

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)
MARCH 2016
MARKING SCHEME ENGLISH ELECTIVE (C) (101)

GENERAL INSTRUCTIONS

1. THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS FOR THE ANSWERS. THESE ARE ONLY GUIDELINES AND DO NOT CONSTITUTE THE COMPLETE ANSWER. THE STUDENTS CAN HAVE THEIR OWN EXPRESSION AND IF THE EXPRESSION IS CORRECT, THE MARKS SHOULD BE AWARDED ACCORDINGLY.
2. ANSWER SCRIPTS SHOULD NOT BE GIVEN TO THE EVALUATORS FOR EVALUATION UNTIL AND UNLESS THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM IN A GROUP OR INDIVIDUALLY ON THE FIRST DAY OF EVALUATION.
3. THE HEAD EXAMINER MUST GO THROUGH THE FIRST TEN ANSWER SCRIPTS EVALUATED BY EACH EVALUATOR TO ENSURE THAT THE EVALUATION HAS BEEN CARRIED OUT AS PER THE MARKING SCHEME. THE REMAINING ANSWER SCRIPTS MEANT FOR EVALUATION SHALL BE GIVEN ONLY AFTER ENSURING THAT THERE IS NO SIGNIFICANT VARIATION IN THE MARKING OF INDIVIDUAL EVALUATORS.
4. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME. IT SHOULD NOT BE DONE ACCORDING TO ONE'S OWN INTERPRETATION OR ANY OTHER CONSIDERATION. HOWEVER, THE MARKING SCHEME CARRIES ONLY SUGGESTED VALUE POINTS AND DOES NOT CONSTITUTE THE COMPLETE ANSWER.
5. IF A QUESTION HAS PARTS, PLEASE AWARD MARKS ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED FOR DIFFERENT PARTS OF THE QUESTION SHOULD BE TOTALLED UP AND WRITTEN IN THE LEFT HAND MARGIN AND CIRCLED.
6. IF A QUESTION DOES NOT HAVE PARTS, MARKS MUST BE AWARDED IN THE LEFT HAND MARGIN.
7. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION IN THE MARKING SCHEME THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED. THIS IS A MANDATORY REQUIREMENT.
8. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWERS. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH IS EQUALLY ACCEPTABLE, MARKS SHOULD BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
9. IF A CANDIDATE HAS ATTEMPTED AN EXTRA QUESTION, ANSWER TO THE QUESTION DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
10. IF A STUDENT WRITES A SINGLE WORD IN RESPONSE TO A SHORT ANSWER TYPE QUESTION AND IT CONSTITUTES THE CORE OF THE ANSWER IT SHOULD BE ACCEPTED AND AWARDED FULL MARKS.

11. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE AS AN ANSWER TO A QUESTION, NO MARKS SHOULD BE DEDUCTED FOR THIS SO LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT ESPECIALLY IN Q1 (SECTION A) AND Q 8 (SECTION C).
12. SOME OF THE QUESTIONS MAY RELATE TO HIGHER ORDER THINKING SKILLS. THESE QUESTIONS ARE TO BE EVALUATED CAREFULLY AND THE STUDENT'S UNDERSTANDING / ANALYTICAL ABILITY MAY BE JUDGED.
13. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS ARE TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.
14. A FULL SCALE OF MARKS 0 – 100 IS TO BE USED. IN CASE AN ANSWER BOOK DESERVES 95 MARKS AND ABOVE, MARKS TO BE AWARDED IN CONSULTATION WITH THE HEAD EXAMINER ONLY.
15. THE EXAMINERS SHOULD ACQUAINT THEMSELVES WITH THE GUIDELINES GIVEN IN THE GUIDELINES FOR SPOT EVALUATION BEFORE STARTING THE ACTUAL EVALUATION.
16. EVERY EXAMINER SHOULD STAY FOR SUFFICIENTLY REASONABLE TIME NORMALLY 5 – 6 HOURS EVERY DAY AND EVALUATE 20 – 25 ANSWER BOOKS AND SHOULD DEVOTE A MINIMUM OF 15 – 20 MINUTES TO EVALUATE EACH ANSWER SCRIPT.

