial credit of ½ mark if the questionnaire point is listed without the percentage/ percentage is listed without the mention of the questionnaire point.</li> </ul>
<b>vi. What purpose does the ‘Can’t Say’ column serve in the questionnaire (table 1)?</b>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ gives a provision to/ allows the respondents to choose not to express/ not to answer/ allows an option to those who lack clarity/ are unwilling to respond</li> </ul>	<p>The learner is required to explain the role of the “can’t say’ section, with reference to study table 1.</p>

	<ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer-- any one point.</li> <li>▪ No partial credit</li> </ul>
--	--

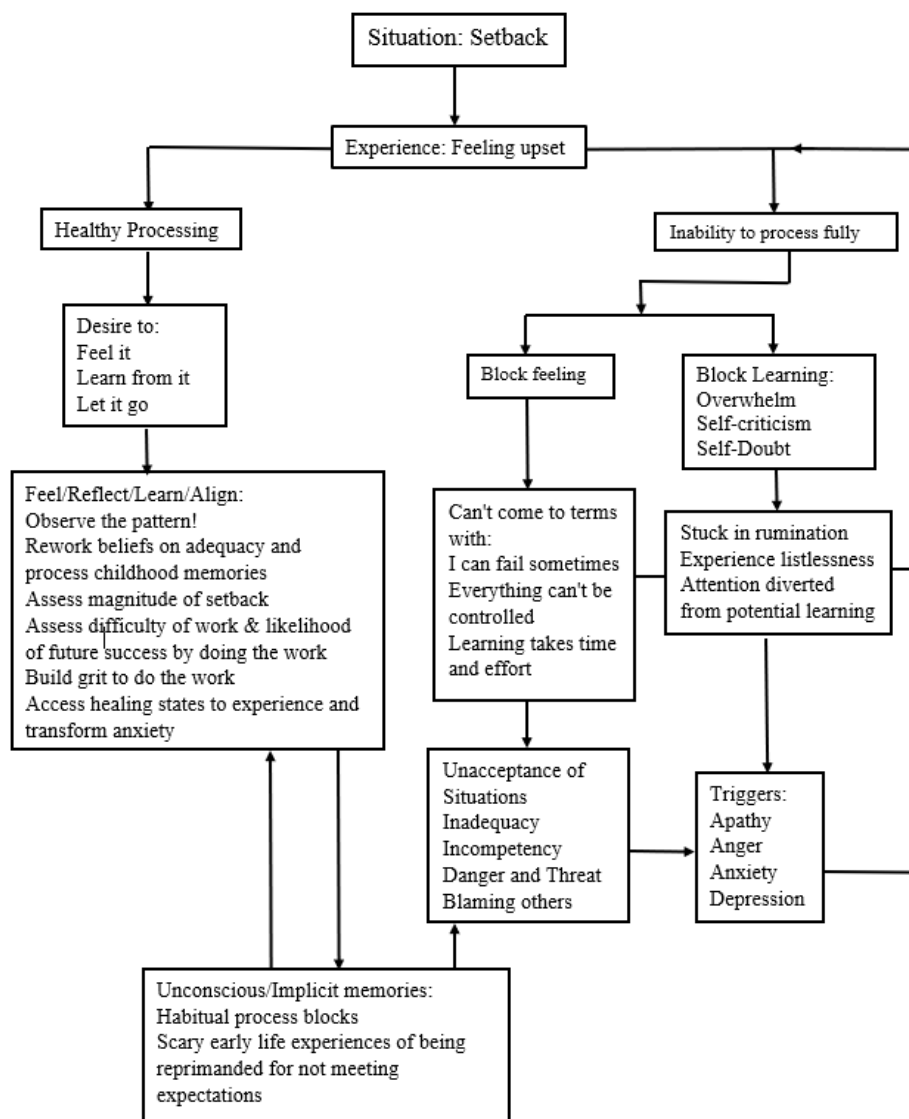
**SECTION B - WRITING AND GRAMMAR (10 MARKS)**

**3. Attempt ANY ONE from i and ii.**

**5\*1**

**i. ANALYTICAL PARAGRAPH WRITING**

Study the concept chart from the self-help magazine section of a monthly publication.



Write a paragraph in not more than 120 words, analysing the listed responses to setbacks.

