

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior School Certificate Examination-2020**  
**Marking Scheme – ENGLISH CORE**  
**(SUBJECT CODE : 301) (PAPER CODE – 1/3/3)**

**GENERAL INSTRUCTIONS**

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, these may be assessed for their correctness and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluators will mark (√) wherever answer is correct. For wrong answer "X" be marked. Evaluators will not put right kind of mark (√) while evaluating which gives an impression that the answer is correct and no marks are awarded. **This is the most common mistake which evaluators are committing.**
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 then totalled up and written in the left-hand side margin and encircled. This must be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left hand margin and encircled. This must also be followed strictly.
7. If a student has attempted an extra question, answer of the question, deserving more marks should be retained and the other answer scored out.
8. No marks are to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.

10. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books in other subjects (details are given in the spot guidelines).
11. Ensure that you don't make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totalling of marks awarded for an answer.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totalling on the title page.
  - Wrong grand total.
  - Marks in words and figure not tallying.
  - Wrong transfer of marks from the answer book to the online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark (✓) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for an incorrect answer.)
  - Half or a part of the answer marked correct and the rest as wrong, but no marks awarded.
12. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
13. Any unassessed portion, non-carrying over of marks to the title page or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
14. The examiners should acquaint themselves with the guidelines given in the 'Guidelines for Spot Evaluation' before starting the actual evaluation.
15. Every examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.

The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

1/3/3	SUGGESTED VALUE POINTS	2020
	<b>SECTION A: READING</b>	
	<b>COMPREHENSION PASSAGE</b>	
1	<b>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.</b>	<b>12 marks</b>
<b>1.1</b>	<b>MCQ (Any Five)</b>	
<b>(a)</b>	<b>The first Green corridor in India was created in</b>	
Ans.(a)	(ii) Chennai	1 mark
<b>(b)</b>	<b>The organisation which is framing a proposal to airlift cadaver organs is</b>	
Ans.(b)	(iii) National Organ and Tissue Transplant Organisation	1 mark
<b>(c)</b>	<b>The onerous task that the author is talking about in para 1 is</b>	
Ans.(c)	(iii) to carry the harvested organ in the shortest possible time	1 mark
<b>(d)</b>	<b>Most of the people do not go for heart transplant as</b>	
Ans.(d)	(iv) the cost is prohibitive	1 mark
<b>(e)</b>	<b>Most States refer organ transplant cases to big hospitals because</b>	
Ans.(e)	(i) they don't have well-trained experts	1 mark
<b>(f)</b>	<b>Heart retrieved from a body is alive only for _____ hours.</b>	
Ans.(f)	(iii) four	1 mark
<b>1.2</b>	<b>Answer briefly</b>	
<b>(a)</b>	<b>What is a 'green corridor'?</b>	
Ans.(a)	traditional method of transferring/transporting organs by road / a short route cleared and cordoned off by the traffic police / a route for the smooth and steady transportation of the harvested organs	1 mark
<b>(b)</b>	<b>Why is smooth transportation of the retrieved organ necessary?</b>	
Ans.(b)	A harvested / retrieved organ has a short life / organs have a very short preservation time	1 mark
<b>(c)</b>	<b>What opinion do you form of the Chennai Police with regard to the transportation of a harvested heart?</b>	
Ans.(c)	proved to be very efficient/ helpful / caring / responsible / quick / prompt / any other relevant point	1 mark
<b>(d)</b>	<b>What does the author mean by 'a few golden hours'?</b>	
Ans.(d)	The few hours during which, the harvested organ is alive / the time the harvested organ is to be transported and transplanted / short preservation time of the harvested organ	1 mark
<b>(e)</b>	<b>How much does a heart transplant cost a patient in a private hospital?</b>	
Ans.(e)	15-20 lakhs	1 mark
<b>1.3</b>	<b>Pick the words from the passage which mean the same</b>	
<b>(a)</b>	<b>Save (para 1)</b>	
Ans.(a)	preserve	1 mark
<b>(b)</b>	<b>Achieved/carried out (para 3)</b>	
Ans.(b)	accomplished	1 mark