	SECTION A (READING)	Total Marks 20
1	COMPREHENSION PASSAGE	10 marks
	The question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.	
	Objective: To identify and understand main parts of the text. Note: No penalty for spelling and grammatical errors Full marks to be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. Accept any other answer equivalent in meaning to the answers given below.	
1.1 (a)	– appreciation and admiration	1 mark
(b)	– joy / prosperity / never lack anything / gain back even more than they give	$\frac{1}{2} + \frac{1}{2} = 1$ mark
(c)	– gives a significant portion of what he has to the needy without expecting anything in return / meeting genuine needs of others – money, deeds, emotional support or assistance.	1 mark
(d)	– people who lack generosity, never satisfied and constantly need more / become emotionally bankrupt / fall into poverty of the soul	1 mark
(e)	– by taking care of his bedridden wife during the day and scrubbing toilets / by being generous with his time / kind words / thoughtfulness and considerate acts	1 mark
(f)	– admired him / never met a happier man / considered him one of the most generous people he had known	1 mark
1.2 (a)	(i) qualities	1 mark
(b)	(iii) wealth / *fame / reputation (*contextual meaning)	1 mark
(c)	(iv) real	1 mark
(d)	(ii) cleaned	1 mark
2	NOTE MAKING Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	10 marks
2.1	Distribution of Marks Abbreviations / Symbols (with /without key) – minimum four Content (minimum 3 headings and sub-headings, with proper indentation and notes) Title	1 mark 4 marks 1 mark
	IMPORTANT INSTRUCTIONS: The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations. Complete sentences should not be accepted as notes. Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.	

	<p>Note:</p> <ul style="list-style-type: none"> If a student has attempted only the summary or the notes, due credit should be given. 1 mark allotted for the title to be given if the student has written the title either in Q2.1 or Q2.2 							
	<p>Title: The Internet / Advantages and Disadvantages of the Internet / Any other relevant title</p>							
	<p>1 Global Communication</p> <p>1.1 <u>thru.</u> Skype, video chat / other apps.</p> <p>1.2 cheap & convenient</p> <p>1.3 platform to share ideas & explore ideologies</p> <p>2 Abundant information & resources</p> <p>2.1 multiple search engines to find <u>info.</u></p> <p>2.2 latest information about <u>brkthru.</u></p> <p>2.3 globally accessible repository of <u>knwldge.</u></p> <p>3 On-line services</p> <p>3.1 financial transactions</p> <p>3.1.1 transfer funds, pay taxes, utility bills</p> <p>3.2 e – commerce</p> <p>3.2.1 emergence of retail giants</p> <p>3.2.2 most consumer goods sold online</p> <p>4 Downside of the Internet</p> <p>4.1 unwanted e-mails</p> <p>4.2 malicious malwares</p> <p>4.3 online frauds</p> <p>4.4 addiction, causes obesity, affects social interaction</p>							
	<p>Suggested abbreviations:</p> <table border="1"> <tr> <td>& – and</td> <td>info. – information</td> </tr> <tr> <td>knwldge. – knowledge</td> <td>thru. – through</td> </tr> <tr> <td>brkthru. – breakthrough</td> <td></td> </tr> </table>	& – and	info. – information	knwldge. – knowledge	thru. – through	brkthru. – breakthrough		
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	<p>Note: 1. Any other suitable abbreviations should be accepted</p> <p>2. No student to be penalised if a key to abbreviations is not given separately</p>							
2.2	<p>SUMMARY</p> <p>Objective: 1. To expand notes (headings and sub-headings) into a summary.</p> <p>2. To test the ability of extraction.</p>	4 marks						
	<p>Distribution of Marks</p> <p>Content</p> <p>Expression</p> <p>Note: The summary should cover all the important points in the notes.</p>	3 marks 1 mark						
	SECTION B: (WRITING AND GRAMMAR)	Total Marks 40						
	<p>In section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.</p>							

3	ADVERTISEMENT Objective: To use an appropriate style.	
	Format : (Title – ½ marks, Contact Details – ½ marks) (with or without a box)	1 mark
	Content	2 marks
	Expression Grammatical and spelling accuracy	1 mark
	(FLAT FOR SALE) Suggested Value Points – location – size – floor – price – special features – any other	
	OR	
	NOTICE Objective: To draft a notice in an appropriate style.	4 marks
	Format – name of the school, notice / title, date of issue, signatory, designation of the issuing authority – The candidate should not be penalised if he / she has used block letters. – with or without a box.	1 mark
	Content	2 marks
	Expression (Coherence and relevance of ideas, grammatical and spelling accuracy and style)	1 mark
	(TOUR TO MYSORE) Suggested Value Points – place – duration – details of the trip – consent letter – any other relevant detail	
4	LETTER WRITING	6 marks
	REPLY LETTER: requesting for some more time to meet requirements Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. complimentary close 7. sender's signature / name	1 mark
	Content	3 marks
	Expression	2 marks