**The question tests the following writing LOs:**

- convey ideas convincingly using appropriate language

- organize the content and structure the ideas logically, sequentially, cohesively
- use a range of vocabulary and sentence structure appropriate to the content and context
- use of functional language to show comparison, contrast, emphasis, conclusion etc.

#### GUIDANCE

##### **Award 3 marks for content—**

- Topic sentence identifying the two responses to setbacks in the concept map – ½ mark

For Instance:

*Setbacks often leave one with a feeling of disappointment and sometimes even worse. / The concept chart given below displays two ways to handle setbacks, for the better or for the worse/ the two ways of processing setbacks – healthy and unhealthy.*

- Any 2 points of contrast/ comparison with evidence – 2 marks

For instance:

*Healthy processing helps one learn from and let go the emotions inside. On the contrary, inability to process leads to a block, self-criticism and self-doubt.*

Or

*An optimistic way of seeing a setback processes the ability to feel, reflect, learn and align. On the other hand, negative perspective of a failure can lead to listlessness, diverted attention, excessive rumination and unacceptance of failures.*

- Concluding sentence, tied to the content of the topic sentence, showcasing a perspective/ rationalising the importance of healthy processing of setbacks encountered. – ½ mark

For instance, one might want to point to the fact that the responding to setbacks negatively leads to a vicious cycle of undesirable feelings):

*It is evident that experiencing a setback leads to feelings of inadequacy and incompetency along with an unwillingness to accept situations. Responding to setbacks the positive way is empowering as it leads to success.*

**Note- Just listing concept map matter without evidence of analysis carries no credit.**

##### **Award 2 marks for organisation & expression –**

- ½ mark—
  - ✓ Inclusion of a single paragraph organisation with a suitable topic sentence supporting sentences and a suitable concluding sentence.

No requirement of a title (because the purpose is analysis, not publication). No penalty if title is written.

- 1 mark—
  - ✓ use of appropriate functional language to show comparison/contrast & emphasis:

Comparison/ Contrast: *in contrast with, in comparison to, on the contrary, however, whereas, as opposed to, while, a striking difference, a noticeable difference, despite etc.*

Emphasis: *in other words, /especially/ specifically/ to emphasise/ to demonstrate/such as/in particular etc.*

- ✓ full credit 1 mark to be allotted if the functional language has been used consistently
- ✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly
- ✓ No credit of marks if functional language is missing (not used at all)

#### FOR THE VISUALLY IMPAIRED CANDIDATES

*The by-laws of some residential associations and management that ban owners and tenants from keeping pets in their apartments, are justified.*

Write a paragraph to analyse the given argument.

You could think about what alternative explanations might weaken the given conclusion and include rationale / evidence that would strengthen / counter the given argument.

- ✓ use of appropriate functional language to agree or disagree with the premise  
Agree: completely agree as it clearly points.... / Offers credible arguments to support.../ ...is difficult to contradict/undeniably/ hard to disagree etc.  
Disagree: Unlike...what matters is.../even though ...claims that..., it stands to reason that.../fails to convince/ is overstated/ this opinion is contentious etc.  
Justify: Answer the 'why'? and use words like – because, since, due to, as a consequence of, based on and etc.

- ✓ full credit 1 mark to be allotted if the functional language has been used consistently
- ✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly
- ✓ No credit of marks if functional language is missing (not used at all)

#### ▪ ½ mark—

- ✓ Unity of ideas in the complete paragraph with ideas arranged logically –sentences within paragraph follow expected organizational frameworks\*

\*[**Categorical** – in order of importance; **Evaluative** - a problem is introduced, and the pros and cons are weighed; **Comparative** – similarities and differences; Cause and Effect; Descriptions-from general to specific attributes]

#### Accuracy-

Deduct from the overall score if the error density is high as this impacts the communicative function.

- ✓ ½ mark for a total of 2-3 spelling and grammatical errors
- ✓ 1 mark for a total of more than 3 spelling and grammatical errors

**ii. Letter of Enquiry****5\*1**

You are Samina Zaveri, Class X, Vadodara, Gujarat. You come across the following information on a local library's notice board.

**Create Your Own Board Game Competition!**

Create an educational board game, and send it to us at Teen-Toggle Games Pvt. Ltd, 307, Satija building, Colaba, Mumbai by July 2022. The top 10 winning board games will be featured on our international portal.  
Attractive scholarships for the winners!

