

Strictly confidential – (For Internal and Restricted Use Only)

Secondary School Examination (Class – X) March – 2017

Marking Scheme – English (Language and Literature)

Set – 2/1, 2/2, 2/3

General Instructions

1. The Marking Scheme provides general guidelines to reduce subjectivity in the process of evaluation. The answers given in the Marking Scheme are the suggested answers. The content is thus indicative. If a student has given any answer, which is different from the one given in the Marking Scheme, but conveys the correct meaning, such answer should also be given full weightage.
2. Evaluation is to be done as per the instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed.
3. If a question has parts, please award marks in the right hand side for each part. Marks awarded to the different parts of the question should then be totaled up and written in the left hand margin and circled.
4. If the question does not have any parts, marks may be awarded in the left-hand margin.
5. If a candidate has attempted any extra question or part, marks obtained in the best question/part should be retained and the other answer should be scored out.
6. In the Marking Scheme, a slash (/) indicates alternative answers; any one such answer is counted as correct.
7. Brackets () indicate optional information; marks may be awarded whether the part in brackets is included or not.
8. Candidates should not be penalized if they do not follow the order of the sections / questions while answering.
9. In questions requiring word limit, no marks are to be deducted for exceeding the word limit.
10. Q. 1, Q. 2 and Q. 8 are meant to test the comprehension of the candidates and not the ability of expression. Full credit should be given for the correct value points, even if the answer is not given in a full sentence.
11. In questions consisting of 2 or more than 2 marks, break-up of marks should be shown separately (as suggested in the Marking Scheme) and then totalled.
12. A full scale of marks 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

MARKING SCHEME

Set – 2 / 1

CLASS X (CODE NO 184)

SUMMATIVE ASSESSMENT – II

(LANGUAGE AND LITERATURE)

SECTION – A – Reading (20 Marks)

Q. 1. Objective: To identify the main points from the text. 8

Marks

Marking: 8 marks – 1 mark for each correct answer.

No penalty for spelling, punctuation or grammar mistakes

Answers

- a) – gate/door was always locked
- b) – grey, green
- c) – at the mangoes/mangoes
- d) – cricket ball/balls
- e) – new owners even before they came/ new owners
- f) – complained about them to their parents/kept on complaining
- g) – pretty woman, ugly man/man and woman
- h) – the woman was not heard/woman was silent /unheard / no voice of the woman

Q. 2. Marking: - 8

Marks

Qs (a) to (d) carry 2 marks each and from (e) to (h) each carry 1 mark each

- a) – to worship the photos and idols of the Gods of our respective religions; holy books like the Bhagwad Gita , Bible and Quran
- b) – Parents made our lives comfortable with their hard work and love and care. Teachers guided us to become good students and responsible citizens.
- c) – to save our environment ; maintain ecological balance; to live in harmony with Nature ; recognize that there is God in all aspects in Nature (Any two)
- d) – The river water fights to remove the obstacle or finds an alternative path
- e) (ii) advised
- f) (i) search
- g) (iv) useful
- h) (ii) friendship

SECTION – B – Writing and Grammar (25 Marks)

Q. 3. Letter / Article Writing Marks

5

LETTER

Objective: - To use an appropriate style and format to write a formal/an informal letter.

Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas.

Format - 1 mark

- i. Sender's address
- ii. Date
- iii. Receiver's address
- iv. Subject/Heading
- v. Salutation
- vi. Closing

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark

- grammatical accuracy, appropriate words and spelling – 1 mark

(Suggested value points)

Roads in bad condition – potholes and open manholes/dug out for laying cables- repair has not been done till date – vehicle drivers and pedestrians feel inconvenienced on the road .Pits filled with dirty water – breeding place for mosquitoes and flies – rough stones cause bursts in tyres and tubes –vehicles lose balance on the shattered road and cause accidents.

Civic authorities to take immediate measures to address the issue and remove the hurdles.

OR

ARTICLE

Format - 1 mark

Title and writer's name

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
- Grammatical accuracy, appropriate words and spelling – 1 mark

Suggested Value Points:

Added to the clues in the given question a few more points like library – a store house of knowledge, inculcates reading habit, shapes personality etc.