	Suggested Value Points: <ul style="list-style-type: none"> – reference to order letter – request for more time for supply – reason for the delay – bulk order from other institutions – any other relevant detail 	
	OR	
	COMPLAINT LETTER Objective: To use an appropriate style to write a formal letter of complaint To plan, organise and present ideas coherently	
	Format <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. subject 5. salutation 6. complimentary close 7. sender's name / signature 	1 mark
	Content	3 marks
	Expression	2 marks
	Suggested value points: <ul style="list-style-type: none"> – complaint about the condition of the park – disappearing greenery – inefficient garden staff – broken main gate – free passage to stray animals – no response to previous complaint letters – suggestions – any other relevant detail 	
5	REPORT WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: title / heading, writer's name	1 mark
	Content: (TOUR TO NAINITAL) <ul style="list-style-type: none"> – destination – number of students – weather conditions – sightseeing / places visited – memorable experiences 	4 marks
	Expression grammatical accuracy, appropriate words and spellings (2½) coherence and relevance of ideas and style (2½)	5 marks
	OR	
	SPEECH WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format: greeting and thanking	1 mark

	Content	4 marks
	Expression grammatical accuracy, appropriate words and spellings (2½) coherence and relevance of ideas and style (2½)	5 marks
	Suggested Value Points (YOGA FOR STUDENTS) – importance of yoga for students – self-discipline – physical fitness and mental well being – stress buster – any other relevant point	
6	ARTICLE WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	10 marks
	Format (title / heading and name of writer)	1 mark
	Content	4 marks
	Expression grammatical accuracy, appropriate words and spelling [2½] coherence and relevance of ideas and style [2½]	5 marks
	(HARNESSING YOUTH ENERGY) Suggested Value Points – role of youth to bring about changes in the society – contribution of the youth to various activities like <ul style="list-style-type: none"> • adult literacy campaigns • cleanliness drive • tree plantation • visiting old age homes – any other relevant point	
	OR	
	(POSITIVE EFFECTS OF FAILURE) Suggested Value Points – helps in identifying and understanding one's weaknesses / cause of failure – leads to introspection – measures to overcome obstacles – failure as a teacher / learning from mistakes – any other relevant point	
	NOTE: In question 7 care should be taken not to award marks to any inaccurate answers with errors in grammar and punctuation.	
7(a)	REARRANGING Objective: To read and arrange words and phrases into meaningful sentences	3 marks
(i)	Each one of us is a unique person.	1 mark
(ii)	We should be proud of our abilities.	1 mark
(iii)	We should not compare ourselves with others.	1 mark

7 (b)	<p>FRAMING QUESTIONS Objective: To understand the context and frame relevant and appropriate questions Marking: ½ a mark for every accurate question framed Note: No marks to be awarded if there is any inaccuracy. The six questions should cover at least any of the two areas specified in the given question.</p> <p>a) What is the cause of my recurrent sore throat? b) Will medication not help? / Why is surgery necessary? c) What is the duration of the treatment? / How long will the treatment take? d) What would be the cost of the treatment? e) What precautions should I take after the surgery? f) Will there be any complication after the surgery? (above questions if written in any words, but correct, may also be accepted)</p>	3 marks																		
7 (c)	<p>EDITING Objective: To use grammatical items appropriately Marking: ½ a mark each Note:</p> <ul style="list-style-type: none"> - If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded - If only the correct words are given, marks should be awarded <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Error</th> <th style="text-align: center;">Correction</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">(a) on</td> <td style="text-align: center;">at / in</td> </tr> <tr> <td style="text-align: center;">(b) of</td> <td style="text-align: center;">in / from</td> </tr> <tr> <td style="text-align: center;">(c) her</td> <td style="text-align: center;">their</td> </tr> <tr> <td style="text-align: center;">(d) that</td> <td style="text-align: center;">the / this / their</td> </tr> <tr> <td style="text-align: center;">(e) which</td> <td style="text-align: center;">who</td> </tr> <tr> <td style="text-align: center;">(f) towards</td> <td style="text-align: center;">after</td> </tr> <tr> <td style="text-align: center;">(g) marry</td> <td style="text-align: center;">married</td> </tr> <tr> <td style="text-align: center;">(h) a</td> <td style="text-align: center;">the / no error</td> </tr> </tbody> </table>	Error	Correction	(a) on	at / in	(b) of	in / from	(c) her	their	(d) that	the / this / their	(e) which	who	(f) towards	after	(g) marry	married	(h) a	the / no error	4 marks
Error	Correction																			
(a) on	at / in																			
(b) of	in / from																			
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(e) which	who																			
(f) towards	after																			
(g) marry	married																			
(h) a	the / no error																			
SECTION C: LITERATURE		Total marks 40																		
8	<p>Reference to Context Under Section C (Q8), questions have been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it especially in the long answers.</p> <p>Objective: To test students' comprehension of poetry – local, global, interpretative, inferential and evaluative</p> <p>Value points:</p>	10 marks																		
8(A)(a)	<ul style="list-style-type: none"> - Hope is the thing / Hope - Emily Dickinson 	½+½=1 mark																		
(b)	<ul style="list-style-type: none"> - bird / the thing with feathers 	1 mark																		
(c)	<ul style="list-style-type: none"> - in the soul 	1 mark																		
(d)	<ul style="list-style-type: none"> - hope sings without words / never stops 	1 mark																		
(e)	<ul style="list-style-type: none"> - hope never dies / eternal / permanent or instinctive feature of human beings 	1 mark																		

