

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 carefully and answer the questions that follow : **12**

1 Too many parents these days can't say no. As a result, they find themselves raising children who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important: values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher — and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future: when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have a distorted sense of entitlement that gets in the way of success in the workplace and in relationships.

2 Psychologists say that parents who overindulge their kids set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this Generation Excess were born in the late 1980s, just as PCs and video games were making their assault on the family room.

They think of MP3 players and flat-screen TVs as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

3 Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and '70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it's tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love won't spoil a child. Too few limits will.

4 What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure.

Older children learn self-control by watching how others, especially their parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

(a) Answer the following :

- (i) What values do parents and teachers want children to learn ? 2
- (ii) What are the results of giving the children too much too soon ? 2
- (iii) Why do today's children want more ? 1
- (iv) What is the balance which the parents need to have in today's world ? 2
- (v) What is the necessity to set limits for children ? 2

(b) Pick out words from the passage that mean the same as the following : 3

- (i) a feeling of satisfaction (para 1)
- (ii) valuable (para 3)
- (iii) important (para 4)

- 1 I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.
  
- 2 Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that ‘the enemy’ wouldn’t discover me.
  
- 3 Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home — that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to

be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.

4 Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear 'the right clothes' and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.

5 One of the processes of evolving from a child to an adult is being able to recognize and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

(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) Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. 3

3. You were very upset about the reports on communal riots in various parts of the country. As a concerned social worker, design a poster in not more than 50 words, highlighting the importance of communal harmony. You are Vinay/Vineeta.

5

**OR**

The literary club of your school is putting up the play 'Waiting for Godot'. As secretary of the club, draft an invitation inviting the famous writer Sudeesh Gupta to be the guest of honour at the function. Write the invitation in not more than 50 words. You are Govind/Gauri.

4. Last week the newly built auditorium of your school was inaugurated. As Deepak/Deepti Saha, the head boy/girl of the school, write a factual description of the auditorium in 125 – 150 words.

10

**OR**

You had attended a workshop on personality development for students. Many eminent personalities had been present. Write a report in 125 – 150 words on how the workshop proved to be beneficial. You are Rajesh/Rajshree.

5. You are Anand/Arti of 14, Model Town, Delhi. You have seen an advertisement in *The Hindu* for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 125 – 150 words. 10

**OR**

You are Prem/Parul of 16, TT Nagar, Bhopal. You would like to apply for the post of Marketing Manager in a reputed firm in Mumbai. Write a letter to the Public Relations Officer, Chantac Enterprises, Mumbai, applying for the job. Write the letter in 125 – 150 words giving your biodata.

6. Last week as you were coming back from school you happened to see a huge plastic bag full of leftovers of food being flung into the middle of the road from a speeding car. You wondered how people can be so devoid of civic sense. Write an article in 125 – 150 words on why we lack civic sense and how civic sense can be inculcated in children at a very young age. You are Shiva/Shamini. 10

**OR**

You saw a stray dog beaten to death by a group of boys. Their act infuriated you and you scolded them for their cruel act. You decided to write an article on cruelty to animals. Write the article in 125 – 150 words. You are Nikhil/Naina.

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

Spite of despondence, of the inhuman dearth  
 Of noble natures, of the gloomy days,  
 Of all the unhealthy and o'er-darkened ways  
 Made for our searching: yes in spite of all,  
 Some shape of beauty moves away the pall  
 From our dark spirits.

- (a) Name the poem and the poet. 1
- (b) Why are we 'despondent' ? 2
- (c) What removes 'the pall from our dark spirits' ? 1

**OR**

..... And yet, for these  
 Children, these windows, not this map, their world.  
 Where all their future's painted with a fog,  
 A narrow street sealed in with a lead sky  
 Far far from rivers, capes, and stars of words.