**Q. 4. Story Writing
Marks**

10

Format - 1 mark

Title and moral of the story (1/2+1/2)

Creative Content – 5 marks Expression – 4 marks

- Coherence and relevance of ideas and style – 2 marks
- Grammatical accuracy, appropriate words and spellings – 2 marks

Suggested Value Points:

(The outline is given in the question paper)

(Grammar 10 Marks)

Q. 5. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.
Marks

1x3 = 3

a) (i) enjoy
1

b) (iii) are
1

c) (ii) being
1

Q. 6. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.
Marks

1x4 = 4

Error

Correction

- | | | |
|----|---------|---------|
| a) | getting | get |
| | 1 | |
| b) | use | used |
| | 1 | |
| c) | for | to |
| | 1 | |
| d) | start | started |
| | 1 | |

Q. 7. Objective: To reorder sense groups into syntactically coherent and complete sentences.

Marking : 1 mark for each correct answer.

1x3=3 Marks

- | | |
|----|--|
| a) | Swami did not accept Sethu as his pupil. |
| | 1 |
| b) | He was very young only 14 years old . |
| | 1 |
| c) | But Sethu did not lose heart. |
| | 1 |

SECTION – C – (Literature / Textbooks and Long Reading Text) 15+10 = 25 Marks

Q. 8. Objective: To test local and global understanding of the literary extract.

Marking : 1 mark for each value point.

1x3=3 Marks

- | | |
|----|---|
| a) | – to his (speaker's) lady love/the young lady/ Anne Gregory |
| b) | – honey coloured hair |
| c) | – curly hair at her ear |

OR

- | | |
|----|---|
| a) | – Natalya to Lomov |
| b) | – He had come there to propose to Natalya |
| c) | – formal party for dancing / dance party |

Q. 9. Objective: To test local and global comprehension, themes and ideas of the text.

Marking : Content : 1 mark; Expression : 1 Mark

2x4=8 Marks

- | | |
|----|--|
| a) | – led a prosperous life – baking was a profitable profession – never starved – family and servants always looked happy and prosperous – their plump physique an open testimony to this (any two) |
| b) | – The trees are inside the house. |

– the roots work to disengage themselves from the cracks in the veranda floor – leaves strain towards the glass – small twigs and boughs are trying to move to the doors

- c) – Ebright's mother got him a children's book called *The Travels of Monarch X*.
– the book described how Monarch butterflies migrate to Central America
– this opened the world of science to young Ebright.

- d) – M. Loisel tried to make his wife happy by offering to give her four hundred francs to buy a suitable costume/ he had saved that sum to buy a gun to join some hunting parties the next summer.

Q. 10. Value based Question

Objective: To test local and global comprehension, themes and ideas of the text.

Marking : Content : 2 marks; Expression : 2 Marks 2x2 = 4 Marks

- desires a ride in the bus – overcomes fear – plans meticulously – collects all the details of the journey - saves every coin that comes her way
- maintains self-respect – never gets tempted to go for shopping – takes all precautions for a safe journey
- fulfills her dreams – returns safely
- has courage and confidence to accomplish the task.

OR

- Bholi got confidence through her teacher
- Bholi got good education with the help of teacher – refused to marry Bishamber who was an old, lame man – refused to offer a dowry of five thousand
- acted boldly – decided to serve her parents in their old age – to serve in the same school where she studied

Q. 11. Objective: To test knowledge and appreciation of the text.

Marking : Content : 6 marks; Expression : 4 Marks
Marks

Total = 10

Coherence and relevance of ideas and style – 2 marks

Grammatical accuracy and spellings – 2 marks

Helen gets out of traumatic experience

- Helen was eleven years old – wrote a story titled ‘The Frost King’ – sent to Mr. Anagnos, the Director of the Perkins Institution for the Blind as a birthday gift – he liked and published it
- later on it was found a similar story was written by Margaret T Canby – Helen was charged with plagiarism – friendship with Mr. Anagnos was ruined
- scared after the controversy – became excessively depressed – thoughts of writing tormented her – no one knew her fears except her teacher Miss. Sullivan
- Miss. Sullivan understood her – consoled her – helped her to come out of the trauma – restored self-confidence – persuaded her to write for the Youth’s Companion a brief account of her life
- Helen wrote fearfully but resolutely – her teacher’s urge and motivation – the teacher knew that Helen must restore her self-confidence – Helen came out from the darkness of traumatic experience of ‘The Frost King’ with a clearer mind and a truer knowledge of life.