2	<b>NOTE MAKING</b>	
	<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 is to be given , even if a student has written the title either in Q2(a) or Q2 (b)</li> <li>• Content must be divided into headings 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. Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	8 marks
(a)	<p><b>NOTE-MAKING</b></p> <p>Distribution of Marks</p> <p><b>Title</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p> <p><b>Abbreviations/Symbols</b> (with/without key )</p>	<p>4 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
	<p><b>Suggested notes:</b></p> <p><b>Title: Advantages and Disadvantages of Watching Television/ How Television affects lives/ Any other relevant title</b></p> <ol style="list-style-type: none"> <li>1. Benefits             <ol style="list-style-type: none"> <li>1.1 increases <u>know.</u> <ol style="list-style-type: none"> <li>1.1.1 of outside world</li> <li>1.1.2 science</li> <li>1.1.3 medicine</li> <li>1.1.4 <u>diff.</u> arts</li> </ol> </li> <li>1.2 recreation for old <u>ppl.</u> &amp; patients</li> <li>1.3 informal <u>lang.</u> practice</li> <li>1.4 increases <u>vocab.</u> &amp; helps practise listening</li> </ol> </li> <li>2. Disadvantages             <ol style="list-style-type: none"> <li>2.1 <u>ppl.</u> watch for 6 <u>hrs.</u> or more</li> <li>2.2 students stare at screen for <u>hrs.</u></li> <li>2.3 negative influence</li> <li>2.4 effect on human brain                 <ol style="list-style-type: none"> <li>2.4.1 poor <u>conc.</u></li> </ol> </li> </ol> </li> <li>3. Impact             <ol style="list-style-type: none"> <li>3.1 feels life not very exciting</li> <li>3.2 <u>TV</u> more real, life seems boring</li> <li>3.3 depression when can't solve problems</li> </ol> </li> <li>4. Violence shown on TV             <ol style="list-style-type: none"> <li>4.1 Children become violent</li> <li>4.2 killings seem normal</li> </ol> </li> </ol>	

	<p>Abbreviations: (minimum 4)</p> <ol style="list-style-type: none"> <li>1. ppl. – people</li> <li>2. know. – knowledge</li> <li>3. &amp; – and</li> <li>4. diff. – different</li> <li>5. vocab. – vocabulary</li> <li>6. lang. - language</li> <li>7. hrs. – hours</li> <li>8. conc. – concentration</li> <li>9. TV - Television</li> </ol>	
<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>4 marks</b></p> <p><b>2 marks</b></p> <p><b>2 marks</b></p>
	<p><b>SECTION B: WRITING SKILLS</b></p> <p><b>NOTE: The objective of the section on Writing Skills is to test a candidate’s writing ability. Hence, expression assumes as much importance as the content of the answer.</b></p>	
<b>3</b>	<b>ADVERTISEMENT</b>	<b>4 marks</b>
	<p><b>Format</b> Heading – <b>SITUATION VACANT / GOLDEN SOFTWARE SOLUTION NEEDS A SOFTWARE ENGINEER</b></p>	1 mark
	<b>Content</b>	2 marks
	<p><b>Expression</b> Grammatical accuracy, spelling, coherence etc. Due credit to economy of words</p>	1 mark
	<p><b>As General Manager, Golden Software Solutions, New Delhi, you need a software engineer for your organisation. Draft an advertisement for ‘Situation Vacant’ columns of a national newspaper stating your requirements regarding age, qualifications, experience and salary offered. (50 words)</b></p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>• requirement – software engineer</li> <li>• job/ duties</li> <li>• qualifications</li> <li>• experience</li> <li>• contact details</li> <li>• last date for applying / date of walk in interview</li> <li>• salary, perks offered</li> </ul> <p><b>(any other relevant details)</b></p>	

	<b>OR</b>	
	<b>NOTICE</b>	<b>4 marks</b>
	<p><b>Format-</b> The format must include: ISSUING AUTHORITY/ NAME OF THE INSTITUTION, the word ‘NOTICE’, DATE, HEADING and WRITER’S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box.</p>	<b>1 mark</b>
	<b>Content</b>	<b>2 marks</b>
	<p><b>Expression</b> Grammatical accuracy, spelling, coherence etc. Economy of words</p>	<b>1 mark</b>
	<p><b>You are Nitin/Nalini, Cultural Secretary, S.V.A. Public School, Jaipur. Your school is staging the play, ‘Shakuntalam’. Write a notice, to be displayed on your school notice board, mentioning time, date and the city theatre where the play will be staged. Invite the students and their parents to come and watch the play. (50 words)</b></p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>-what - <b>Shakuntalam</b></li> <li>-when – date &amp; time</li> <li>-where – any city theatre</li> <li>- tickets</li> </ul> <p><b>( any other relevant detail)</b></p>	
4	<b>LETTER WRITING</b>	<b>6 marks</b>
	<p><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. Mixing of the formats is not permitted</b></p>	
	<p><b>Format</b> 1. sender's address 2. date 3. receiver 4. receiver's address 5. subject /heading 6. salutation 7. closing</p>	<b>1 mark</b>
	<b>Content</b>	<b>3 marks</b>
	<p><b>Expression</b> Grammatical accuracy, appropriate words and spelling      <b>1 mark</b> Coherence and relevance of ideas and style                      <b>1 mark</b></p>	<b>2 marks</b>

