

MARKING SCHEME
ENGLISH LANGUAGE AND LITERATURE

SECTION A

(Reading)

(20 marks)

Note:

- (i) **The Reading Section focuses on testing a candidate's ability to comprehend.**
- (ii) **Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.**

1.

Guidance

- **1 mark for correct answer**
- **No partial credit**

Value Points:

- (i) (a) – Floods have led to much greater damage than in the past
- (ii) (b) – speculative
- (iii) Reason – climate change / change of pattern of precipitation/ greater precipitation will take place in a much shorter period of unit.
(accept a sentence also)
- (iv) Forecasting helps alert the public and mobilise various official agencies
- (v) True
- (vi) As they are helpless settlers / closest to the rivers on the banks
- (vii) Reluctant to move away/ lack the means and physical options of moving away /
shortage of time (any two) $\frac{1}{2} + \frac{1}{2}$
- (viii) (a) – flash floods
- (ix) Heavy rain can spill over the banks of tributaries leading to floods, particularly
in mountain region
- (x) (a) only I.

2. Value Points:

- (i) Drinkable water sources are finite (**since the answer of the question is not given in the passage, any relevant answer is acceptable. One mark to be awarded to all who attempts**).
- (ii) (b) – pollution
- (ii) natural
- (iv) (a) the ecosystem
- (v) (a) septic tank
- (b) pesticide
- (c) Water storage tanks.
- (d) household waste

(any two)

Or

For the visually impaired candidates

- (v) (b) underground water, water parks, swimming etc. (Accept any other suitable answer). (If the child states only and does not describe, it is also acceptable)
- (vi) (b) water conservation and reducing plastic waste
- (vii) Cause/reason
- (viii) release of / putting into subsurface ground water/ lakes / estuaries / oceans; the substances such as chemicals / trash/ micro-organisms
- (ix) religious offerings
- (x) accept any option(**as all the options are correct. One mark to be awarded for all who attempt.**)

SECTION B

(Grammar and Creative Writing Skills) 20 Marks

- Award 1 mark for complete answer
- No partial credit

2/5/2

3. Value points:

- 1 (b) took up
- 2 (in affirmative) that he was not sure which direction to take
- 3 (c) will
- 4 (b) stand stands
- 5 (b) ran into
- 6 appealed / appeals
- 7 That he wanted to see the art and craft exhibition

- 8 had run - error ran – Correction

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

- 9 Sant asked Radhika what she had learned /learnt from the visit to the museum.
- 10 has been living
- 11 (b) that the actor had done a marvellous job
- 12 (c) – for

4. Creative Writing Skill Letter 5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
Format Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted - <i>Yours truly</i> —editor & <i>Yours sincerely</i> - formal /business)			
FORMAT – 1 mark NOTE - full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing. If there is no content in a letter, no marks are to be awarded for format.			
NOTE FOR GIVEN DESCRIPTORS--- Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .			
CONTENT – 2 marks			
Value Points The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task. 2 marks ✓ All points included ✓ Well-developed with sustained clarity 1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed			

2/5/2

1 mark ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response ½ mark ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development
ORGANISATION OF IDEAS -1 mark
1 mark-- Consistent to frequent display of the listed parameters. • Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending • Carefully structured content with organised paragraphing presented cohesively. • Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively. ½ mark – Limited display of listed parameters. • Inconsistent style, expression sometimes awkward, layout barely accurate. • Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. • Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication. ½ mark • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. No credit • Frequent errors in spelling, punctuation and grammar, impeding communication.

5. **Part II**

ANALYTICAL PARAGRAPH WRITING

5

ANALYTICAL PARAGRAPH WRITING
Content -2 Organisation of ideas -2 Accuracy 1
NOTE FOR GIVEN DESCRIPTORS--- Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .
CONTENT – 2 marks
2 marks ✓ All points included ✓ Well-developed with sustained clarity 1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed 1 mark

2/5/2

✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response ½ mark ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development
ORGANISATION OF IDEAS -2 marks
2 marks • Highly effective style capable of conveying the ideas convincingly • Carefully structured content with an organised single paragraph, presented cohesively. • Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.
1 ½ marks • Frequent clarity of expression most of the times. • Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas. • Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.
1 mark • Inconsistent style, expression sometimes awkward. • Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion. • Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.
½ mark • Expression unclear. • Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas. • Very limited vocabulary or copying from the question.
ACCURACY-1 mark
1 mark ❓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.
½ mark ❓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit ❓ Frequent errors in spelling, punctuation and grammar, impeding communication.

Section C

(Literature)

40 marks

6.