OR

Mr. Keith – Helen Keller’s teacher

- mathematics instructor at Cambridge School for young ladies – he made mathematics easy for her – filled self-confidence in her – she could not truly understand the subject until she took his class
- after leaving Gilman’s school she got the help of Mr. Keith – he continued teaching her mathematics – taught algebra, geometry, Greek and Latin – patiently explained and taught her – made her understand her ability to solve mathematical problems mentally
- he gave new assignments – checked Greek exercises that Helen had written on her Braille typewriter – single mindedly focused on the progress of his student – went an extra time to explain what she did not understand – put extra efforts and prepared Helen for the admission tests for Radcliff College

- Helen gave a sincere tribute to Mr. Keith saying that he was always gentle and forbearing.

OR

Anne more mature than Peter

- Anne befriends Peter – confides in him – shares and seeks his emotional support – maintains self control – acts independently – analyses how she has grown and changed - redirects her feeling and emotions by writing diary – spending her time in nature and prayers for solace
- believes honesty as the only way to get along with people – obeys her father's words and modifies herself in her relationship with Peter – cautious of fragile relationships – considers Peter as a friend not more than that.
- Peter was childish – emotional – shy – awkward and weak minded – has too little will power and strength in handling people and situations – all he wants is happiness and peace
- she advises him to divert his thoughts towards reading books, nature and god – she is well mannered, optimistic and genuine in her approach

OR

Diary is important for Anne

- Diary was a friend, guide and philosopher – reflection of her split personality – problems of adolescence
- fewer friends –Kitty the best friend – Kitty, the sole recipient of all letters written by Anne- spent a lot of time and effort- in romance with Peter –expects him to be her true friend but in vain – confided in Kitty.
- acted as a solace at horrific moments during war, boredom and loneliness – helped her to explore her true self – an important tool of self discovery – matured state of mind – helped her understand best and worst traits in people and moments – groomed her from an innocent teenager to adaptable adult

- makes her aware of physical and emotional changes of puberty – never truly been able to confide to anyone before – it has become part of her life making her popular

MARKING SCHEME

Set – 2 / 2

CLASS X (CODE NO 184)

SUMMATIVE ASSESSMENT – II

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- g) – pretty woman, ugly man/man and woman
- h) – the woman was not heard/woman was silent /unheard / no voice of the woman

Q. 2. Marking: - 8

Marks

Qs (a) to (d) carry 2 marks each and from (e) to (h) each carry 1 mark each

8 + 4 = 12 Marks

2.1

- a) – to worship the photos and idols of the Gods of our respective religions; holy books like the Bhagwad Gita , Bible and Quran

1+1

- b) – Parents made our lives comfortable with their hard work and love and care. Teachers guided us to become good students and responsible citizens.

1+1

- c) – to save our environment ; maintain ecological balance; to live in harmony with Nature ; recognize that there is God in all aspects in Nature (Any two)

1+1

- d) – The river water fights to remove the obstacle or finds an alternative path 1+1
- e) (ii) advised
1
- f) (i) search
1
- g) (iv) useful
1
- h) (ii) friendship
1

SECTION – B – Writing and Grammar (25 Marks)

Q. 3. Letter / Article Writing Marks

5

LETTER

Objective: - To use an appropriate style and format to write a formal/an informal letter.

Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas.

Format - 1 mark

- i. Sender's address
- ii. Date
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- iv. Subject/Heading
- v. Salutation vi. Closing

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
- grammatical accuracy, appropriate words and spelling – 1 mark

(Suggested value points)

Roads in bad condition – potholes and open manholes/dug out for laying cables- repair has not been done till date – vehicle drivers and pedestrians feel inconvenienced on the road .Pits filled with dirty water – breeding place for mosquitoes and flies – rough stones cause bursts in tyres and tubes –vehicles lose balance on the shattered road and cause accidents.

Civic authorities to take immediate measures to address the issue and remove the hurdles.

OR

ARTICLE

Format - 1 mark

Title and writer's name

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
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Suggested Value Points:

Added to the clues in the given question a few more points like library – a store house of knowledge, inculcates reading habit, shapes personality etc.

