

Roll No.

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

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

## **ENGLISH (Core)**

*Time allowed : 3 hours*

*Maximum Marks : 100*

### **General Instructions :**

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

**1.** Read the passage given below and answer the questions that follow : **12**

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

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

9 There are always alternatives to plastic bags and the search for more alternatives continues. Paper bags are a possible option but they also take their toll on the environment. The use of trees to increase the production of paper products will also have a negative environmental effect.

10 Reusable plastic bags are being introduced to regions that want to outlaw the plastic bags altogether. These are stronger and more durable and can be used for three to five trips to the store. Of course, the reusable cloth bag is fast becoming a favourite among environmental supporters. While thus far no bag is without its issues, these are the bags that are currently recommended for use to help protect environmental concerns.

- |     |       |   |   |
|-----|-------|---|---|
| (a) | (i)   | Why do some people object to the banning of plastic bags ?                        | 1 |
|     | (ii)  | Why is reusing plastic bags not considered practical ?                            | 1 |
|     | (iii) | Why is the disposal of plastic bags considered damaging to the environment ?      | 2 |
|     | (iv)  | How do plastic bags endanger the life of animals in the sea and on land ?         | 2 |
|     | (v)   | What factors discourage recycling of plastic bags ?                               | 2 |
|     | (vi)  | What, according to the writer, is the best possible alternative to plastic bags ? | 1 |
| (b) |       | Find words from the passage which mean the same as the following :                | 3 |
|     | (i)   | remove (para 2)   |   |
|     | (ii)  | choking (para 6)  |   |
|     | (iii) | costly (para 7)   |   |

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

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

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

5

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

3

3. You are Mohan/Mohini, Secretary, Social Activities Club of A.B.C. School, Gokulpuri. The club has decided to launch a cleanliness drive in a slum colony near your school during the Dussehra holidays. Write a notice, in not more than 50 words, informing Class XII students of your school about the drive and urge them to volunteer their names for the programme. Give all the necessary details.

5

**OR**

You are Rameshwaram/Rameshwari, Secretary, Literary Club of A.B.C. School, Vikaspuri. Your schoolmate, Gautam Adhikari, a budding writer, has won the first prize in the State Story Writing Competition. The club has decided to organize a function to felicitate him on his laudable achievement. Write a notice in not more than 50 words, informing all the students of your school about the function and urge them to attend it to make the occasion memorable. Give all the necessary details.

4. You are Anurag/Anjali, a reporter with a national daily. You have heard that a multistorey building near the main railway station has collapsed causing panic in the area. You rush to the site of the accident along with your team. Write a report in 125 – 150 words mentioning the time and place of the accident, number of casualties, the cause of the accident and the rescue operation conducted by the authorities.

10

**OR**

Write a report in 125 – 150 words on the Zonal Cricket Tournament held in the playground of A.B.C. School, Laxmi Nagar last week. Your report should include details such as names of participating teams, exciting, cheerful atmosphere, decorated playground, a large crowd of cheering students and presentation ceremony. You are Gopalan/Gauri, Student Editor of your school magazine.

5. You are Navid/Nafeesa of 10, Nehru Nagar, Ahmedabad. The 60-foot-wide main road in Nehru Nagar Market remains congested throughout the day because of massive encroachments on both sides of the road causing a lot of inconvenience to pedestrians, especially children and women. Write a letter to the editor of a national daily requesting him to highlight the problems faced by the residents, giving concrete suggestions for improving the situation.

10

**OR**

You are Kailash/Kumkum of 92, Govind Dham, Kolkata. You have received a letter from your brother who is staying in the hostel of Shaktimandir Public School, Darjeeling stating that he is being bullied by some senior students who threaten him with severe consequences, if he complains. Write a letter to the hostel warden requesting him to take urgent action.

6. A country needs a dynamic leader to meet the challenges before it and take it ahead on the path of progress. Write an article in 125 – 150 words on “The qualities you would like your leader to have.” You are Mohan/Mohini.