You wish to participate but require more information. Write a letter to Teen-Toggle Games Pvt.Ltd in about 120 words, enquiring about rules, scholarship details and deadlines. Also enquire about specifications for solo or group entries.

**Content -2    Expression-2    Accuracy -1**

**Value points- Content**

- Reference to the source of information
- Conveying interest
- Seeking information about rules
- Enquiring about scholarship details
- Asking about defined articles
- Confirm type of entries allowed

(Any other **relevant** information)

**Descriptors for Content**

**NOTE-**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**.

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

**Expression -2 marks****Marks****Descriptors for Expression**

**NOTE-**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.



2	<ul style="list-style-type: none"> <li>Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.</li> <li>Carefully structured content with organised paragraphing presented cohesively.</li> <li>Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
1 ½	<ul style="list-style-type: none"> <li>Frequent clarity of expression most of the times, layout of a formal letter largely accurate.</li> <li>Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>
1	<ul style="list-style-type: none"> <li>Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate.</li> <li>Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li> <li>Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
½	<ul style="list-style-type: none"> <li>Expression unclear, layout partially followed affecting the format of the letter.</li> <li>Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited vocabulary or copying from the question.</li> </ul>
<b>Accuracy -1 mark</b>	
<b>Descriptors for Accuracy</b>	
1 mark	<ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul>
½ mark	<ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>
No credit	<ul style="list-style-type: none"> <li>✓ Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>
<b>3. EDITING 1*3 = 3</b>	
<p>Q. The following paragraph has not been edited. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction. The first one has been done for you.</p>	

	<b>Error</b>	<b>Correction</b>
Have you ever learn from a mistake you have made?	E.g. learn	<u>learnt</u>
Many shouldn't admit doing so. For those who do,	a)	
there was no need for guilt. We often make mistakes	b)	
while taking risks, but all brush them aside and learn.	c)	
With that, they may not make mistakes the next time.		

#### ANSWERS

	<b>Error</b>	<b>Correction</b>
Have you ever learn from a mistake you have made?	E.g. learn	<u>learnt</u>
Many shouldn't admit doing so. For those who do,	a) shouldn't	<u>won't/don't</u>
there was no need for guilt. We often make mistakes	b) was	<u>is</u>
while taking risks, but all brush them aside and learn.	c) all	<u>some/many</u>
With that, they usually don't make mistakes the next time.		

#### GUIDANCE

Award 1 mark for each correct answer

- ½ mark for identification of the error
- ½ mark for the writing of the correction

**Editing is incomplete if either aspect (identification or rectification) is missing.**

#### 4. PASSAGE COMPLETION - REPORTED SPEECH 1\*2

Read the conversation between a teacher and student and complete the passage that follows.

**Biology Teacher:** I instructed you to draw the diagram of bacteria. Why did you submit a blank sheet?

**Sameer:** Sir, I had drawn the diagram of bacteria, but you can't see it because it is not visible to the naked eye.

The biology teacher had instructed Sameer to draw the diagram of bacteria and asked him (a) ..... a blank sheet. Sameer respectfully answered (b) that he had drawn the diagram but .....to the naked eye.

<b>ANSWER</b>	<b>GUIDANCE</b>
(a) why he had submitted	Award 1 + 1 mark for each correct answer. <b>NO partial credit.</b>

(b) he/ the teacher couldn't see it because it is not visible	<table border="0"> <tr> <td style="text-align: center;"><b>Direct speech</b></td> <td style="text-align: center;"><b>Indirect speech</b></td> </tr> <tr> <td>(a) simple past tense →</td> <td>Past perfect tense</td> </tr> <tr> <td>(b) Past perfect tense →</td> <td>No change</td> </tr> <tr> <td>(c) fact/ universal truth →</td> <td>No change</td> </tr> </table>	<b>Direct speech</b>	<b>Indirect speech</b>	(a) simple past tense →	Past perfect tense	(b) Past perfect tense →	No change	(c) fact/ universal truth →	No change
<b>Direct speech</b>	<b>Indirect speech</b>								
(a) simple past tense →	Past perfect tense								
(b) Past perfect tense →	No change								
(c) fact/ universal truth →	No change								