Q. 4. Story Writing

10

Marks

Format - 1 mark

Title and moral of the story (1/2+1/2)

Creative Content – 5 marks Expression – 4 marks

- Coherence and relevance of ideas and style – 2 marks
 - Grammatical accuracy, appropriate words and spellings – 2 marks
- Suggested Value Points:

(The outline is given in the question paper)

(Grammar 10 Marks)

Q. 5. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.

1x3 = 3

Marks

a) (iv) riding

1

b) (iii) had
1

a) (iii)
the 1

Q. 6. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.

1x4 = 4

Marks

	Error	Correction	
a)	on	of	1
b)	his	her	1
c)	blessed	Bless	1
d)	can	could	1

Q. 7. Objective: To reorder sense groups into syntactically coherent and complete sentences.

Marking : 1 mark for each correct answer.

1x3=3 Marks

a) One day Sethu was standing in front of the
temple 1

b) The devotees had started coming to the temple
1

a) He saw that more people had come that day 1

SECTION – C – (Literature / Textbooks and Long Reading Text) 15+10 = 25 Marks

Q. 8. Objective: To test local and global understanding of the literary extract.

Marking : 1 mark for each value point.

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- a) – to his (speaker's) lady love/the young lady/ Anne Gregory
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acted boldly – decided to serve her parents in their old age – to serve in the same school where she studied

Q. 11. Objective: To test knowledge and appreciation of the text.

Marking : Content : 6 marks; Expression : 4 Marks Total = 10 Marks

Coherence and relevance of ideas and style – 2
marks Grammatical accuracy and spellings – 2 marks

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MARKING SCHEME

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1+1
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1+1
- e) (ii) advised
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- f) (i) search
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Title and writer's name

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Marking : 1 mark for each correct answer.

1x3 = 3

Marks

a) (iii) wanted

b) (ii) of

1

a) (iv) hardly

1

Q. 6. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.
Marks

1x4 = 4

	Error	Correction
a)	finer	fine
	1	
b)	him	her
	1	
c)	and	or
	1	
a)	told	tell
	1	

Q. 7. Objective: To reorder sense groups into syntactically coherent and complete sentences.

Marking : 1 mark for each correct answer.

1x3=3 Marks

a) You can hear the sound of two hands.

1

b) Now show me the sound of one hand.

or

Show me the sound of one hand now.

1

c) Sethu tried but did not succeed.

1

SECTION – C – (Literature / Textbooks and Long Reading Text) 15+10 = 25 Marks

Q. 8. Objective: To test local and global understanding of the literary extract.

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- mathematics instructor at Cambridge School for young ladies – he made mathematics easy for her – filled self-confidence in her – she could not truly understand the subject until she took his class
- after leaving Gilman's school she got the help of Mr. Keith – he continued teaching her mathematics – taught algebra, geometry, Greek and Latin – patiently explained and taught her – made her understand her ability to solve mathematical problems mentally
- he gave new assignments – checked Greek exercises that Helen had written on her Braille typewriter – single mindedly focused on the progress of his student – went an extra time to explain what she did not understand – put extra efforts and prepared Helen for the admission tests for Radcliff College
- Helen gave a sincere tribute to Mr. Keith saying that he was always gentle and forbearing.

OR

Anne more mature than Peter

- Anne befriends Peter – confides in him – shares and seeks his emotional support – maintains self control – acts independently – analyses how she has grown and changed - redirects her feeling and emotions by writing diary – spending her time in nature and prayers for solace
- believes honesty as the only way to get along with people – obeys her father's words and modifies herself in her relationship with Peter – cautious of fragile relationships – considers Peter as a friend not more than that.
- Peter was childish – emotional – shy – awkward and weak minded – has too little will power and strength in handling people and situations – all he wants is happiness and peace

- she advises him to divert his thoughts towards reading books, nature and god – she is well mannered, optimistic and genuine in her approach

OR

Diary is important for Anne

- Diary was a friend, guide and philosopher – reflection of her split personality – problems of adolescence
- fewer friends –Kitty the best friend – Kitty, the sole recipient of all letters written by Anne- spent a lot of time and effort- in romance with Peter –expects him to be her true friend but in vain – confided in Kitty.
- acted as a solace at horrific moments during war, boredom and loneliness – helped her to explore her true self – an important tool of self discovery – matured state of mind – helped her understand best and worst traits in people and moments – groomed her from an innocent teenager to adaptable adult
- makes her aware of physical and emotional changes of puberty – never truly been able to confide to anyone before – it has become part of her life making her popular