10

**OR**

Adventure Sports are becoming more and more popular among the youth of our country and India is a new destination attracting thousands of sports enthusiasts from all over the world. Write an article in 125 – 150 words on “How to promote Adventure Sports in India.” You are Suhas/Suhasini.



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

... but soon

put that thought away, and

looked out at young

trees sprinting, the merry children spilling

out of their homes, ...

- (a) What thought did the poet drive away from her mind ? 1
- (b) What did she see when she looked out of the car ? 1
- (c) How do you know that the joyful scene didn't help her drive away the painful thought from her mind ? 2

**OR**

And, yet for these

Children, these windows, not his map, their world,

Where all their future's painted with a fog,

- (a) Which map is the poet talking about in the above lines ? 1
- (b) To what do the words, "these windows, their world", refer ? 2
- (c) What sort of future do the slum children have ? 1

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

- (a) To whom does the poet in the poem, “An Elementary School Classroom in a Slum” make an appeal ? What is his appeal ?
- (b) How, according to Neruda, can keeping quiet change our attitude to life ?
- (c) How does Aunt Jennifer express her bitterness and anger against male dominance ?

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

$2 \times 6 = 12$

- (a) What is Mukesh’s dream ? Do you think he will be able to fulfil his dream ? Why ? Why not ?
- (b) Why did the peddler knock on the cottage by the roadside ? How was he treated by the owner of the cottage ?
- (c) Who were sitting on the back benches during M. Hamel’s last lesson ? Why ?
- (d) How are Jansie and Sophie different from each other ?
- (e) Why did the Maharaja decide to get married ?
- (f) Why does Jack insist that it was the wizard that was hit and not the mother ?
- (g) What is common between Zitkala-Sa and Bama ?

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

5

Describe how, according to Louis Fischer, Gandhiji succeeded in his Champaran campaign.

**OR**

What conflicting ideas arise in Dr. Sadao's mind after he has brought the wounded American soldier home ? How is the conflict resolved ?

11. Answer the following question in about 100 words :

5

Most of us do not raise our voice against injustice in our society and tend to remain mute spectators. Anees Jung in her article, "Lost Childhood" vividly highlights the miserable life of street children and bangle makers of Firozabad. She wants us to act. Which qualities does she want the children to develop ?

**(Long Reading Text — "The Hound of the Baskervilles")**

12. Answer the following question in about 125 words :

8

What role does the hound play in creating an atmosphere of awe and mystery in "The Hound of the Baskervilles" ?

13. Answer the following question in about 125 words :

7

What do you know about the background of Stapleton ? Why does he move to Devonshire ?

SENIOR SCHOOL CERTIFICATE EXAMINATION  
JULY 2014  
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

## GENERAL INSTRUCTIONS

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

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

**[FOR THE HEAD EXAMINERS ONLY]**

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

## SUGGESTED VALUE POINTS

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

			<b>Suggested Notes</b>	
			<b>Title:</b> Miserable plight of the untouchables / Outcasts or any other relevant title	
			1 Outcasts faced caste prejud'ce 1.1 weren't allowed to draw water from 1.1.1 village well 1.1.2 nearby brook 1.2 upper caste Hindu's belief they would pollute water 2 Poverty aggrav'td their water woes 2.1 no well for them 2.2 too poor to afford to have a well of their own 2.3 depended on the bounty of caste Hindus 2.4 had to wait long at the well 3 Easy access to water for the rich 3.1 the rich engaged water carriers 3.2 others drew water directly from the well 4 Sohini's travails / condition / plight 4.1 tired 4.2 long queue at the well 4.3 her thirsty brother 4.4 no sight of any caste Hindu passing that way 4.5 resign'd herself to her fate	
(b)	(b)	(b)	<b>Summary</b> The summary should include all the important points given in the notes. <b>Content</b> <b>Expression</b>	2 marks 1 mark
			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>NOTE:</b> The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.	
3	3	3	<b>NOTICE</b>	
			<b>Format</b> The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks
3	3	3	<b>Suggested value points</b> [CLEANLINESS DRIVE]	

