

**PRACTICE PAPER - 3**  
**(2020-21)**  
**MARKING SCHEME**  
**ENGLISH – LANGUAGE AND LITERATURE**  
**CLASS: X**

**Time allowed: 3Hrs.**

**Maximum Marks: 80**

	<b>Part A</b>	<b>20</b>
Q1.	1. a 2. d 3. b 4. a 5. b 6. c 7. c 8. b 9. b 10. c 11. b 12. c	1x10=10
Q.2	1. d 2. b 3. c 4. a 5. a 6. c 7. b 8. a 9. a 10. b	

**Q3. Literature (Prose extract)**

**(A)**

i. b) 2, 3 & 4

ii. b) through this exercise she needed to understand that everyone who is born will have to die one day.

iii. d) if they had ever lost a loved one.

iv. b) Some humans can live forever.

v. d) surrender

**OR**

**(B)**

i. b) Surprised

- ii. b) The seagull was hungry. Hunger was a source of motivation to learn flying.
- iii. d) F- 4 ; O- 1,2, & 3
- iv. a) the seagull got scared.
- v. d) Option 4

**Q.4 (A)**

- i. A tiger in the zoo
- ii. Abcb : abcb
- iii. The tiger in the zoo and the tiger in its natural habitat
- iv. anger
- v. cage

**(B)**

- i. The speaker is lost in her own dreams
- ii. metaphor
- iii. confused
- iv. Amanda
- v. Dance in the tower

Q.5 (i) is celebrated

( ii) is

iii) known

Q6 i) why she wanted to buy

ii) she liked

iii) he had paid

Q.7 i) take

ii) have to

iii) must

iv) our

v) a

vi) can

**Part B (40 marks)**

Question	Solution	Marks
<p><b>8. Writing</b></p> <p>[Creation, Application and Analysis]</p>	<p align="center">Formal Letter</p>	<p>1x5=5</p> <ul style="list-style-type: none"> <li>• <b>2 marks</b> for content</li> <li>• <b>2 marks</b> for expression : (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas)</li> </ul>
	<p><b>Format</b></p> <ol style="list-style-type: none"> <li>1. sender’s address</li> <li>2. Date (any standardised format - 21.5.20 /21 May ’20 / 21/5/20 etc.)</li> <li>3. receiver’s address—mentioned in the Q/ fictitious (receiver’s address may also be followed by date)</li> <li>4. subject</li> <li>5. salutation</li> <li>6. complimentary close</li> </ol>	<p><b>Format = 1 mark</b></p> <ul style="list-style-type: none"> <li>• An organised format structure is expected.</li> <li>• Absence of even one aspect shall result in credit of ½ marks only.</li> <li>• Full credit of 1 mark requires all listed aspects of format.</li> <li>• Zero credit if just format is listed without letter content</li> </ul>

9. Writing	Analytical Paragraph Writing	<b>1 X 5 = 5</b> <ul style="list-style-type: none"> <li>• <b>3 marks for content</b></li> <li>• <b>2 marks for expression</b> (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas and style)</li> </ul>
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**Q 10 LITERATURE**  
(20-30 words)

First Flight & Footprints Without Feet

Content=1 mark, Expression=1 mark  
(Coherence and cohesion+ accuracy)

2x2=4 marks

Competency applied for: content-

- Stating Minimum 2 rationales
- Depicting Support of/ reference to textual evidence

expression-

- Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion.
- Response relevance for overall sense according to the question attempted coherence.
- Accuracy in use of grammatical structures, vocabulary and spellings

NOTE- Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.

(A) Any 2 of 3

- i) Rajvir was invited by his friend Pranjol whose father was a manager of a tea-garden in Assam.
  - He was excited because he got an opportunity to know more about tea and tea-gardens. He also shared two legends about tea which he had read, with Pranjol.
- ii) Alliteration- ‘Stop that slouching and sit up straight’, ‘life in a tower is tranquil and rare’, ‘I thought I told you to clean your shoes’, and ‘stop that sulking at once’.