- (a) Who are the 'children' referred to here ? 1
- (b) Which is their world ? 1
- (c) How is their life different from that of other children ? 2

8. Answer any **two** of the following in about 30 – 40 words each : 2×2=4
- (a) What was the poet's childhood fear ?
  - (b) What is the sadness the poet refers to in the poem 'Keeping Quiet' ?
  - (c) How are Aunt Jennifer's tigers different from her ?
9. Answer any **six** of the following in about 30 – 40 words each : 6×2=12
- (a) Why did Sophie long for her brother's affection ?
  - (b) Why did Edla plead with her father not to send the vagabond away ?
  - (c) What job did Saheb take up ? Was he happy ?
  - (d) Why were the elders of the village sitting in the classroom ?
  - (e) Why did the Maharaja order the dewan to double the land tax ?
  - (f) Why did Roger Skunk go to see the old owl ?
  - (g) Why was Zitkala-Sa in tears on the first day in the land of apples ?

10. Answer any **one** of the following in 100 – 125 words : 5

Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence ?

**OR**

What was the General's plan to get rid of the American prisoner ? Was it executed ? What traits of the General's character are highlighted in the lesson 'The Enemy' ?

- 11.** Both Derry and Lamb are physically impaired and lonely. It is the responsibility of society to understand and support people with infirmities so that they do not suffer from a sense of alienation. As a responsible citizen, write in about 100 words what you would do to bring about a change in the lives of such people. 5
- 12.** Why did Dr. Mortimer need the service of the detective Sherlock Holmes ?  
Answer in about 125 words. 8
- 13.** Who is Laura Lyons ? What confession did she make to Sherlock Holmes ?  
Answer in about 125 words. 7

SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 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 AWARDED 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

SECTION A: READING				
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.	
(1)	(1)	(1)	– to learn what’s really important i.e. values like hard work, contentment, honesty and compassion / to be contented with what is given to them / to learn how to overcome challenges for becoming a successful adult / to learn how to be of service to others / to understand that life has a meaning beyond one’s own immediate happiness (any one)	2 marks
(2)	(2)	(2)	– they grow up to be adults who have difficulty coping with life’s disappointments / they have distorted sense of entitlement that affects success in the workplace and in relationships / they become more vulnerable to future anxiety and depression (any one)	2 marks
(3)	(3)	(3)	– there is much more to want / new inventions and brands being launched in the markets / parents are giving in to their demands easily / purchasing power of parents has increased / even getting what they want doesn’t satisfy many of them / parent’s inability to say no (any one)	1 mark
(4)	(4)	(4)	– balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals / balance between holding their ground and saying yes to the demands of their children / balance between imposing limits on children’s behaviour and fulfilling their emotional demands / balance between too much love and too few limits (any one)	2 marks
(5)	(5)	(5)	– children feel better and more secure when they live within a secured structure / to help them overcome challenges so that they become successful adults / to teach them that life has meaning beyond one’s own immediate happiness / to teach them the value of self-control (any one)	2 marks
(b)(1)	(b)(1)	(b)(1)	contentment	1 mark
(2)	(2)	(2)	precious	1 mark
(3)	(3)	(3)	essential / critical	1 mark

2	2	2	<p><b>Note</b></p> <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)	<p><b>NOTE MAKING</b></p> <p>Distribution of Marks</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p> <p><b>Title</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p>	<p>1 mark</p> <p>1 mark</p> <p>3 marks</p>
			<p><b>Suggested Notes</b></p> <p><b>NOTE:</b></p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly</p>	
			<p><b>Title:</b> Childhood fears / Fears / Memories of childhood / Evolving from childhood to adulthood / any other relevant title</p>	
			<p>1 Memories of childhood</p> <p>1.1 generally happy &amp; carefree</p> <p>1.2 but always deeply fright'nd</p> <p>2 Fear of darkness</p> <p>2.1 saw</p> <p>2.1.1 clothes hanging</p> <p>2.1.2 curtains moving</p> <p>2.1.3 heard loud noise</p> <p>2.2 felt</p> <p>2.2.1 helpless</p> <p>2.2.2 heart pounded</p> <p>3 Fear of getting lost</p> <p>3.1 while walking home</p> <p>3.2 taking a wrong bus</p> <p>3.3 of being left alone</p>	