			<ul style="list-style-type: none"> <li>– what - cleanliness drive</li> <li>– by whom – social activities club of the school</li> <li>– when - day, date, time (duration)</li> <li>– where - venue</li> <li>– request for participation / giving names</li> <li>– request to class XII students</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>Suggested value points</b> <b>[FELICITATION FUNCTION]</b> <ul style="list-style-type: none"> <li>– occasion – felicitation function</li> <li>– when - day, date, time</li> <li>– where - venue</li> <li>– urging students to attend the function</li> <li>– any other relevant details</li> </ul>	
4	4	4	<b>REPORT WRITING</b>	
			<b>Format</b> 1. title, reporter's name	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
			<b>Suggested value points:</b> (MULTI-STOREY BUILDING COLLAPSES / any other suitable heading) <ul style="list-style-type: none"> <li>– day, date, time, place of the accident</li> <li>– loss of life and property</li> <li>– cause of the accident</li> <li>– rescue operation</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>Suggested value points:</b> (ZONAL CRICKET TOURNAMENT / any other suitable heading) <ul style="list-style-type: none"> <li>– date, time, venue of the event</li> <li>– names of the participating teams</li> <li>– exciting, cheerful atmosphere</li> <li>– name of the winning team</li> <li>– cheering crowd</li> <li>– presentation ceremony</li> <li>– any other relevant detail</li> </ul>	
5	5	5	<b>LETTER WRITING</b> [Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. ]	



			<b>Format</b> 1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.	2 marks
			<b>Content</b>	4 marks
			<b>Expression</b> [4 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2 marks 2 marks
5	–	–	(LETTER TO MUNICIPAL COMMISSIONER) <b>Suggested value points</b> – present condition of the park – causes – remedy – request for action by the horticulture department – any other relevant details	
			OR	
			(INADEQUATE BUS SERVICE) <b>Suggested Value Points</b> – problem – inadequate bus services in your area – inconvenience caused to the public – request for urgent steps in the matter – suggestions – any other relevant details	
–	5	–	(CONGESTED MAIN ROAD) <b>Suggested Value Points</b> – heavy congestion on the main road – causes – encroachment on both sides of the road – illegal parking on the road – inconvenient to road users especially children and women – suggestions / solutions – remove encroachments – separate site for roadside hawkers – create parking space away from markets – strict action by authorities – any other relevant details	
			OR	
			(REQUEST LETTER TO HOSTEL WARDEN) <b>Suggested Value Points</b> – self introduction – stating the problem of brother being bullied by the seniors – request to take urgent action in this matter – any other relevant suggestions	

–	–	5	<b>(RECKLESS DRIVING)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– reckless driving by the youngsters</li> <li>– youngsters' desire for driving fast</li> <li>– increasing number of road accidents</li> <li>– panic and fright among the residents</li> </ul> <p>Action to be taken</p> <ul style="list-style-type: none"> <li>– deployment of traffic police; barricades / heavy fine / impounding vehicles</li> <li>– joint action by parents and traffic police</li> <li>– counselling of the youngsters</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>(PLIGHT OF STREET CHILDREN)</b> <b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– describing the problem – miserable condition of the street children</li> <li>– live in unhealthy surroundings</li> <li>– earn living by picking saleable items from rubbish dumps</li> <li>– exposed to health hazards</li> <li>– abused and exploited by anti-social elements</li> <li>– NGOs, social activists should step forward</li> <li>– motivate parents to send children to school</li> <li>– to provide free meals / free education /monetary help to children / better job opportunities to their parents</li> <li>– any other relevant details</li> </ul>	
6	6	6	<b>ARTICLE WRITING</b>	
			<b>Format:</b> (Title and writer's name)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> [5 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	2½ marks 2½ marks
6	–	–	<b>Suggested Value Points</b> <b>(PROMOTE TOURISM IN THE COUNTRY)</b> <ul style="list-style-type: none"> <li>– great geographical and cultural diversity</li> <li>– inability to attract tourist</li> <li>– how to promote tourism in the county</li> <li>– role of govt. and private agencies</li> <li>– any other relevant details</li> </ul>	
			OR	
			<b>Suggested Value Points</b> <b>(TRAVELLING IN AN OVERCROWDED BUS)</b> <ul style="list-style-type: none"> <li>– travelling in an overcrowded bus – upsetting experience</li> <li>– condition of the passengers – pushing and shoving, suffocation, angry faces, rumpled clothes</li> </ul>	