- Metaphor- Amanda imagining herself as ‘mermaid’, ‘Rapunzel’ & ‘orphan’, ‘languid emerald sea’, ‘silence is golden’, and ‘freedom is sweet’.
  - Repetition- ‘Amanda’, ‘Don’t’, and ‘Did you’.
  - Allusion- Amanda imagining herself as ‘mermaid’, ‘Rapunzel’, and ‘orphan’.
  - Rhyme scheme- aaba, ccc, aada, eee, aafa, ggg, and aaha.
- iii) The ball symbolizes the possessions in this world.
- It also reminds us of the childhood and the joys attached with it, and our loved ones.
  - The poet tells us that all these are lost at some point of time in life we should not grieve, it is all part of life.

(B) Any 2 or 3

- i) The condition of Tricki was deteriorating every day.  
Mrs Pumphrey thought that Tricki had been suffering a lot and surgery was the only solution.
- All Tricki required was a balanced diet and a regular exercise routine.
- ii) As a government representative of the village they had to set an example.  
They could not disobey the Tehsildar.
- In their opinion Bholi being ugly and a simpleton had little chance to get married.
- iii) Everybody else won something or the other but he lost.  
His entry was simply slides of frog tissues under a microscope.  
Everyone else did real experiments.  
He decided to take up real experiments in future too

### Q11.

(40-50 words)

First Flight & Footprints Without Feet

Content=2 mark, Expression=1 mark  
(Coherence and cohesion+ accuracy)

2x3=6 marks

Competency applied for : content-

- Stating Minimum 2 rationales
- Depicting Support of/ reference to textual evidence

expression-

- Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion.
- Response relevance for overall sense according to the question attempted coherence.
- Accuracy in use of grammatical structures, vocabulary and spellings

NOTE- Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.

(A) Any 2 of 3

- i) Coorg is home to evergreen forests, spice and coffee plantations.

- Kaveri River flows through its forest, which are rich in flora and fauna.
  - There are kingfishers, malabar squirrels, langurs, elephants, birds, bees, butterflies, macaques, and slender loris etc. with lush green trees all around.
  - Tourists come here to enjoy water sports and trekking. There is a sixty four acres of island Nisargadhama and monks also stay nearby in a Tibetan settlement.
  - As for valour, the fiercely independent people here are possibly of Greek or Arabic descent.
  - They are brave, and most decorated regiment of Indian army is Coorg Regiment.
  - The Kodavus are the only people in India permitted to carry firearms without licence.
- ii) Peggy simply tried to justify her behavior with Wanda.
- Instead she felt that her questioning about the dresses definitely gave Wanda different ideas.
  - Peggy started to forget about her soon and later she thought that Wanda liked them anyways.
  - Maddie always felt bad when the girls used to make fun of Wanda by asking about the dresses.
  - She could neither concentrate on her studies nor could she sleep.
  - Maddie decided that she will never be a part of such ill treatment and will never make fun of anybody like that in future.
  - She wanted to make things right with Wanda and she felt sad when they came to know about Wanda's generous gifts and thinking.
- iii) Annie was assigned thrice an essay for being too talkative in class.
- For the first essay Annie thought seriously about what to write.
  - She wrote a three page essay justifying her habit of speaking.
  - In the essay she explained that she got the trait of being talkative from her mother.
  - MrKeesing was satisfied with this response.
  - But Anne couldn't resist habit of talking and she had to write one more essay.
  - In third essay she thought of using a different way to express her argument.
  - Annie took help of her friend and wrote a poem with a family of duck and ducklings as characters.
  - MrKeesing was amused with her response and finally the issue got resolved.