### SECTION C -LITERATURE (20 MARKS)

<b>5. SHORT QUESTIONS 2*6 = 12</b>	
<b>(ANY 6 OF 7)</b>	
<p><b>Objective:</b> This section evaluates the questions based on texts to assess interpretation, inference, extrapolation beyond the text and across the texts.</p> <ul style="list-style-type: none"> <li>➤ Content -1 mark <ul style="list-style-type: none"> <li>• Value points based on Q asked.</li> </ul> </li> <li>➤ Expression- 1 mark <ul style="list-style-type: none"> <li>• Answer organised effectively/ logically (instead of a careless group of sentences strung loosely together)</li> <li>• Use of required functional language/ expressions</li> </ul> </li> <li>➤ No marks deducted for exceeding word limit</li> </ul>	
<p><b>i. What is the significance of the Buddha's request for a handful of mustard seeds and the addition of a condition to it? <span style="float: right;">(2 marks)</span></b></p>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ mustard seeds easy to procure/ available in every household she knocked at</li> <li>▪ added condition – must be procured from a house where no one had lost a child, husband, parent or friend</li> <li>▪ made Kisa Gotami realize the universal nature of death</li> </ul>	<p>The question indicates that the examiner is familiar with the Buddha's request and hence that requires no elaboration.</p> <p>The question requires an answer to: Why - mustard seeds with an added condition? What did the Buddha want Kisa Gotami to realize?</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the two strands. Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc.</li> </ul> <p><b>½ mark when either aspect is missing</b></p>

	Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).
ii. Justify how 'Animals' by Walt Whitman is a criticism of mankind and its ways. (2 marks)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ human beings seem to have dropped/ shed their values/virtues/attributes</li> <li>▪ human society blemished by ego, hypocrisy, hatred, materialism, fake display</li> <li>▪ profusion of complaints, race for greed and lack of contentment</li> <li>▪ the poet wishes to leave the human world and join animals as he finds them better than humans (a testimony)</li> </ul>	<p>The question indicates that the examiner knows that the poet appreciates the animals for the display of virtues and hence that requires no elaboration.</p> <p>The question requires an explanation of criticism of mankind and evidence to justify the same.</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the two strands-criticism &amp; evidence Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b> ✓ Answer organised effectively ✓ usage of words supporting explanation &amp; justification (that's why, because, therefore etc.) <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
iii. Comment on the tone of the speaker when she says 'Will you please look at me when I'm speaking to you, Amanda!'. (2 marks)	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<p>Tone</p> <ul style="list-style-type: none"> <li>▪ exasperated</li> <li>▪ irritated</li> <li>▪ frustrated</li> <li>▪ annoyed</li> </ul> <p>Or words with similar meanings</p> <p>Illustration- Exclamation mark, suggestive of the inherent emotion</p>	<p>The question indicates that the examiner knows that Amanda is being questioned and she chooses not to respond and hence that requires no elaboration.</p> <p>The question needs an answer to the tone of the speaker for the line mentioned in the question.</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the identification of the tone, supported by reference to the supporting evidence. Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b></p>

	<p><b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ usage of words supporting illustration (as supported by, as illustrated by, as can be seen from etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
<p><b>iv.</b> A ballad includes the telling of a tale as well as a surprise ending. Using evidence from the poem, explain how these features are included in 'The Tale of Custard the Dragon'. (2 marks)</p>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ Tale: The poem tells the story of Custard, the dragon (setting, characters, rising action, climax, resolution).</li> <li>▪ portrays his life with Belinda and the other pets where he is considered a coward</li> <li>▪ Surprise ending: The end of the poem shows how Custard rose to the occasion; gobbled the pirate and proved his bravery.</li> </ul>	<p>The question indicates that the examiner knows the elements of a ballad and that the poem has a few and hence that requires no elaboration.</p> <p>The question needs an answer identifying the features that match to the listed aspects of a ballad</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the two strands (Tale and Surprise ending). Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ usage of words linking ballad to evidence from the poem (similarly, just as etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
<p><b>v.</b> Which two issues about himself convinced Lomov of his decision to get married? (2 marks)</p>	
<b>VALUE POINTS</b>	<b>GUIDANCE</b>
<ul style="list-style-type: none"> <li>▪ He is expected to marry and cannot stay unmarried</li> <li>▪ He ought to lead a quiet, settled and regular life at his age('critical age'/ thirty-five).</li> <li>▪ He needs a partner as he suffers from palpitations and is always getting upset.</li> </ul>	<p>The question needs an answer to the points he thought about himself. Those favouring Natalaya are not relevant here.</p> <p><b>Content -</b> Award <b>1 mark</b> for any 2 relevant points Award <b>½ mark</b> for any one point</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> </ul>