			<ul style="list-style-type: none"> <li>– exchange of angry words</li> <li>– feeling of relief after getting off</li> <li>– any other relevant details</li> </ul>	
–	6	–	<p><b>Suggested Value Points</b> (THE QUALITIES YOU WOULD LIKE IN YOUR LEADER TO HAVE)</p> <ul style="list-style-type: none"> <li>– visionary, nationalist, patriot</li> <li>– morally upright</li> <li>– dynamic – efficient, decisive, bold</li> <li>– secular – committed to welfare of all sections of society</li> <li>– clear vision</li> <li>– incorruptible</li> <li>– humble, persuasive</li> <li>– sensitive to the hopes and aspirations of people</li> <li>– any other relevant details (Credit may also be given for other aspects of leadership discussed by students; these should be relevant to nation building.)</li> </ul> <p>(any four)</p>	
			OR	
			<p><b>Suggested Value Points</b> (HOW TO PROMOTE ADVENTURE SPORTS IN INDIA)</p> <ul style="list-style-type: none"> <li>– increasing interest in adventure sports</li> <li>– India becoming a new destination for these games</li> <li>– visitors from foreign countries</li> <li>– rock climbing, trekking, river rafting, etc.</li> <li>– exhilarating experience – stress buster</li> <li>– brings optimism</li> <li>– prepares one to face life in a better way</li> <li>– any other relevant details</li> </ul> <p>(any four)</p>	
–	–	6	<p><b>Suggested Value Points</b> (NEED FOR COUNSELLING BEFORE BOARD EXAMS)</p> <ul style="list-style-type: none"> <li>– stress due to               <ul style="list-style-type: none"> <li>- high parental expectations</li> <li>- peer pressure</li> <li>- fear of failure</li> <li>- worries about future</li> </ul> </li> <li>– lose appetite and sleep</li> <li>– give up recreational activities</li> </ul> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>– teaching stress busting techniques – yoga, long walks, music, hobbies etc.</li> <li>– teaching / cultivating healthy attitude – being realistic; worrying does not help</li> <li>– any other relevant details</li> </ul> <p>(any four)</p>	

			OR	
			<b>Suggested Value Points</b> <b>(ADVANTAGES OF A POSITIVE ATTITUDE)</b> <ul style="list-style-type: none"> <li>– positive attitude brings health, happiness and success</li> <li>– energises physically and mentally</li> <li>– raises confidence level; encourages one to take bold decisions</li> <li>– helps develop ability to cope with difficult situations</li> <li>– inspires confidence in others</li> <li>– you get more respect from friends and relatives</li> <li>– promotes overall ‘feel good factor’</li> <li>– any other relevant details</li> </ul> <p>(any four)</p>	
			<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b> <b>NOTE:</b> The objective of the section on Literature is to test a candidate’s ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.	
7	7	7	[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.] <b>Value points:</b>	
(a)	(a)	(a)	– the thought of her mother’s impending death / losing her mother	1 mark
(b)	(b)	(b)	– sprinting trees, happy children coming out of their homes to enjoy themselves	1 mark
(c)	(c)	(c)	– she looked again at her mother’s face and experienced the old familiar ache (the fear of losing her mother, she turned her gaze again to her mother’s pale wan face; the thought of her impending death came to her mind again	2 marks
			OR	
(a)	(a)	(a)	– map of the world displayed on the classroom wall	1 mark
(b)	(b)	(b)	– these windows – windows of the classroom in the slum – their world – world of slum (pathetic living conditions)	2 marks
(c)	(c)	(c)	– dark / bleak / hopeless / cheerless / no hope / uncertain	1 mark
8	8	8	<b>Short answer type questions (Poetry)</b> Distribution of marks: <b>Content:</b>	1 mark
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark

