

PRACTICE PAPER-1

Marking Scheme

ENGLISH ELECTIVE

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.
2. "Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC."
3. 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.
4. 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.
5. Evaluators will mark (✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators should not put (√) kind of mark while evaluating a wrong answer which gives an impression that answer is correct and no marks are awarded.
6. 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 then be totalled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10. A full scale of marks (0-40 marks) as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
12. Ensure that you do not 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 on a reply.
- 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 totalling of marks of the two columns on the title page.
- Wrong grand total.
- Marks in words and figures not tallying.
- Wrong transfer of marks from the answer book to 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 incorrect answer.)
- Half or a part of answer marked correct and the rest as wrong, but no marks awarded.

13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. 'Zero' should be mentioned both in figures and words.

14. 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 charge

15. 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.

16. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.

17. 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.

SECTION- A
READING SKILL

OBJECTIVE- testing comprehension of unseen passage comprehension passage

Q-1 Comprehension Passage

6 Marks

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

1. (iii) He was reckless with money.
2. (iii) was jealous of his brother
3. Nicky felt that he was not an apt companion for Valodaya because Valodaya was superior to him in age, interests, and ability. He believed that Valodaya's superiority caused him moral anguish.
4. Nicky was most upset about Valodaya's happy large-heartedness, especially during their quarrels. He envied Valodaya's ability to behave well during disagreements.
5. Nicky felt uncomfortable and ashamed to be alone with his brother because he had quarreled with Valodaya, and he was scared and uneasy about facing him.
6. Nicky showed that he was sorry by scowling and putting on an angry expression when passing Valodaya after their history lesson.
7. (i) vanity
8. (ii) tormented

Q-2 Comprehension Passage

6 Marks

Note: No mark(s) should be deducted for mistakes in usage and grammar, spelling or words limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

1. c) It yields to the new
2. b) Bound by gold chains
3. a) To show humility
4. b) Sheep or goats
5. Pray for his soul.
6. Simile ("Rise like a fountain")
7. The ability to lift hands in prayer and connect with God.
8. Yielding

SECTION- B

WRITING SKILLS AND GRAMMAR

Q-3.A OBJECTIVE- to use an appropriate style to write a letter for the position of a volunteer, organize and present ideas coherently. **6 Marks**

Format

sender name
date
receiver address
subject
solution
body of the letter
Closing
sender signature name

1 Marks

Content

3 Marks

Expression

2 Marks

Grammatical accuracy, appropriate words and correct spelling coherence and the relevance of ideas and style.

Suggested value points:

- reference of advertisement
- Mention the job required
- Bio data, profile
- educational qualification
- professional qualification
- strength and weakness
- any other relevant point/points

Q-3.B Paragraph Writing

6 Marks

word limit 100-120 words

- | | |
|---|----------------|
| 1. Title | 1 Mark |
| 2. Content and logical development of thoughts/ ideas | 3 Marks |
| 3. Expression in style | 2 Marks |

Suggested value points:

1. Introduction: Hard work and its meaning in achieving success.
2. Hard Work as a Foundation
3. Overcoming Challenges
4. Skill Development

5. Value of Determination
6. Personal Growth
7. Any other relevant point/ points

Q3. C Report Writing
Marks

6

OBJECTIVE To use a style appropriate to the given situation

To plan, organize and present ideas coherently

FORMAT

- | | |
|--|----------------|
| 1. Title / heading, writer's name | 1 Mark |
| 2. Content | 3 Marks |
| 3. Expression | 2 Marks |

Suggested value points:

- Detail of the event who, what, when, where, why and how
- Details of invites. chief guest other eminent personalities
- Details of Seminar
- Response of participants
- Closing of programme
- Any other relevant point/ points/ details

Q4. OBJECTIVE Application of grammatical skills

6 Marks

To test the ability of grammar topics

- (a) The cat slept on the windowsill, and the dog barked outside.
- (b) He said that he had finished his homework.
- (c) The suspect was arrested by the police.
- (d) Student: May I borrow your pen for a moment?

Friend: Of course, you can.

- (e) The group of friends is playing in the park.
- (f) If it rains tomorrow, we will have to cancel the picnic.

Q5. OBJECTIVE- to test comprehension, interpretation, appreciation, expression **5 Marks**

1. The speaker has experienced nineteen autumns since they first started counting.
2. The speaker witnessed the sudden movement of creatures, which started to mount and scatter wheeling in great broken rings.
3. The movement of the creatures is described as "scatter wheeling in great broken rings." They are flying in broken circular patterns, creating clamor with their wings.
4. The imagery of "scatter wheeling in great broken rings" suggests a chaotic and disorganized movement of the creatures. The broken rings may symbolize disruptions or changes in the natural order.
5. b) Chaotic

II.

