

ALL INDIA SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII)
MARCH 2015
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 OF 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 IS DESERVING 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 UPTO 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	<p>NOTE MAKING Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.</p>	10 marks
1.1	<p>Distribution of Marks Abbreviations / Symbols (with /without key) – minimum four Content (minimum 3 headings and sub-headings, with proper indentation and notes) Title</p>	<p>1 mark 4 marks 1 mark</p>
	<p>IMPORTANT INSTRUCTIONS:</p> <p>Accept the notes and summary in both the first and third person, provided the format is correct and content is covered properly.</p> <p>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.</p> <p>Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.</p> <p>Note: If a student has attempted only the summary or the notes, due credit should be given.</p>	
	<p>Title: Hewlett Packard / Any other relevant title</p>	
	<p>1 Services offered and specialisation 1.1 hardware, software and services 1.2 small and medium sized businesses 1.3 large enterprises – <u>govt.</u>, health and <u>ed.</u> sector 1.4 <u>dev.</u> of computing, data storage and hardware 1.5 delivering services</p> <p>2 Major products & marketing 2.1 personal computing and storage devices 2.2 enterprise and industry services 2.3 software, printers & imaging products 2.4 marketing products 2.4.1 to households 2.4.2 small to medium sized businesses 2.4.3 directly and online 2.5 second largest PC vendor 2013</p> <p>3 Major challenges 3.1 competitive market & changing industry trends 3.2 poor revenue growth 3.3 consensus style <u>cul.</u> 3.4 new leader needed – Fiorina brought in</p> <p>4 Preventive steps taken 4.1 laying off employees in a phased manner 4.2 cost cutting / pay cuts – no guarantee of employment & continuity 4.3 company merger</p> <p>5 Major impacts 5.1 shift in cherished organisational culture</p>	

	5.2 morale suffered badly 5.3 beliefs and values communicated to employees							
	Suggested abbreviations: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">& – and</td> <td style="padding: 2px;">ed. / edu. / Ed. – Education</td> </tr> <tr> <td style="padding: 2px;">dev. – development</td> <td style="padding: 2px;">govt. – government</td> </tr> <tr> <td style="padding: 2px;">cul. – culture</td> <td></td> </tr> </table>	& – and	ed. / edu. / Ed. – Education	dev. – development	govt. – government	cul. – culture		
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dev. – development	govt. – government							
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	Note: 1. Any other suitable abbreviations should be accepted 2. No student to be penalised if a key to abbreviations is not given separately							
1.2	SUMMARY Objective: 1. To expand notes (headings and sub-headings) into a summary. 2. To test the ability of extraction.	4 marks						
	Distribution of Marks Content Expression Note: Due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.	3 marks 1 mark						
2	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 spellings and grammatical error 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							
2.1 (i)	– Harvey a bit of a street fighter himself – to make an epic film on gang warfare – Martin Scorsese made street violence the signature trait of his films (any one)	1 mark						
(ii)	– Weinstein wanted a commercial version. – Scorsese wanted to stick to artistic guns.	$\frac{1}{2} + \frac{1}{2} = 1$ mark						
(iii)	– Scorsese was dissatisfied with the ending, wanted to reshoot it	1 mark						
(iv)	– declined to be interviewed but released a joint statement	1 mark						
(v)	– Scorsese had no box office smash since Cape Fear – Weinstein was spurned in Hollywood due to his dominant personality	1 mark						
2.2 (a)	(ii) made it effective	1 mark						
(b)	(ii) fought over	1 mark						
(c)	(ii) rejected	1 mark						
(d)	(iv) supporting	1 mark						
(e)	(iii) depends on	1 mark						

	SECTION B: (WRITING AND GRAMMAR)	Total Marks 40
	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.	
3	NOTICE Objective: To draft a notice in an appropriate style.	4 marks
	Content (includes format)	3 marks
	Format	
	<ul style="list-style-type: none"> – name of the club, 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. 	
	Expression (Coherence and relevance of ideas, accuracy and style)	1 mark
	Suggested Value Points <ul style="list-style-type: none"> – details of the walk – areas covered – purpose – any other relevant details 	
	OR	
	FORMAL LETTER OF INVITATION Objective: To use an appropriate style to write a formal letter of invitation	
	Content (includes format)	3 marks
	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 signature / name 	
	Expression	1 mark
	Suggested Value Points <ul style="list-style-type: none"> – reason for inviting – invitation to Neelima Sharma, the local MLA – request to address the club members – availability – any other 	
4	LETTER WRITING	6 marks
	LETTER TO EDITOR: Ill Equipped Students Objective: To use an appropriate style to write a formal letter to the editor 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 	1 mark