			<b>Value points:</b>	
(a)	(a)	(a)	– governor, inspector and visitors; to come to the rescue of the slum children appeals to take them out of the slum and show them the outside world / save them from their miserable condition	2 marks
(b)	(b)	(b)	– silence will give us time to think, to introspect, evaluate our actions and act more responsibly	2 marks
(c)	(c)	(c)	– through her art / by knitting tigers on the panel which symbolise freedom, strength and chivalry	2 marks
9	9	9	Short answer type questions ( <b>Prose</b> )  Distribution of marks: <b>Content:</b>	1 mark
			<b>Expression</b> (deduct ½ a mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	
(a)	–	–	– repeated floods swept away their fields and homes leaving them on the verge of starvation; came to India for better living conditions / livelihood opportunities	2 marks
–	(a)	–	– to become motor mechanic; yes, he has a strong determination; wants to improve his living condition	2 marks
–	–	(a)	– study of French language prohibited; German made mandatory in all schools in Alsace and Lorraine /unexpected development	2 marks
(b)	–	–	– “Vive La France!”; long live France	2 marks
–	(b)	–	– to ask for shelter for the night; the Crofter treated him kindly; offered him shelter in his cottage; gave him food; also played cards with him and smoked tobacco	2 marks
–	–	(b)	– YMCA pool was safe – only two or three feet deep at the shallow end, nine feet deep at the other end, the drop was gradual – close to his residence	2 marks
(c)	–	–	– his experience at the beach in California when he was a kid; waves knocked him down and swept over him; when a big boy pushed him into YMCA pool	2 marks
–	(c)	–	– the village people – Old Hauser, the former Mayor, the former postmaster and several others why – thanking the teacher for his forty years of faithful service – showing their respect for the country that was theirs no more	2 marks
–	–	(c)	– a famous young Irish football player; played for the Limited / family was fond of watching football matches / hero worship by the adolescent girl	2 marks

(d)	–	(d)	– world full of temptations like a rattrap – offered riches and joys, shelter and food, heat and clothing; when someone was tempted to touch them it would close in on him and then everything came to an end	2 marks
–	(d)	–	– Jansie is practical, down to earth – Sophie – a dreamer; has high dreams; fantasizes	2 marks
(e)	–	–	– ordered fifty diamond rings from a jeweller in Calcutta and sent them to the British official's wife / by bribing the British officer's wife	2 marks
–	(e)	–	– wanted to fulfil his vow of killing one hundred tigers – had succeeded in killing only 70 when tigers became extinct in Pratibandapuram – wanted to get married to a girl from a royal family of a kingdom with a large tiger population	2 marks
–	–	(e)	– Evans was considered a pleasant sort of chap by the prison authorities – was good at imitations – congenital kleptomaniac – wanted to sit for examination to use the opportunity to escape from the prison – was known as 'Evans the Break' because he had escaped from the prison thrice (any two)	2 marks
(f)	–	–	– Jo wants the wizard to refuse to change the skunk's smell / to hit mommy on her head / a happy ending of the story / Roger skunk enjoying the smell of the rose and being acceptable as a friend to all other animals	2 marks
–	(f)	–	– wanted to teach a moral lesson to his daughter that parents are always right / parents know what is best for their children	2 marks
–	–	(f)	– Lamb helps Derek overcome his sense of inferiority – advises him not to pay too much attention to what others thought about him; to open up his heart to let love enter / to celebrate life and its wonders – brings about a positive change in Derek's attitude – Mr Lamb got the company of Derek to enjoy more often	2 marks
(g)	(g)	–	– both women came from marginalised communities, victims of discrimination, protested against injustice, scarred by social injustice in early childhood, both became writers and used their education to fight against discrimination and injustice	2 marks
–	–	(g)	– tiger population in his kingdom faces extinction – wanted to marry a princess whose father's estate had a large tiger population	2 marks
			Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may	