- a. In the poem, the snake is charmed and winding around a stone.
- b. The imagery used to describe the flowers' ascent is that they "soared upon a stem like Hindered Flags – Sweet hoisted – with Spices – in the Hem." This suggests that the flowers are rising on the stem like flags that are hindered but sweetly raised, with spices in their hem.
- c. The poet seems to be using the imagery of the bird, snake, and flowers to convey a sense of nature's beauty and the interconnectedness of different elements in the natural world. The poem captures moments of simplicity and wonder in nature.
- d. The use of "silver matters" and "spices" could symbolize the precious and delightful aspects of life. "Silver matters" may represent valuable or beautiful things, while "spices" might signify the aromatic and flavorful elements that enhance life.
- e. The Hindered Flags in the poem symbolize obstruction or hindrance.

Q6. OBJECTIVE- To test comprehension interpretation, appreciation, expression 5 Marks

1. Captain Hagberd disregarded himself because of the "penalty of dailiness." The passage suggests that he, like the sun, became disregarded unless he made his presence felt heavily.
2. The passage does not explicitly state why Captain's eyes wander cryptically. It mentions that his eyes "wandered more furtively perhaps than of yore," leaving the exact reason open to interpretation.
3. Captain Hagberd's physical appearance is described as walking stiffly in a suit of canvas, making him a quaint and remarkable figure.
4. The statement "only his eyes wandered more furtively perhaps than of yore" suggests that there might be a change or decline in Captain Hagberd's mental state or demeanor. His eyes, which may have been more steady or focused in the past, now exhibit a more furtive and secretive quality.
5. The sun is likened to "Captain Hagberd himself" in the passage.

II.

1. Frau Frieda's only trade was telling dreams before breakfast.
2. The city of old Caldas is mentioned in the text, but its specific location is not provided.
3. People tend to rely on dreams and take certain precautions because, according to the text, dreams are believed to have oracular qualities that are preserved in their purest form when shared before breakfast.
4. The fine custom instituted by the protagonist in her family was telling dreams before breakfast.
5. b) Prophetic

Q7. OBJECTIVE- To test students ability to comprehend prose local and global 2X5=10

1. Content 3 Marks

2. Expression 2 Marks

(a) Dr Margolin did not want his wife to accompany him to the wedding because whenever he took her to a wedding, he was ashamed of celebrations made there. Besides this, Dr Margolin had married her not abiding by Jewish customs so he thought Senciminers would not like this.

(b) At the end of the story, she felt she couldn't let Frank leave her. She had to "escape." She, too, a young Irish woman, "had a right to happiness." Everything had been planned in advance. She saw her new life in America as "rebirth", one in which she could be fulfilled and proud of her future husband's achievements. And yet, the idea of home and the rough crossing that probably awaited her made her fear what held in store for her. Crossing over to join him was one step further that she couldn't make. It was like a threshold she could never cross. The image of the choppy sea was reflected in her inner self. She suddenly felt repelled by the vision of her own existence in an utterly foreign place. and She even seemed to cease to exist at all: no sign of love or farewell or recognition".

(c) We find misuse of cognition and resolution due to mis-conception of things to satisfy one's false ego. Tao Ying is over ambitious in the matter of providing good culture and manners to her son. She takes undue advantage of careless conductors in the bus and wants to board the bus without ticket. No doubt, she is generous in providing her son with nutritious diet and good schooling as all parents must do, but does not want to reveal her real personality before him. She tries to be an ideal mother before her son. She is money minded and relies on getting things free of cost.

**Q8. OBJECTIVE- To test students ability to comprehend prose local and global
2X4=8**

- (a) The phrase "weak witness of thy name" relates to how a statue of Shakespeare would be a poor symbol for praising his name. Shakespeare, according to the poet, is the greatest writer who ever lived. A "star-pointing pyramid" would only hide his "hallow'd reliques" and be a weak depiction of his generosity.
- (b) In this poem, the shadows before and after noon are used to represent the relationship between two people. The shadows after noon are meant to describe the maturity of their relationship.
- (c) In the poem 'Kubla Khan,' the speaker describes a grand construction in a place called Xanadu. The imposing palace and its surrounding land belong to the Mongolian ruler, Kubla Khan. The speaker then describes a vision of a woman singing and playing the dulcimer, which inspires and enraptures the speaker.
- (d) It means a misinterpretation of religion made by the religious authorities. They are donors of instructions in religious affairs including ethics, etiquette etc. They preach the people in their own way as per their own understanding. They generate differences in the minds of masses and disturb the peace of the nation.
- (e) This poem gives information about a little girl's heart and shows how this fast-moving world casts her into a grown-up lady. Kamala Das, in her writings, shares her own experience, which connects the readers, and this in context with the poem shows the authenticity of old falling apart village house.