			<p>4 Worst fear</p> <p>4.1 of not being accepted</p> <p>4.2 of not looking good</p> <p>4.2.1 tried to wear rt. clothes</p> <p>4.2.2 watched wt.</p> <p>5 Evolving as an adult / Growing up</p> <p>5.1 to recogn<sup>e</sup> and overcome fear</p> <p>5.2 to realise that</p> <p>5.2.1 others will help</p> <p>5.2.2 being friendly &amp; sincere will pay</p> <p>5.2.3 underst<sup>g</sup>ing the childh<sup>d</sup> fears</p>	
(b)	(b)	(b)	<p><b>Summary</b> The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p> <p><b>NOTE:</b> Accept the third form. Also accept the first form provided the format is correct and content is covered properly</p>	<p>2 marks</p> <p>1 mark</p>
			<p align="center"><b>SECTION B: ADVANCED WRITING SKILLS</b></p> <p><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.</p>	
3	3	3	<b>POSTER</b>	
			<b>Content</b>	3 marks
			<b>Expression</b>	2 marks
3	–	–	<p><b>Suggested value points</b> (IMPORTANCE OF COMMUNAL HARMONY)</p> <ul style="list-style-type: none"> <li>– communal harmony for a strong nation</li> <li>– need for communal harmony <ul style="list-style-type: none"> <li>- secular India</li> <li>- strong India</li> <li>- unity in diversity, united we stand, divided we fall</li> </ul> </li> <li>– how to achieve <ul style="list-style-type: none"> <li>- respect all religions</li> <li>- tolerance to all faiths</li> <li>- live and let live</li> </ul> </li> <li>– any other relevant details</li> </ul>	

–	3	–	<b>Suggested value points</b> (NEED TO PREVENT CRUELTY TO ANIMALS) <ul style="list-style-type: none"> <li>– reasons for protection             <ul style="list-style-type: none"> <li>- animals for eco-balance</li> </ul> </li> <li>– how it can be done             <ul style="list-style-type: none"> <li>- join the crusade against cruelty</li> <li>- volunteer to adopt animals</li> <li>- love them, feed them</li> <li>- protect abandoned animals</li> </ul> </li> <li>– any other relevant details</li> </ul>	
–	–	3	(IMPORTANCE OF EXERCISE) <ul style="list-style-type: none"> <li>– importance of exercise             <ul style="list-style-type: none"> <li>- healthy body, healthy mind, keep diseases away</li> </ul> </li> <li>– how to achieve it             <ul style="list-style-type: none"> <li>- regular exercise</li> </ul> </li> <li>– any other relevant points</li> </ul>	
			OR	
3	3	3	<b>INVITATION</b>	
			<b>Format</b> The format should include: receiver's address, date, sender's address, salutation, complimentary close	1 mark
			<b>Content</b>	2 marks
			<b>Expression</b>	2 marks
3	–	–	<b>Suggested value points</b> (GUEST OF HONOUR) <ul style="list-style-type: none"> <li>– information about the play</li> <li>– details / duration</li> <li>– request to be the guest of honour</li> <li>– confirmation (optional)</li> </ul>	
–	3	–	<b>Suggested value points</b> (REPLY TO INVITATION) <ul style="list-style-type: none"> <li>– expressing gratitude for the invitation to inaugurate the book exhibition</li> <li>– regret about inability to attend</li> <li>– reason</li> </ul> [NOTE: reply in both first and third person to be accepted]	
–	–	3	<b>Suggested value points</b> (CONFIRMING ACCEPTANCE) <ul style="list-style-type: none"> <li>– expressing gratitude for the invitation</li> <li>– willingness to accept / confirmation</li> </ul> [NOTE: reply in both first and third person to be accepted]	

4	4	4	<b>FACTUAL DESCRIPTION</b>	
			<b>Format</b> - title, name (optional)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
4	4	–	<b>Suggested value points:</b> (NEWLY BUILT AUDITORIUM) – structure / details / layout / floor – facilities – stage / acoustics/ lights / green room / entrance / exit / seating capacity – any other relevant detail	
–	–	4	<b>Suggested value points:</b> (DESCRIPTION OF THE FRIEND) – physical appearance – complexion, build, age, height – any distinguishing features / identification mark – any other relevant details	
			<b>OR</b>	
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> grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
4	4	–	<b>Suggested value points:</b> (PERSONALITY DEVELOPMENT FOR STUDENTS/ any other suitable heading) – what – when – where – how – details of the programme / resource persons – participants and their response – any other relevant detail [NOTE: first person or third person report to be accepted]	
–	–	4	<b>Suggested value points:</b> (EXCHANGE PROGRAMME/ any other suitable heading ) – what - exchange programme – when - day, date, duration – where - venue	