			be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]	
10	10	10	Distribution of marks: <b>Content</b>	3 marks
			<b>Expression</b> [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value points:</b>	1 mark 1 mark
			<ul style="list-style-type: none"> <li>– Gandhiji's campaign to provide justice to the sharecroppers of Champaran</li> <li>– got unstinted support of the common man, his followers and other leaders</li> <li>– moral courage to fight injustice</li> <li>– leadership qualities</li> <li>– organisational abilities</li> <li>– thorough investigation of the problems</li> <li>– rational arguments</li> <li>– charismatic personality</li> </ul> <p>(any three)</p>	
			OR	
			<ul style="list-style-type: none"> <li>– Dr Sadao's dilemma – whether to save the wounded enemy or hand him over to the authorities</li> <li>– fulfils his duty as a doctor by saving the patient and his duty as a patriot by informing the General about the enemy soldier</li> <li>– the General forgets his promise to have the enemy assassinated</li> <li>– Dr Sadao helps the white man escape to safety</li> </ul> <p>(any three)</p>	
11	11	11	Distribution of marks: <b>Content:</b>	3 marks
			<b>Expression</b> [2 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value Points:</b>	1 mark 1 mark
			Value based question <ul style="list-style-type: none"> <li>– compassion for the oppressed</li> <li>– will to fight against injustice</li> <li>– courage – raise our voice for the underprivileged</li> <li>– work for social and economic changes</li> </ul> <p>(any three)</p>	
			Q12 & Q 13 – <b>Long Reading Text – The Hound of Baskervilles</b>  [NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]	

12	12	12	Distribution of marks: <b>Content:</b>	5 marks
			<b>Expression</b> (3 marks) grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style <b>Value Points:</b>	1½ marks 1½ marks
			<p>Ferocious / supernatural look</p> <ul style="list-style-type: none"> <li>– enormous coal black hound, fire burnt from its open mouth, eyes glowed with a smouldering glare, its muzzle and hackles (fur) and dew lap (mouth) were outlined in flickering flame</li> </ul> <p>The Myth</p> <ul style="list-style-type: none"> <li>– people remembered the legend of Hugo Baskerville</li> <li>– had seen the hound moving on the moor</li> <li>– had heard loud, growling, frightening sound</li> <li>– how Sir Charles was killed</li> <li>– how Seldon was killed</li> <li>– how Sir Henry was attacked by the hound</li> </ul> <p>The hound was a part of Stapletons's evil design to eliminate Sir Charles and Sir Henry in order to claim the Baskerville property (any other relevant details from the novel)</p>	
13	13	13	Distribution of marks: <b>Content:</b>	4 marks
			<b>Expression</b> [3 marks] grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style (deduct ½ a mark for two or more grammatical/spelling mistakes)	1½ marks 1½ marks
			<b>Value points:</b>	
			<ul style="list-style-type: none"> <li>– son of Rodger Baskerville</li> <li>– married Garcia of Costa Rica</li> <li>– a vicious greedy man</li> <li>– criminal past; stole large sums of public money</li> <li>– changed his name and fled to Yorkshire</li> <li>– tried to run a school; failed</li> <li>– changed his name to Stapleton and moved to Devonshire</li> <li>– move to Devonshire planned to do away with Charles and Henry Baskerville and inherit the Baskerville fortune</li> <li>– any other relevant details</li> </ul>	