Q9. OBJECTIVE- Appreciation of character, event, episodes themes etc

1X5=5

1. Content 3 Marks

2. Expression 2 Marks

9 A. Suggested Value Points:

- Its multifaceted nature,
- Encompassing social, spiritual, and personal dimensions.
- A powerful symbol of resistance, empathy, and self-discovery in the face of societal oppression and prejudice.

9. B

- Prakriti's Initial Disgust
- Encounter with Ananda
- Emotional Churning
- Maternal Sacrifice
- Realization through Tragedy
- Awakening to Humanity
- Empathy and Liberation
- Spiritual Transformation

Q10 OBJECTIVE-Seeking comments, interpretation, appreciation of episodes, characters, events etc. 1X5=5

1. Content 3 Marks

2. Expression 2 Marks

A Suggested Value Points:

- In 1947, when India gained independence from the British, many people expected the importance of English language to decrease.
- Contrary to expectations, the significance of English has increased, making it almost a "universal language" for ordinary Indians.
- Dr. Girish Karnad's play "Broken Images" ignited discussions on "Language Politics in Indian Literature and Culture."
- The protagonist, Manjula, is used by Karnad to depict the reality of Indian mentality.
- Karnad observed that the British had the freedom to climb to the highest class of society in India, and English is triggering a societal revolution.
- English, being a powerful and aggressive language, can even impact Indian family life, creating jealousy and class struggles among sisters.
- Girish Karnad played a crucial role in portraying English as the patriarch of all literary languages in India.
- "Broken Images" by Girish Karnad explores common ideas about English and other Indian languages in the context of Indian literature and culture.

B. Suggested Value Points:

- Protagonist's Communication Style
- Success in Writing
- Behavior Outside the Judiciary
- Response to Media
- Foreshadowing by the Media

Q11. OBJECTIVE-To test student ability to comprehend prose local and global 2X4=8

1. Content 1 Mark

2. Expression 1 Mark

(a)

- Manjula's Protective Nature
- Best Treatment for Malini

- Mixed Feelings about Love

(b)

- Prakriti's mother is surprised and worried when she finds out that her daughter, who belongs to the lowest untouchable caste, had a conversation with Ananda, a Buddhist monk.
- Prakriti's mother knows that the consequences of a spell she cast on the monk could be misunderstood. The spell is expected to change the monk from a kind person to a morally corrupt one.
- The spell is powerful and has negative effects not only on the monk but also on Prakriti's life.
- The monk, Ananda, is completely defeated and turns into a negative representation of humanity.
- Prakriti's emotions are affected by the monk's transformation, but she doesn't witness it in time.
- Unfortunately, Prakriti's mother dies as a result of these events.

(c)

- Writing in “another language” is not a betrayal of the mother tongue.
- Karnad made this clear in the opening monologue of the play.
- Writers can pay equal attention to writing in both languages. It relies upon his audience's goal. Thus, it isn't a criminal offence to be a bilingual practitioner.

(d)

- Social drama
- Themes: Equality in caste and gender, Class struggles, Triumph of good over evil
- Dramatic Technique: Symbolism in Natural Imagery, Water
- Symbolism in Character Names: "Prakriti", "Anand", "Mother"
- Message: The play conveys messages about social issues, the importance of realizing one's worth, and the triumph of good values over evil actions.

(e)

- Playwrights create plays through dialogue to leave a more straightforward impression on the audience.
- Monologues expressed through reflection and introspection do not necessarily have powerful effects as when the opponent encounters a character through dialogue. Therefore, it was made dialogic.

(f)

- Prakriti, a young girl from the untouchable community, becomes infatuated with Ananda, a Buddhist monk who possesses a charm that draws people towards him.
- The attraction serves as a catalyst for Prakriti's personal growth and the transformation of societal norms.

Q-12 OBJECTIVE-To test student's ability to understand literary devices/ figures of speech in literature

1X4=4

(a) simile

(b) The metaphor in the line "The world is a stage, and we are all actors" is "the world is a stage."

(c) iii. Personification

(d) Alliteration is the repetition of the same initial consonant sounds in a series of words within a phrase or verse. It is a literary device that adds rhythm and musicality to a piece of writing. For example, in the phrase "Sally sells seashells by the seashore," the repetition of the "s" sound is an example of alliteration.