			<ul style="list-style-type: none"> <li>– who</li> <li>– details of programme <ul style="list-style-type: none"> <li>- reception</li> <li>- cultural programme</li> <li>- who all participated</li> </ul> </li> <li>– any other relevant details</li> </ul> <p>[NOTE: first person or third person report to be accepted]</p>	
5	5	5	<p><b>LETTER WRITING</b></p> <p>[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. ]</p>	
			<p><b>Format</b></p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p>	2 marks
			<p><b>Content</b></p>	4 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2] coherence and relevance of ideas and style [2]</p>	4 marks
5	5	–	<p>(APPLICATION FOR JOB – WITH BIODATA)</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>– reference to the advertisement</li> <li>– post applied for - chief chef at a five star hotel</li> <li>– suitability for the post</li> <li>– request for response</li> <li>– any other relevant detail</li> </ul> <p>[NOTE: Resumé can be part of the letter or written separately]</p>	
–	–	5	<p>(COMPLAINT LETTER - BOOK)</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– reference to the purchase</li> <li>– details of the problem - missing pages and overlapped printing</li> <li>– inconvenience caused</li> <li>– request for replacement or refund</li> </ul>	
			OR	
5	5	–	<p>(APPLICATION FOR JOB – MARKETING MANAGER)</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>– reference to the advertisement (optional)</li> <li>– post applied for</li> <li>– suitability for the post</li> <li>– request for response</li> <li>– any other relevant detail</li> </ul> <p>[NOTE: Resumé can be a part of the letter or written separately]</p>	

–	–	5	<p>(COMPLAINT LETTER – WRIST WATCH)</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– reference to the purchase</li> <li>– details of the watch</li> <li>– details of the problem /inconvenience caused</li> <li>– request for repair or replacement</li> </ul>	
6	6	6	<b>ARTICLE WRITING</b>	
			<b>Format:</b> (Title and writer's name)	1 mark
			<b>Content</b>	4 marks
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ ]</p> <p>coherence and relevance of ideas and style [2½]</p>	5 marks
6	–	6	<p><b>Suggested Value Points</b></p> <p>(INCULCATING CIVIC SENSE/ any other suitable title)</p> <p>Reasons</p> <ul style="list-style-type: none"> <li>– civic sense not considered as an important value</li> <li>– not practised and encouraged at home</li> <li>– lack of role models</li> <li>– any other relevant point</li> </ul> <p style="text-align: right;">(any two)</p> <p>Steps to inculcate</p> <ul style="list-style-type: none"> <li>– civic education mandatory at school level</li> <li>– awareness through talks / media / NGO/documentaries etc.</li> <li>– incentives for practising civic sense</li> <li>– encouraging use of dustbins</li> <li>– wastage to be avoided</li> <li>– stringent laws</li> <li>– any other relevant points</li> </ul> <p style="text-align: right;">(any two)</p>	
–	6	–	<p><b>Suggested Value Points</b></p> <p>(TERRORIST ATTACK / NEED TO MAINTAIN PEACE AND HARMONY / any other suitable title)</p> <p>Causes</p> <ul style="list-style-type: none"> <li>– political / religious fanaticism / intolerance / fundamentalism / social / economic/ educational etc.</li> </ul> <p>Effects</p> <ul style="list-style-type: none"> <li>– damage to life and property</li> <li>– sense of insecurity</li> <li>– affects economic growth</li> <li>– brings disunity and division among people</li> <li>– any other relevant point</li> </ul> <p style="text-align: right;">(any two)</p> <p>Steps to be taken</p> <ul style="list-style-type: none"> <li>– political will to tackle terrorism</li> </ul>	

