

**MARKING SCHEME**  
**ENGLISH (Language and Literature)**

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**SECTION A**

**(Reading)**

**(20 marks)**

**Note:**

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

**1. Guidance**

- 1 mark for correct answer
- No partial credit

**1. Value Points:**

- (i) (a) New snow or rain
- (ii) when more than a foot of snow falls avalanches can be predicted. It allows them to be on a lookout and take preventive measures
- (iii) any 2 of the following options:  
Earthquake / avalanche / explosions / snowmobiles/ skiers/ gunshots
- (iv) (d) prevent
- (v) (a) People caught in the avalanche can try to swim to the top.
- (vi) (a) gather/disperse

2/1/3

- (vii) (d) Plastic waste
- (viii) in places where massive snow builds up (to trigger smaller avalanches that don't pose too much danger).
- (ix) (a) likely to cause death
- (x) Avalanches

## 2. Guidance

- 1 mark for correct answer
- No partial credit

## 2. Value Points:

- (i) The cost of solving or reducing traffic congestion is enormous.
- (ii) (c) 1 and 2
- (iii) peak
- (iv) the environment
- (v) traffic congestion
- (vi) (d) 1 and 3
- (vii)
  - Higher in 2019
  - Went down in 2020
  - Slight increase in 2021 and further increase in 2022

### **For visually impaired**

- (vii) Proper implementation of corrective measures by citizens
- (viii) Population increase, people find it easier and comfortable to travel by their own vehicles and by road. (award 1 mark for any 1 or a combination of reasons.

2/1/3

- (ix) (b) adverse.
- (x) thought / wondered (any other synonym may be accepted)

**SECTION B**

**20 Marks**

**(Grammar and Creative Writing Skills)**

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

**3. Value Points:**

- (i) broke into
- (ii) that she was looking for a more colourful one
- (iii) (d) will be
- (iv) (b)

Error	Correction
out	for

**No mark to be deducted if the format is not given**

- (v) (b) brought about
- (vi) would
- (vii) that she is curious to learn about the past and our rich heritage
- (viii)

Error	Correction
among	between

**No mark to be deducted if the format is not given**

- (ix) Ramesh asked Rakhi what challenge she had faced on her trek.
- (x) should / must
- (xi) (d) he was going in that direction

2/1/3

(xii) (c)

Error	Correction
Destination	Destinations

**No mark to be deducted if the format is not given**

**4. Creative Writing Skill Letter 5**

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<b>Format</b>			
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)			
<b>FORMAT – 1 mark</b>			
<p><b>NOTE</b> - full credit if all aspects included. Partial credit (<math>\frac{1}{2}</math> mark) if one/two aspects are missing. No credit if more than two aspects are missing.</p> <p>If there is no content in a letter, no marks are to be awarded for format.</p>			
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are to be awarded at <b>a level lower</b> .			
<b>CONTENT – 2 marks</b>			
<b>Value Points</b>			
<p>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</p>			
<b>2 marks</b>			
<ul style="list-style-type: none"> <li>✓ All points included</li> <li>✓ Well-developed with sustained clarity</li> </ul>			
<b>1½ marks</b>			
<ul style="list-style-type: none"> <li>✓ Almost all points incorporated</li> <li>✓ Reasonably well-developed</li> </ul>			
<b>1 mark</b>			
<ul style="list-style-type: none"> <li>✓ Some points incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul>			
<b>½ mark</b>			
<ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>			
<b>ORGANISATION OF</b>			

<b>IDEAS -1 mark</b>	
<b>1 mark-- Consistent to frequent display of the listed parameters.</b>	
<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, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	
<b>½ mark – Limited display of listed parameters.</b>	
<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout barely accurate.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>ACCURACY -1 mark</b>	
<b>1 mark</b>	
<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>	
<b>½ mark</b>	
<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>	
<b>No credit</b>	
<ul style="list-style-type: none"> <li>• Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>	

**5 ANALYTICAL PARAGRAPH WRITING**

**5 marks**

<b>ANALYTICAL PARAGRAPH WRITING</b>		
Content -2	Organisation of ideas -2	Accuracy 1
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at a <b>level lower</b> .		
<b>CONTENT – 2 marks</b>		
<b>2 marks</b>		
<ul style="list-style-type: none"> <li>✓ All points included</li> <li>✓ Well-developed with sustained clarity</li> </ul>		
<b>1½ marks</b>		

<ul style="list-style-type: none"> <li>✓ Almost all points incorporated</li> <li>✓ Reasonably well-developed</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Some points incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>
<b>ORGANISATION OF IDEAS -2 marks</b>
<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly</li> <li>• Carefully structured content with an organised single paragraph, presented cohesively.</li> <li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
<p><b>1 ½ marks</b></p> <ul style="list-style-type: none"> <li>• Frequent clarity of expression most of the times.</li> <li>• Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas.</li> <li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>
<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward.</li> <li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion.</li> <li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
<p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>• Expression unclear.</li> <li>• Poor sequencing of ideas but ideas 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>