	<ul style="list-style-type: none"> <li>✓ usage of words for listing/ order (primarily/ To begin with/ apart from this/ In addition to this/ Also/ secondly etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
<p><b>vi. Briefly state how Matilda invited 'a dreadful life of necessity' into her family. (2 marks)</b></p>	
VALUE POINTS	GUIDANCE
<ul style="list-style-type: none"> <li>▪ Matilda's extreme self-indulgence--dreams of a luxurious life, riches and jewellery</li> <li>▪ Doesn't pay heed to the advice of wearing natural flowers-- borrows the necklace-- loses it</li> <li>▪ In paying for the necklace invited a horrible life of necessity and deprivation/ a life that resulted in a hand-to-mouth existence OR any other <b>relevant</b> point</li> </ul>	<p>The question does not require the summary of the story but needs an answer only with relevant reference to Matilda's extreme self-indulgence and loss of the necklace.</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the two strands Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ usage of words for elaboration and cause-effect</li> <li>✓ <b>½ mark when either aspect is missing</b></li> </ul> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
<p><b>vii. The hack driver successfully trapped the narrator in his web of words. Comment. (2 marks)</b></p>	
VALUE POINTS	GUIDANCE
<ul style="list-style-type: none"> <li>▪ Hack driver – a conversationalist, cheerful, friendly, open</li> <li>▪ befriends the narrator who trusts him for everything he says and does</li> <li>▪ asks the narrator to stay behind, himself makes inquiries, offers home-made lunch, mints money</li> <li>▪ befools and outwits the narrator in the guise of help</li> </ul>	<p>The answer needs to showcase the hack driver's clever and crafty words with evidence of the narrator being conned/tricked</p> <p><b>Content -</b> Award <b>1 mark</b> for full explanation of the two strands Award <b>½ mark</b> for partial explanation.</p> <p><b>Expression –</b> <b>1 mark when both aspects included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ usage of words for description and substantiation</li> <li>✓ <b>½ mark when either aspect is missing</b></li> </ul>

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

**7. LONG QUESTIONS 4\*2**

**ANY 2 OF 3**

**GUIDANCE – Content 2 marks; Expression & Accuracy 2 marks**

**Note-**

- ✓ 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.

<b>DESCRIPTORS FOR CONTENT</b>	<b>MARK</b>
<ul style="list-style-type: none"> <li>• Sustained, clear, well-developed personal response to the task</li> <li>• Well-developed and justified arguments/evidence for the characters</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Largely, a reasonably well-developed personal response to the task</li> <li>• Clear justification with arguments/evidence for the characters</li> </ul>	<b>1 ½</b>
<ul style="list-style-type: none"> <li>• Fairly competent personal response to the task</li> <li>• Clear justification with restricted arguments/evidence for the characters</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• Limited awareness of the task</li> <li>• Limited justification or relevant arguments/evidence for the characters</li> </ul>	<b>½</b>
<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> <li>• Spelling, punctuation and grammar are almost always accurate</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> <li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors but does not impede communication</li> </ul>	<b>1 ½</b>
<ul style="list-style-type: none"> <li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> <li>• Spelling, punctuation and grammar fairly accurate, with occasional minor errors but does not impede communication</li> </ul>	<b>1</b>