- Award 1 mark for complete answer
- No partial credit

2/5/2

A Value Points:

- (i) (a) all humanity would be proud of
- (ii) (d) hosting the nations of the world on their soil
- (iii) (b) achievement / (a) gratitude
- (iv) False
- (v) (c) conference

B Value Points:

- (i) (d) Martians on Earth
- (ii) probe
- (iii) (d) Think Tank
- (iv) invade Earth / communicate with the Martians on Earth
- (v) ruler / Commander-in-Chief / leader

7.

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

A Value points:

- (i) (c) boy's grief over the loss of ball
- (ii) False
- (iii) emphasize what the boy will do / show the helplessness of the boy
- (iv) (b) futile
- (v) (c) despair

B Value points:

- (i) underneath
- (ii) (c) brave as a lion
- (iii) (a) emphasis
- (iv) the nose is compared to a chimney as it breathes out smoke like a chimney
- (v) False

2/5/2

8. Answer any *four* of the following.

4×3=12

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression: 1 mark if answer organised effectively

Deduct ½ mark if more than 3 grammatical / spelling mistakes

(a) **Value Points:**

- parents scolded him / made him jealous by praising the siblings
- threatened him to starve on the ledge
- Mother seagull conceived a plan, she took a piece of fish and flew up to ledge

(any 2)

(b) **Value Points:**

- Pranjol was born and brought up in Assam
- Nothing new for him
- He had seen many tea gardens
- Rajvir had never seen a tea garden before

(any 2)

(c) **Value Points:**

What stopped Valli

- Valli did not have money / Conductor offered her cold drink free / Valli refused

What do we learn from Valli

- Valli had self-will and pride / intelligent not to go to an unknown place

(d) **Value Points:**

- The tiger enjoys full freedom

2/5/2

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

(e) **Value Points:**

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

9. Answer any *two* of the following:

Guidance:

Content: Award 2 marks for complete answer

Award 1 mark for partial answer

Expression: 1 mark if answer organised effectively

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

(a) **Value Points:**

- Max was a secret agent and rival of Ausable
- He was slender little less than tall
- He appeared crafty
- There was nothing menacing about him except his pistol

(b) **Value Points:**

Honour among thieves means

- Thieves don't cheat each other / usually loyal to each other (1 mark)

Horace got angry because

- The lady thief cheated him was not honest
- Horace had a good reputation
- The lady outsmarted him
- She stole everything

(any one -1 mark)

(c) **Value Points:**

2/5/2

- The greedy man showed fear
- The rich man showed anger
- Poor man showed acceptance
- He had made a study of men's faces when they lost their goods

10. Answer any *one* of the following in about 100-120 words.

6

Content 3

Expression 2

Accuracy 1

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

Descriptors for Content (with reference to value points) – 3 marks

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

Descriptors for Expression (Coherence and Cohesion) – 2 marks

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning

2/5/2

- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ typical vocabulary as per question asked

Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

A Value Points:

(a)

- Forgiveness is the foundation of cordial relationships
 - Without forgiveness no relationship can flourish and thrive
 - The Proposal is amusing and humorous and gives a twist of meaning to forgiveness
 - Lomov who goes to his neighbour Chubukov's house with marriage proposal gets involved in quarrel
 - Both Lomov and Chubukov fight over a piece of land / Natayla forgives Lomov out of selfish interest
 - Second fight over dogs / ends out of fear of Lomov's death
 - At the end everyone forgives
- (any three)

OR

Value Points:

(b)

- Kisa Gotami went to Buddha
- Find a way by which her dead son can become alive again
- He advised her to get a handful of mustard seeds from the house where no one

2/5/2

had died - unsuccessful

- her realization that suffering is part of life
- She learnt death is inevitable
- Suffering and hardships come in everyone's life

11. Answer any *one* of the following in about 100-120 words.

Content 3

Expression 2

Accuracy 1

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

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2/5/2

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Descriptors for accuracy – 1 mark

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

A Value Points:

(a)

- Education is vital area of women empowerment / giving girls basic education is one way of giving them greater power
- They are able to make genuine choices
- At first Bholi agreed to marry an old man for her father's honour
- Placing her family's interest over hers
- She was educated and could analyze how mean and greedy he was and refused to marry him
- She said she would work and support her family

OR

(b) Value Points:

- Matilda was a young lady who always desired luxurious things
- She was from an average family with limited resources
- She had everything, she married government officer
- Her over ambitiousness made her unhappy
- She borrowed a necklace from her friend and lost it. This brought her ruins and destruction

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