			<ul style="list-style-type: none"> <li>– vigilance to be improved</li> <li>– implementation of stringent laws</li> <li>– solving social, economic, political differences</li> <li>– creating awareness through media</li> <li>– role of youth / family/ society / educational institutions</li> <li>– any other relevant point</li> </ul> <p style="text-align: center;">(any two)</p>	
			OR	
6	–	6	<p><b>Suggested Value Points</b> (CRUELTY TO ANIMALS / any other suitable title)</p> <ul style="list-style-type: none"> <li>– neglect and ill-treatment of animals</li> <li>– intentional cruelty</li> <li>– using animals for commercial purposes</li> </ul> <p>suggestions to prevent ill-treatment</p> <ul style="list-style-type: none"> <li>– creating shelter homes for animals</li> <li>– creating awareness through campaigns, drives, street plays etc.</li> <li>– observing animal rights day</li> <li>– any other relevant detail</li> </ul> <p style="text-align: center;">(any four)</p>	
–	6	–	<p><b>Suggested Value Points</b> (TOURISM IN INDIA/ any other suitable title)</p> <ul style="list-style-type: none"> <li>– India as a potential tourist destination (climate, culture, diversity)</li> <li>– not fully tapped</li> <li>– poor promotion of tourism</li> <li>– poor infrastructure – transport, communication, accommodation, etc.</li> <li>– exploitation of tourists by guides, hoteliers, tourist operators</li> <li>– need for promotion through advertisement</li> <li>– improving infrastructure</li> <li>– projecting India as a great tourist destination through culture and values</li> <li>– positive role of govt. agencies</li> <li>– better coordination between private and govt. agencies</li> <li>– any other relevant detail</li> </ul> <p style="text-align: center;">(any four)</p>	
			<p><b>SECTION C: LITERATURE (TEXT BOOKS &amp; LONG READING TEXT)</b></p> <p><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.</p>	
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)	– A Thing of Beauty – John Keats	1 mark
(b)	(b)	(b)	– due to lack of noble people / because of gloomy days / because of unhealthy and over darkened ways (any two)	2 marks
(c)	(c)	(c)	– any shape of beauty / a thing of beauty / any manifestation of beauty	1 mark
			OR	
(a)	(a)	(a)	– the slum children / the children from the elementary school of the slum / children of the slum / poor children	1 mark
(b)	(b)	(b)	– their world is the world of slum / of deprivation / of poverty / a world far away from rivers, capes and stars of words / a narrow street sealed in with a lead sky	1 mark
(c)	(c)	(c)	– bleak future / without any hope or progress / with unrealistic education / poverty and disease / away from rivers, capes, stars of words (any two)	2 marks
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)	– losing her mother / fear of separation	2 marks
(b)	(b)	(b)	– sadness of never understanding ourselves and nature – threatening ourselves with death or destruction	2 marks
(c)	(c)	(c)	– the tigers possessed all qualities which Aunt Jennifer didn't – the tigers were free, fearless, confident and proud whereas Aunt Jennifer was meek, submissive and without any identity / indecisive	2 marks
9	9	9	<b>Short answer type questions (Prose)</b> Distribution of marks:	
			<b>Content:</b>	1 mark
			<b>Expression</b> (deduct ½ mark for two or more grammatical/spelling mistakes)	1 mark
			<b>Value points:</b>	

(a)	(a)	(a)	– she trusted him more than any other member of the family / symbolised freedom / wanted to be part of his exotic, adventurous world outside / could look for approval from him since her father was critical and disapproving / she hero worshipped him (any two)	2 marks
(b)	(b)	(b)	– it was Christmas eve and Edla wanted to keep the spirit of Christmas / wanted to provide him with a day of comfort and solace / justified that they had invited him against his will / was lonely and wanted to do something special on Christmas eve (any two)	2 marks
(c)	(c)	(c)	– took up a job in a tea stall no, he was not	2 marks
(d)	(d)	(d)	– the villagers felt sorry for not learning the language / to thank the teacher for his forty years of faithful service / showing their respect for the language and their country (any two)	2 marks
(e)	(e)	(e)	– could not find the hundredth tiger and was furious – in frustration doubled the tax	2 marks
(f)	(f)	(f)	– he was ignored by his friends because of his awful smell – to seek advice from the owl for his problem of awful smell	2 marks
(g)	(g)	(g)	– the new environment / cultural shock / unknown tongue / strict regimen unknown to her like eating by formula, squeaking shoes, news about cutting her hair (any two)	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> grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1] <b>Value points:</b>	2 marks
10	10	–	– Champaran episode was a landmark in Gandhian style of fighting against the British – a long-drawn out but patient and peaceful agitation – a turning point in Gandhiji's life – it was during this struggle that he decided to urge the departure of the Britishers – it didn't begin as an act of defiance but it grew out of an attempt to	