	<ul style="list-style-type: none"> <li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited expected/ topical vocabulary as per question asked</li> <li>• A lot of errors in spelling, punctuation and grammar that impede communication.</li> </ul>	½	
<p>i. Parents play a crucial role in the upbringing of their children. Critically examine the parents of Bholi and Ebright, highlighting their impact on their children’s lives. (4 marks)</p>			
<p><b>VALUE POINTS</b></p>			
<p><b>Students may draw upon the following:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Introductory sentence:</b> <ul style="list-style-type: none"> <li>✓ crucial and indelible role played by parents</li> <li>✓ parents influence their children both implicitly (indirectly) and explicitly (directly)</li> <li>✓ are role models, first teachers, friends, companions, guides</li> </ul> </li> <li>▪ <b>Critical examination (any 3-4)</b> <ul style="list-style-type: none"> <li>✓ Richard H. Ebright’s mother- loving, caring, understanding, a friend, a companion</li> <li>✓ filled the vacuum in Ebright’s life in his father’s absence</li> <li>✓ invested time and energy in his upbringing which made him see heights of success</li> <li>✓ Bholi’s parents – uncaring, indifferent, biased, insensitive, had a patriarchal mindset</li> <li>✓ traditional outlook- did not believe in the education of girls, totally indifferent to Bholi and her needs, neglected her</li> <li>✓ did not bother to groom her (oil her hair, give her good clothes to wear)</li> <li>✓ sent her to school not to educate her but to save their own face</li> <li>✓ despite their prosperity, they left Bholi to her own misery, worst was when they decided to marry her off to Bishamber</li> </ul> <p>(Accept any other <b>relevant</b> content point that lends itself to critical examination)</p> </li> <li>▪ <b>Concluding thought:</b> <ul style="list-style-type: none"> <li>✓ The contribution and companionship of parents cannot be denied. Love, care, and guidance from parents makes a difference, sculpts children and shapes their future.</li> </ul> </li> </ul>			
<p>ii. Pranjol and Rajvir discuss their next vacation destination. They shortlist Coorg and Goa. Rajvir is keen on Coorg and tries to convince Pranjol. Develop a conversation between the two, based on your understanding of <i>Glimpses of India</i>. (4 marks)</p>			
<p><b>Specimen answer to assist content points</b></p>			
<p><b>Rajvir:</b> Hey Pranjol! I think we should be visiting Coorg. It is a beautiful place with coffee plantations. I can smell the aroma already!</p> <p><b>Pranjol:</b> I gave you the opportunity to explore a tea plantation last year, in Assam; I want to...</p> <p><b>Rajvir:</b> There is a lot more to do in Coorg than smelling the coffee! The place has rainforests, so the megafauna will be worth watching. Not just this, Coorg provides opportunities to indulge in adventure sports like river rafting, rappelling, mountain biking, to name a few.</p>			



**Pranjol:** That sounds interesting, but I would prefer some serene moments too, away from this post-pandemic hustle-bustle.

**Rajvir:** Oh! The answer is Coorg again!

**Pranjol:** Oh, come on! You can't be serious...

**Rajvir:** Believe me, I am. Coorg is the place. It has beautiful natural walking trails and the Brahmagiri hills offer a panoramic view. I read that the place has the largest Tibetan settlement, so the environment will reflect peace and spirituality, I'm sure.

**Pranjol:** Have to say, you've presented a fine case in favour of Coorg and convinced me. Let's plan to leave for Coorg next Wednesday!

- The dialogues should be based on understanding of the chapter. There should be arguments from Pranjol showing he requires more to get convinced. Rajvir, being an explorer must be able to give an interesting account about Coorg to convince Pranjol. The persuasive element using examples from text descriptions need to be showcased.

Apart from the above the following could be added:

- Coorg is culturally rich, the people there are brave and their hospitality is great.
- Some people in Coorg are the only ones allowed to keep firearms without license. It will be fun meeting such bravehearts.
- Rainforests can be visited for flora and fauna.
- There flows the river Kaveri and sitting by the river could be peaceful.

iii. Farce is a kind of comedy in which the situations and dialogues are ridiculous, exaggerated and even absurd. Evaluate the play 'The Proposal' as a farce. (4 marks)

#### VALUE POINTS

➤ **Introductory sentence:**

- farcical characters, their ridiculous and odd behaviour, unlikely and exaggerated situations (profuse in the play)

➤ **Evaluation: (any 3-4)**

- humor in the play, improbable situations, childish behavior of the characters (making a mountain out of a molehill), arguments and quarrels
- hurling of accusations and insults without a second thought
- resolving the differences and fighting again over another topic
- Lomov's nerve problems and other ailments
- Chubukov's theatrical statements
- Natalaya's impulsive and belligerent remarks

(Any other **relevant** evidence)

➤ **Concluding Statement:**

- the manner in which the final proposal is made amidst all the chaos, makes the play a farce