4	<p><b>A 72-year-old Municipal Councillor of your area expired last Friday and as she had desired, her body was donated to Army Medical College. It would be a second life for some persons receiving some vital organs retrieved from her body. Write a letter to the Editor, ‘Indian Times’, Chennai, highlighting the importance of donation of eyes and other organs to persons in need. You are Navita/Namit, 125, Sohna Road, Kodaikanal.</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- incident</li> <li>- its nobility</li> <li>- need of donation (people dying etc.)</li> <li>- effects on lives</li> <li>- example to be set by leaders (political, social)</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks
<b>OR</b>		
4	<p><b>Fire broke out in one corner of the auditorium when your school’s annual day function was going on. Latha/Lalith, Head girl/ Head boy took command of the situation and got all the doors opened at once, used fire extinguishers, vacated the auditorium, provided first-aid and called the ambulance. Imagine you are the Principal of M.V. Public School. Write a letter to the Director of Education, recommending your student’s name for a bravery award.</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- what</li> <li>- where</li> <li>- when</li> <li>- how - role of student leader, various steps taken</li> <li>- recommendation</li> <li>- example for others</li> </ul> <p>(any other relevant point)</p>	6 marks
5	<b>DEBATE</b>	10 marks
	<p><b><u>NOTE</u></b></p> <ul style="list-style-type: none"> <li>- In case of the stand taken by the candidate / examinee, if the arguments presented are contradictory to the stand taken, deduct only half a mark.</li> <li>- Students’ views to be expressed either for’ or ‘against the motion and not a mixed response.</li> <li>- No title is required.</li> </ul> <p><b>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either.</b></p>	

	<b>Format - opening address / greetings, introduction of self whether for/ against the topic</b>	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling <b>2 marks</b> Coherence and relevance of ideas and style <b>2 marks</b>	4 marks
	<p><b>‘Only managing waste is enough for the health of our citizens’. Write a debate in 150-200 words either for or against the motion. You are Sarita / Sachin.</b></p> <p><b>Suggested value points</b></p> <p><b>In Favour</b></p> <ul style="list-style-type: none"> <li>- what is waste, kinds – industrial, e-waste etc.</li> <li>- waste – increasing alarmingly</li> <li>- at present little waste management (segregation and disposal)</li> <li>- health hazards – leads to malaria, dengue, cancer, deformities, mutation</li> <li>- how – chokes drains, breeding ground for microbes, bacteria, virus, mosquito etc.</li> <li>- pollutes water bodies – reaches animal and aquatic food</li> <li>- pollutes land – contaminates farm produce</li> <li>- only waste management – way to healthy nation</li> </ul> <p><b>Against</b></p> <ul style="list-style-type: none"> <li>- health – a comprehensive term</li> <li>- many factors affect health – diet, life style, mental health, resources, health awareness, hygiene, surroundings</li> <li>- waste management one aspect only</li> <li>- reduction in waste equally important</li> </ul> <p><b>(any other relevant points)</b> <b>(any three points)</b></p>	
	<b>OR</b>	
5	<b>SPEECH</b>	<b>10 marks</b>
	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- <b><u>No title is required.</u></b></li> <li>- <b><u>In case a candidate gives a title, no mark to be awarded to it and if a candidate does NOT give a title, no mark to be deducted, either</u></b></li> </ul>	
	<b>Format - opening address , closing</b>	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling <b>[2 marks]</b> Coherence and relevance of ideas and style <b>[2 marks]</b>	4 marks