	6. complimentary close 7. sender's signature / name	
	Content	3 marks
	Expression	2 marks
	<p>Suggested Value Points:</p> <ul style="list-style-type: none"> – not enough vocational courses – more of theoretical courses – lack practical skills – reading, writing, speaking – not linked to job market – irrelevant content – holistic development ignored <p>Suggestions</p> <ul style="list-style-type: none"> – need to link education to practical life – need more vocational courses – link to job markets – due importance to be given to life skills – any other 	
	OR	
	<p>COMPLAINT LETTER Objective: To use an appropriate style to write a formal letter of complaint To plan, organise and present ideas coherently</p>	
	<p>Format</p> <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
	<p>Suggested value points:</p> <ul style="list-style-type: none"> – list of items ordered – date, brand, no. of items – details of delivery – mode, time – problems – inconvenience caused – replace or repair – early redressal – any other 	
5	<p>REPORT WRITING Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	10 marks
	CULTURAL EXTRAVAGANZA	
	Format: title / heading, writer's name	1 mark
	<p>Content:</p> <ul style="list-style-type: none"> – what, when, where, why, how, – details of activities – prizes won 	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 – reasons for fewer students opting for sports activities – importance of sports for health, fitness, holistic development – example of successful sports personalities Suggestions – better infrastructure – more fund allocation – sports included in school curriculum any other	
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
	Suggested Value Points (JUVENILE CRIMES) – initiatives helpful to some extent – students do not take them seriously – values to be taught by example – limited effect Suggestions – keeping students positively occupied – helping to develop vocational activities – important parental role – inculcating moral values during childhood – value oriented curriculum – role of a counsellor – regular orientation programmes for parents and teachers any other	
	OR	

	<p>Suggested Value Points (MONEY WASTED ON MEMORIALS)</p> <ul style="list-style-type: none"> – memorials – waste of money – better ways to remember leaders – become a point of conflict – rouse public resentment – money to be spent on welfare schemes <p>any other</p>	
	<p>NOTE: In question 7 care should be taken not to award marks to any inaccurate answers carrying errors in grammar and punctuation.</p>	
7(a)	<p>REARRANGING Objective: To read and arrange words and phrases into meaningful sentences</p>	3 marks
(i)	Daddy / always says / I'm prudish / and vain / but / that's / not true	1 mark
(ii)	<p>I / have not / been told / often / that / I am / pretty OR I / have not / often / been told / that / I am / pretty</p>	1 mark
(iii)	<p>I / laughed / when / once / a boy said / I looked / so attractive OR I / laughed / when / a boy said / once / I looked / so attractive OR Once / I / laughed / when / a boy said / I looked / so attractive OR I / laughed / when / a boy said / I looked / so attractive / once (any other meaningful sentence may be accepted)</p>	1 mark
7 (b)	<p>FRAMING QUESTIONS Objective: To understand the context and frame relevant and appropriate questions Marking: ½ 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> <ol style="list-style-type: none"> 1. What are the different courses available in your university? 2. What is the eligibility condition / criterion for admission to your university? 3. What are the dates of admission for various courses? 4. What is the fee structure? 5. What are the boarding and lodging arrangements / facilities? <p>OR</p> <p>Are boarding and lodging facilities available for students?</p> <ol style="list-style-type: none"> 6. Are freeships available? <p>(any other suitable questions may be accepted)</p>	3 marks
7 (c)	<p>EDITING Objective: To use grammatical items appropriately Marking: ½ 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 	4 marks

	<p>- If only the correct words are given, marks should be awarded</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Error</td> <td style="width: 50%; text-align: center;">Correction</td> </tr> <tr> <td style="text-align: center;">(a) in</td> <td style="text-align: center;">on</td> </tr> <tr> <td style="text-align: center;">(b) in</td> <td style="text-align: center;">to</td> </tr> <tr> <td colspan="2" style="text-align: center;">OR</td> </tr> <tr> <td style="text-align: center;">get</td> <td style="text-align: center;">getting</td> </tr> <tr> <td style="text-align: center;">(c) of</td> <td style="text-align: center;">in / from</td> </tr> <tr> <td style="text-align: center;">(d) be</td> <td style="text-align: center;">being / becoming</td> </tr> <tr> <td style="text-align: center;">(e) his</td> <td style="text-align: center;">one's / your / our</td> </tr> <tr> <td style="text-align: center;">(f) look</td> <td style="text-align: center;">looking</td> </tr> <tr> <td style="text-align: center;">(g) mean</td> <td style="text-align: center;">means</td> </tr> <tr> <td style="text-align: center;">(h) turned</td> <td style="text-align: center;">turns</td> </tr> </table>	Error	Correction	(a) in	on	(b) in	to	OR		get	getting	(c) of	in / from	(d) be	being / becoming	(e) his	one's / your / our	(f) look	looking	(g) mean	means	(h) turned	turns	
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	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) (i)	– trauma of battle, shock and strain of bloody war / cowed subjection to the ghosts of friends who died / haunted nights	1 mark																						
(ii)	– cruelties of war	1 mark																						
(iii)	<p>– grim and glad – alliteration / glorious war shattered their pride – paradox / irony</p> <p>– dreams drip with murder – metaphor</p> <p>– children – metaphor</p> <p style="text-align: center;">(any one)</p> <p>(a student may or may not quote the relevant line for the figure of speech)</p>	1 mark																						
(iv)	– proud and shattered / grim and glad / glorious and shattered	1 mark																						
(v)	– cruelty of the battle / cowed subjection / horrors of war	1 mark																						
8 (b)(i)	Curtain – Helen Spalding	1 mark																						
(ii)	– breakup of relationship / separation of two lovers	1 mark																						
(iii)	<p>– the two lovers</p> <p>– death of their emotions resulting in their ghostly existence</p>	$\frac{1}{2} + \frac{1}{2} = 1$ mark																						
(iv)	– the love between the two has ended / circumstances have compelled them to end their relationship by mutual consent	1 mark																						
(v)	– like Hamlet's dilemma the two separated lovers debated their separation, confusion and indecision. Hence two Hamlets and two soliloquies	1 mark																						
9	Objective: To test students' comprehension of prose – local and global	4 marks																						
	Content	3 marks																						
	Expression	1 mark																						
	Answer any one																							
(a)	– Brutus led the conspirators in the assassination of Julius Caesar on 15 th March 44BC																							