			<ul style="list-style-type: none"> <li>– make the sufferings of the poor peasants less severe</li> <li>– a triumph of the first civil disobedience movement</li> <li>– the farmers learnt courage, learnt that they too had rights / it was a spontaneous demonstration around the courthouse / was the beginning of their liberation from the fear of the British</li> <li>– in Champaran episode, self-reliance and freedom struggle went hand in hand</li> </ul> <p style="text-align: center;">(any 3)</p>	
–	–	10	<ul style="list-style-type: none"> <li>– Champaran was culturally and socially backward and Gandhiji wanted to do something</li> <li>– to engage volunteers for improving conditions of health, hygiene, sanitation and education</li> <li>– wanted to make the peasants self-reliant</li> </ul>	
			OR	
10	10	–	<ul style="list-style-type: none"> <li>– to send two private assassins and remove the body</li> <li>– it was not executed</li> <li>– self-absorption / selfish / cruel / no human consideration</li> </ul>	
–	–	10	<ul style="list-style-type: none"> <li>– servants continued their open defiance</li> <li>– didn't enter the pow's room</li> <li>– didn't want to stay in the same house where the enemy was staying</li> <li>– doubted their master's loyalty</li> <li>– Yumi refused to clean the enemy soldier</li> <li>– were careful in their courtesy but their eyes were cold</li> <li>– the old gardener was sore that Sadao had not let the young man bleed and die</li> <li>– reactions of the cook and Yumi</li> </ul> <p style="text-align: center;">(any three)</p>	
11	11	11	Distribution of marks:	
			<b>Content:</b>	3 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1] coherence and relevance of ideas and style [1]	2 marks
			<b>Value Points:</b> <ul style="list-style-type: none"> <li>– will try to be supportive / considerate</li> <li>– will not be just sympathetic but will be encouraging / be empathetic</li> <li>– treat them as equals / encourage them to take part in all activities</li> <li>– advocate inclusive education /not separate schools</li> <li>– campaigns for social acceptance</li> <li>– raise hope and encouragement / empowerment</li> </ul> <p style="text-align: center;">(any three)</p> <p>( any relevant answer, with or without reference to the text, first or third person account should be accepted)</p>	

			<b>Q12 &amp; Q 13 – 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> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] <b>Value Points:</b>	3 marks
12	–	12	– he was apprehensive about the impending danger to Henry – to solve the mystery of the death of Sir Charles Baskerville under mysterious circumstances – he was the trustee and executor of Sir Charles' will – to know about the mystery of the footprints of the hound – had heard about the expertise of Holmes as a detective	
–	12	–	– Holmes saw the family portrait hung on the wall – Sir Hugo Baskerville's portrait caught his attention – bore a close resemblance to Stapleton – Stapleton's motive to grab the property at any cost was revealed	
13	13	13	Distribution of marks: <b>Content:</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [1½] coherence and relevance of ideas and style [1½] (deduct ½ a mark for two or more grammatical/spelling mistakes)	3 marks
			<b>Value points:</b>	
13	–	13	Laura Lyons – daughter of Mr Frankland / broke relationship as she got married against his wishes – Sir Charles had been helping her – Stapleton forced Laura to write a letter to Sir Charles – he would meet her at the gate – prevented her from meeting Sir Charles – Stapleton's crafty idea	
–	13	–	Mr Frankland – an elderly man, red-faced, white haired and choleric – an assertive father who refused to have anything to do with his daughter for marrying against his wishes – had passion for the British law / spent a large fortune on litigation – a kind and good-natured person – an amateur astronomer / had an excellent telescope – helped Dr Watson to spot the young boy in the moor – he was either liked or disliked by the people	