**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. Guidance:**

- **One mark for each correct answer**
- **No partial credit**

**Reference to context**

**1×5=5**

**6. (a) Value Points:**

- (i) has everything
- (ii) (d) she craves for a true friend.
- (iii) (c) common everyday things
- (iv) everything
- (v) (b) to do something willingly

**OR**

**(b) Value Points:**

- (i) (c) she was in a state of panic
- (ii) spirits / the scientist (Griffin)
- (iii) furniture (the word 'her' is missing in 2/1/1, no mark to be deducted for lack of a determiner here)
- (iv) (d) 1 and 6

2/1/3

(v) (a) ghosts

**7. Guidance:**

- **One mark for each correct answer**
- **No partial credit**

**7. Reference to context**

**1×5=5**

**(a) Value Points:**

- (i) (a) tears
- (ii) False
- (iii) (d) beginner
- (iv) smiling of the hyena and the crying of the crocodile
- (v) (c) It rhymes and adds humour.

**OR**

**(b) Value Points:**

- (i) stripes of a tiger
- (ii) quiet
- (iii) (d) paws
- (iv) True
- (v) (a) to catch its prey

**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:**

- Pranjol – either read detective stories or listened to Rajvir. Rajvir enjoyed greenery outside and shared his knowledge about tea with Pranjol.
- Pranjol had lived in the tea garden since childhood so he was not very interested – Rajvir found the experience unique and exciting.

(b) **Value Points:**

- Postmaster read
    - i. became serious – impressed with Lencho’s faith in God
    - ii. decided to help him
    - iii. asked for and collected contribution from post office employees – himself – put it in envelope with a letter with God written.
- (any two of these three will be accepted)

(c) **Value Points:**

- Located midway between Mysore and coastal town of Mangalore
    - i. people fiercely independent
    - ii. brave
    - iii. martial traditions
    - iv. very hospitable.
    - v. people of Greek and Arab descend
- (any two of these five will be accepted)

**(d) Value Point:**

**Mustard the dog licked him, Ink the cat, Blink the mouse danced around him in circles**

**(e) Value Point:**

Asks for a handful of mustard seeds from a house where no loved one has ever died.

No – as there was no house in which a loved one had not died.

**9. Answer any two of the following:**

**2 × 3=6**

**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 Point:**

Anil was a kind man/ He wanted to give a second chance to Hari/ Anil knew this will fill Hari's heart with faith in goodness otherwise he would have become a hardened criminal.

**(any two will be accepted)**

**(b) Value Point:**

2/1/3

Believed Ebright to be competitive in a good sense / was hard working / put in extra efforts in everything he did / not interested in Prizes/ good at managing time.

**(any two will be accepted)**

(c) **Value Point:**

- Advised Mrs Pumphrey to give dog less to eat / cut down on sweets / give him plenty of exercise. **(any two will be accepted)**
- Mrs Pumphrey agreed but didn't act on it.

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

2/1/3

- Limited awareness of the task
- Limited justification or relevant arguments/evidence

**Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

**Descriptors for accuracy – 1 mark**

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

(a) **Value Points:**

Valli was discreet, wanted to do the bus ride without her mother's knowledge, planned meticulously – watched the bus, its schedule, listened to people's conversation about their journey – fare – saved – money collected 60 paise. Resisted temptation to spend money (Any other relevant point)

(b) **Value Points:**

Death is common to all – Kisa's only son died – could not accept – asked for help – approached Buddha – asked her to procure handful of mustard seeds – condition – should bring seeds from a house where no one has ever died – could not find any such house – disappointed – watched city lights flickering – realised that death is inevitable. (Any other relevant point)

11. **Answer any one of the following in about 100-120 words. 6 marks**

**Content 3**

**Expression 2**

**Accuracy 1**

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

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

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

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task

2/1/3

- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

**Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

**Descriptors for accuracy – 1 mark**

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

(a) **Value Points:**

Education gave Bholi the confidence to reject the marriage. Importance of education in one's life – the transformation – change in the quality of life. Bholi received encouragement from a teacher – got good education

Bishambar's greed – Bholi's courage – bold step – confidence. (Any other relevant point)

(b) **Value Points:**

Money is responsible for not only bringing happiness but also misery – greed leads to destruction – essential to be satisfied with what one gets – Mrs. Loisel wanted lavish life – borrowed necklace from friend – lost it – Loiseles spent all their savings and 10 years to repay the loan taken to replace the lost necklace – all this because of overambitious nature. (Any other relevant point)