	<ul style="list-style-type: none"> – Lady Weston calls Caesar from Hampton Brutus who has come to see Lord Weston regarding rose trees because he has terrified her husband <p>Parallels drawn</p> <ul style="list-style-type: none"> – Brutus led the conspiracy against Julius Caesar – Mr Caesar from Hampton created panic in the mind of Lord Weston 	
	OR	
(b)	– Initially, hesitant and sceptical. The son is not interested. Parents have mixed feelings but later overcome by curiosity and greed, accept it.	
10	Objective: To test students' comprehension of prose – local and global	5 marks
(a)	<p>Content:</p> <p>Expression:</p> <p>Answer any two</p>	<p>3 marks</p> <p>2 marks</p>
(i)	<ul style="list-style-type: none"> – Suzanne liked both and she could not decide the better one – favoured neither – prepared tough competition for both – was flirtatious – believed the matter would remain unsolved – tried to postpone the matter indefinitely – saved herself from the problem of passing judgement on the two lovers – cunning and clever, she knew both loved her – yet in the end, she kept her word <p style="text-align: center;">(any 3)</p> <p>Yes, justice was done</p> <ul style="list-style-type: none"> – Quinquant played his part well and proved himself a better actor than Robichon – Paris awarded the 'palm' to Quinquant without a dissenting voice – Quinquant played his part so well that even Robichon was duped by him <p>No, justice was not done to Robichon</p> <ul style="list-style-type: none"> – Robichon did most of the planning – he devised a way out to prove his supremacy by being versatile – he discussed everything with his adversary Quinquant and his love Suzanne – even the deal with Jacques Roux was arranged in front of them – he believed in a fair competition – contrastingly Quinquant was very quiet about his secretive plan – Quinquant won the heart of Suzanne but Robichon conquered hearts of all <p style="text-align: center;">(any 3)</p>	
(ii)	<ul style="list-style-type: none"> – removes dullness and boredom / makes everything more adventurous – we stop taking things for granted – risk and danger makes one wise – teaches us how to overcome danger – perceptions get keener and joys more intense 	
(iii)	<p>In the beginning, Marian was playing school alone with her dolls</p> <ul style="list-style-type: none"> – scolded them – made gestures like her teacher might have done – was mechanical and boring <p>Later on Freda joined her in the garden</p> <ul style="list-style-type: none"> – cheerful – class was larger, brighter and more comfortable – made the game more real 	
10 (b)	Answer in 120-150 words	6 marks
	– bees and wasps are called noble because they do not harm anyone until and	

	<ul style="list-style-type: none"> – unless they are harmed – industrious, work for the general good – help in pollination – live a quiet and inoffensive life – by removing a large quantity of honey from the beehives and making the bees angry 	
	OR	
	<ul style="list-style-type: none"> – conservative society perceives sons to be dutiful to their parents – respect family traditions, family culture and value system – exemplary filial behaviour – Rakesh played his part to the best of his ability 	
11	<p>Extended reading: NOVEL</p> <p>Distribution of marks:</p> <p>Content:</p>	10 marks
	<p>Expression</p> <p>Value Points:</p>	6 marks 4 marks
	<p>The Invisible Man</p> <ul style="list-style-type: none"> – Griffin learns the secret of invisibility. – this alters his character – feels empowered – misuses science – does not know how to revert back – pathetic end 	
	OR	
	<ul style="list-style-type: none"> – unlimited power made Griffin corrupt, arrogant and fanned criminal tendencies resulting in friendless life, bad tempered, secrecy, isolation, betrayal and downfall 	
	OR	
	<p>Silas Marner</p> <ul style="list-style-type: none"> – Silas's poor eyesight – part of the bodily deterioration and deformation – long hours of work – bent frame and premature aging – cause of repetitive labour – poor vision creates a parallel between Eppie and Silas's lost gold – does not see Eppie come in and gold leave – notices Eppie's blond hair – thinks gold has returned – symbolic level – near-sightedness symbolises general narrowness of vision and thought – prevents him from thinking beyond the narrow confines of work and gold – after sixteen years of Eppie's adoption, complete transformation 	
	OR	
	<ul style="list-style-type: none"> – Eppie's appearance transforms him – realisation futility of lust for money – not reciprocal – does not lead to higher system of beliefs /values – integration with Raveloe community – religious faith restored – starts visiting church 	