	<p><b>Annual Examinations are approaching. You, as Principal, want to wish all your students to prepare well for the exams. Write a speech in 150-200 words on the topic, ‘Preparing for Annual Examinations’ to be delivered in the morning assembly. You are Reena/Rohit.</b></p> <p><b>To be delivered as Principal</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- no need to feel tense</li> <li>- just another exam</li> <li>- healthy diet</li> <li>- have worked hard all the year round</li> <li>- revision – not continuous; not hours together ; breaks</li> <li>- meditation in the morning, stay calm</li> <li>- attempt easy questions first</li> <li>- save time for revision</li> <li>- prepare and follow your time table</li> <li>- teachers / faculty support available</li> </ul> <p>(any other relevant point) (any three points)</p>	
6	<b>REPORT</b>	<b>10 marks</b>
	<b>Format –Title &amp; By line (writer’s name)</b>	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b>	4 marks
	Grammatical accuracy, appropriate words and spelling [2 marks]	
	Coherence and relevance of ideas and style [2 marks]	
	<p><b>It was early morning. The loud PCR siren startled you and you rushed downstairs. You saw your 85-year-old neighbour Mr. Sridar being carried by the police for emergency treatment at the local government hospital. You, along with your two neighbours, followed them. The doctors swung into action, gave Mr. Sridar the necessary treatment and saved his life. The Chief Medical Officer remarked that the slightest delay in bringing the patient to the hospital could have proved fatal. Write a report in 150-200 words on the incident. You are Sumit/Sunita.</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- what</li> <li>- when</li> <li>- where</li> <li>- how – the prompt action saved a life</li> <li>- creativity to be rewarded</li> </ul> <p>(any other relevant point)</p>	
	<b>OR</b>	

6	<b>ARTICLE</b>	<b>10 marks</b>
	<b>Format</b> : Title / Heading	1 mark
	<b>Content</b>	5 marks
	<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 marks] Coherence and relevance of ideas and style [2 marks]	4 marks
	<b>Discipline plays a very important role in the life of students. It is a self-improvement practice and helps students overcome their weaknesses and thus paves the way for success. Write an article in 150-200 words on the topic, 'Discipline and Students'. You are Roshan/Reshma.</b>  <b>Suggested value points</b> - discipline ensures success – time tested truth - benefits students most - to inculcate self-restraint / control / resilience - to face challenges - to overcome weaknesses - to achieve what seems impossible - to be at peace with self and society / balanced personality  (any other relevant point) (any three points)	
	<b>SECTION C</b>  <b>LITERATURE :TEXT BOOKS</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	<b>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>	<b>4+4=8 marks</b>
(a)	<b>RTC (Prose)</b> <b>There was a wooden bench beneath a solitary elm where lovers sometimes came. She sat down to wait. It was the perfect place, she had always thought so, for a meeting of this kind.</b>	
(i)	<b>Who is she?</b>	
Ans.	Sophie	1 mark
(ii)	<b>Who was she waiting for?</b>	
Ans.	Danny Casey	1 mark
(iii)	<b>Why did lovers like this place for their meetings?</b>	
Ans.	lonely place, no disturbance	1 mark
(iv)	<b>What was special about this meeting?</b>	
Ans.	Danny Casey was not coming / Sophie was only dreaming it (day dreaming) / no meeting was going to take place	1 mark

(b)	<b>RTC (Poetry)</b> Sometimes I feel myself I can hardly bear, The thought of so much childish longing in vain, The sadness that lurks near the open window there, That waits all day in almost open prayer For the squeal of brakes, the sound of a stopping car	
(i)	<b>Why does the poet call this desire childish?</b>	
Ans.	no car was going to stop to buy from this road side stand so foolish to hope / asking for city money	1 mark
(ii)	<b>Why is there sadness among people?</b>	
Ans.	poor people (hoping against hope), no actual sale takes place hence so sad	1 mark
(iii)	<b>Why do these people pray for a car to stop?</b>	
Ans.	so that they may be able to sell something to the motorists / get some money	1 mark
(iv)	<b>What does the word 'squeal' mean?</b>	
Ans.	screeching sound of a stopping car (vehicles) / sound produced by a car when it brakes	1 mark
8	<b>Short answer type questions (Any five)</b>  <b>Only five better answered questions to be awarded marks if more than five are attempted.</b>  <b>Distribution of marks:</b> <b>Content: 1 mark</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	<b>10 marks</b>
(a)	<b>Why was there a crowd in front of bulletin-board? (The Last Lesson)</b>	
Ans.	<ul style="list-style-type: none"> <li>- time of war</li> <li>- source of all bad news</li> <li>- notice / order from Berlin to teach only German – Alsace and Lorraine</li> <li>- no more teaching of French</li> </ul>	2 marks
(b)	<b>Why was Gandhiji against peasants going to courts for justice?</b>	
Ans.	<ul style="list-style-type: none"> <li>- going to law courts – of little use</li> <li>- peasants – crushed and fear stricken</li> <li>- too poor to pay the high fee of lawyers</li> </ul>	2 marks
(c)	<b>Why did M.Hamel blame the parents for their children's poor performance at school?</b>	
Ans.	<ul style="list-style-type: none"> <li>- parents preferred children work in fields / mills</li> <li>- parents not anxious enough to have them learn</li> </ul>	2 marks
(d)	<b>What can the Earth teach us? (Keeping Quiet)</b>	
Ans.	<ul style="list-style-type: none"> <li>- there is activity / life under apparent stillness</li> <li>- when everything seems dead and latent, later proves to be alive</li> </ul>	2 marks
(e)	<b>Why did Dr. Sadao and his wife treat the wounded enemy soldier?</b>	
Ans.	<ul style="list-style-type: none"> <li>- on humanitarian grounds</li> <li>- professional ethics for Dr. Sadao</li> <li>- supportive wife (Hana)</li> </ul>	2 marks
(f)	<b>Who killed the hundredth tiger? Why?</b>	
Ans.	<ul style="list-style-type: none"> <li>- one of the king's hunters</li> <li>- could not reveal the truth for fear of losing job</li> </ul>	2 marks