8(B)(a)	– a gleaner crossing the brook with a load /Autumn	1 mark
(b)	– to maintain the balance / to prevent the load from falling down	1 mark
(c)	– machine used to extract juice (apple juice)	1 mark
(d)	– watching patiently the last ooziings	1 mark
(e)	– personification / simile	1 mark
9	Objective: To test students' comprehension of prose – local and global	4 marks
	Content	3 marks
	Expression	1 mark
	Answer any one	
	<ul style="list-style-type: none"> – Sergeant's warning – wishes would be fulfilled at a heavy price – wish for 200 pounds fulfilled as compensation for Herbert's death – coincidence – wishing Herbert alive again – fierce knocking – wishing Herbert dead and at peace - knocking stopped – all three wishes fulfilled but the Whites had to pay a terrible price. Sergeant Morris' warning turned out to be true 	
	OR	
	Lord Weston <ul style="list-style-type: none"> – absent-minded – filled with a sense of self-importance – misinterprets the note with the words 'Remember Caesar' – connects it to the Ides of March – imagines he is going to be killed – panic stricken – hasty and irrational – to illustrate with examples from the play 	
10	Objective: To test students' comprehension of prose – local and global	5 marks
(A)	Content:	3 marks
	Expression:	2 marks
	Answer any two	
(a)	Mr Verma <ul style="list-style-type: none"> – irrational and eccentric behaviour caused by age – feeling of loneliness after wife's death – several health issues – sought constant attention – felt deprived – Rakesh's firm approach made Mr Verma misunderstand his concern Rakesh <ul style="list-style-type: none"> – a dutiful son and doctor – performed a dual role – spent time with father (served him morning tea, read out news, took him out of his room for the evening air) – monitored his diet closely / strictly – ensured he did not take sweets / fried food (asked his wife to prepare light kheer) – Rakesh did not understand his father's longing for companionship 	

(b)	<ul style="list-style-type: none"> - importance of identifying one's dream - move towards it all the time - discard distraction - not to expect too much too quickly - avoid greed, complacency and carelessness - don't stand in anyone's way of achieving his / her dream - importance of these values 	
(c)	<p>Wasps and bees are noble creatures</p> <ul style="list-style-type: none"> - bees give honey - attack only when attacked - help in pollination - hum of wasps and bees pleasant to the ears <p>Mosquitoes</p> <ul style="list-style-type: none"> - generally disliked - attack without provocation / unscrupulous enemy - beast of prey - cause deadly diseases 	
10 (B)	<p>Content: Expression: Answer any one in 120-150 words</p>	<p>4 marks 2 marks</p>
	<ul style="list-style-type: none"> - other children avoid Marian because of her handicap - Marian feels lonely and rejected - plays with her dolls or with her mother <p>Freda's attitude towards Marian</p> <ul style="list-style-type: none"> - patient and kind-hearted - persuaded Marian's mother to let her play with Marian - Marian's disability did not matter to her - sympathetic and empathetic 	
	OR	
	<ul style="list-style-type: none"> - danger looks terrible from a distance - adds zest and delight to life - adventure provides joy - perceptions get keener - joy of life becomes more intense when danger is overcome 	
11	<p>Extended reading: NOVEL Distribution of marks: Content: Expression</p>	<p>10 marks 6 marks 4 marks</p>
	Value Points:	
	<ul style="list-style-type: none"> - while pursuing Kemp, Griffin finds himself in the open - injures Kemp - arrival of policemen - hunting begins - Griffin runs to save his life - Griffin cornered - beaten to death - loses his invisibility and different parts of body become visible - thus ends the career and life of invisible man 	
	OR	

	<ul style="list-style-type: none"> - a general sense of relief - a great scientist but a decadent human being - Griffin finally cornered and killed - feeling of sadness - misused talent / science - the reader can't help wishing that Griffin should have used his talent to serve society - futility of thoughtless scientific pursuits; leads to one's downfall 	
	OR	
	<ul style="list-style-type: none"> - Dunstan Cass has nothing good about him - unprincipled and unscrupulous - robs Silas of his gold - blackmailer – blackmails his brother - a worthless son - his sole aim – pursuit of pleasure - body found with Silas' gold 	
	OR	
	<p>Silas</p> <ul style="list-style-type: none"> - a recluse - doesn't socialise - earning and hoarding money his sole aim - shunned by people - his weird appearance - the stories of his occult powers - miserable man bereft of human company - Eppie's arrival transformed him into a different person 	