(g)	<b>When did Bama first come to know of the social discrimination faced by the people of her community?</b>	
Ans.	<ul style="list-style-type: none"> <li>- saw an elder from her community carrying the packet, told her brother</li> <li>- annan / elder brother made her aware of caste based discrimination</li> </ul>	2 marks
	<b>Q9 &amp; 10 : 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.</b>	
	<b>Distribution of marks:</b> <b>Content: 3 marks</b> <b>Expression : 3 marks</b> <b>Grammatical accuracy, appropriate words and spelling [1½ marks]</b> <b>Coherence and relevance of ideas and style [1½ marks]</b>	
9.	<b>Why are the bangle makers of Firozabad so pessimistic about their future?</b>	6 marks
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Belief – born in the caste of banglemakers – written in their karam / destiny / accepted their fate – God given lineage</li> <li>- Fear – bureaucracy, police, moneylenders – will haul / beat / drag them to jail – lost enthusiasm / tired / exhausted</li> <li>- mind numbing toil – killed all initiative and ability to dream</li> <li>- miserable living conditions</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks
	<b>OR</b>	
	<b>How did Douglas develop an aversion to water? How did he overcome his fear of water?</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- aversion started with experience at California beach</li> <li>- aversion strengthened with misadventure at YMCA pool <ul style="list-style-type: none"> <li>• big bruiser of a boy – tossed into deep end – nearly drowned – developed fear of water</li> </ul> </li> <li>- terror deprived him of water games</li> <li>- hired a trainer ; underwent training</li> <li>- removed residual doubts by swimming alone at different water bodies</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks
10	Answer the following question in 120-150 words	6 marks
	<b>Distribution of marks:</b> <b>Content: 3 marks</b>	

	<p><b>Expression :</b> <span style="float: right;"><b>3 marks</b></span>  <b>Grammatical accuracy, appropriate words and spelling</b> [1½ marks]  <b>Coherence and relevance of ideas and style</b> [1½ marks]</p>	
	<b>How is Jack’s perspective on life different that of Jo?</b>	
Ans.	<p><b>Suggestive value points</b></p> <ul style="list-style-type: none"> <li>- Jack</li> <li>- Jack’s approach to life, an adult’s based on his experience of life</li> <li>- parental authority – wants the story to end with an adult having the final word; wants the tradition to continue; no innovation  <b>(an element of male chauvinism – desires to dominate)</b></li> <li>- Jo</li> <li>- innocent – no experience of the world</li> <li>- does not want to conform ; an individual has a right to lead his/her own life; does not want to be dictated; tradition and uniformity are dull and boring; wants to adopt the road not taken</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks
	<b>OR</b>	
	<b>How did Derry benefit from his interaction with Mr. Lamb?</b>	
Ans.	<p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- Derry got over his fear, his embarrassment; ready to abandon his lonely life; was told that the world had many beautiful things to look at</li> <li>- got self-confidence; earlier lacking – attitude of the people, their remarks, his own family</li> <li>- develops self-acceptance</li> <li>- develops a positive attitude towards life</li> </ul> <p>(any other relevant point) (any three points)</p>	6 marks

\*\*\*\*\*