(B) Any 2 of 3

- i) She loved Tricki so much.
- She fed him more than required and did not look after his exercise routine.
  - She did not even pay heed to advice of the veterinarian.
  - She did not realize that her affection was actually harming it.
  - She needed to be a little cruel to be kind (mentioned in the text)..
- ii) Bholi was the first girl child from her home to be sent to school.
- She was hesitant, scared and had no idea about the place when she joined the school.
  - It was the soft and soothing voice of the teacher which motivated her to speak in front of others.

- The teacher encouraged her to overcome her shyness and stammering issue.
  - She provided books filled with pictures to her as per her level to scaffold her.
  - The teacher instilled confidence into her.
  - This courage later on helped her to take a stand against the decision to marry Bishamber.
  - The teacher was an artist who gave shape to Bholi's personality and finally Bholi turned out to be a well educated, independent, and optimistic person.
- iii) Hari Singh realized his mistake.
- He recalled all the good deeds of Anil.
  - He felt bad about losing trust of Anil.
  - Realized that Anil was the only friend he knew well.
  - Hari Singh could not think of deceiving Anil.
  - He thought of leading a better and respectable life if he stayed with Anil.

1x5=5 marks

Content = 3 marks

Expression = 2 marks (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas)

**Ans. 12**

- Extrapolating via dialogue writing
- Accept relevant responses corresponding to the competencies listed for content and expression

Competency applied for:

content-

- Response (dialogues) need to be creatively composed to match the details given in the chapter
- language included, must correspond to that of A conversation, and show an understanding of the common expressions/exclamations attributed to the characters from the story.

NOTE—Marks to be allotted for creation. No marks to be deducted for lack of appropriacy in the form or structure involved in a writing task.

The response is to be treated as a literary creation.

Expression-

- Logical progression in developing the conversation- cohesion
- Response relevance for overall sense according to the situation chosen - coherence
- Accuracy in use of grammatical structures, vocabulary and spellings

OR

- Both girls are teenagers
- Both had problem in school
- Both of them thought deeply about the problem
- Wanda did not have any supportive friends but Anne helpful friends
- Wanda was troubled because of her classmates, Anne was troubled by her teacher
- Wanda handled the problem silently, Anne was vocal
- Wanda had to go away from the school, Anne's teacher learnt a lesson

Competency applied for:

content-

- Required to display understanding of the variation of a common aspect, across the texts. (Movement of response from common element to the differences.)
- Support of / reference to textual evidence

Expression

Applying logical progression, using appropriate linking devices (words/phrases showing comparison/contrast are expected to be a part of this answer- whereas, on the other hand, as opposed to etc. as they impact expression)- cohesion

- Response relevance and an appropriate conclusion to achieve coherence
- Accuracy in use of grammatical structures, vocabulary and spellings

NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.

**Ans. 13**

- Matilda was constantly unhappy
- She was not satisfied with her middle-class life
- She did not like the house she lived in, she always longed for luxury in her life- good food, dresses, jewelry
- And when she read the invitation, she was aware that she did not have clothes or jewelry suited to the occasion.
- 

Competency applied for:

content-

\*Required to display clear rationale and evaluation in order to build on the mentioned statement—Decode the statement; apply it to the response.

\*Support of / reference to textual evidence

expression-



\*Applying logical progression, using appropriate linking devices (words/phrases showing cause & effect, emphasis and illustration are expected to be a part of this answer- therefore, consequently, as revealed by etc. as they impact expression) cohesion

\*Response relevance and an appropriate conclusion to achieve coherence

\*Accuracy in use of grammatical structures, vocabulary and spellings

NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.

OR

- Richard Ebright's mother encouraged his interest in learning
- She took him on trips
- Bought tools and materials for him
- Invited his friends and provided companionship to him

Competency applied for:

content-

\*Required to justify the given statement

\*support of / reference to textual evidence

expression-

\*Applying logical connect to the quote, using appropriate linking devices (words/phrases showing emphasis sequence etc. are expected to be a part of this answer- as revealed by, initially, later, finally etc. as they impact expression)- cohesion

\*Response relevance and an appropriate conclusion to achieve coherence

\*Accuracy in use of grammatical structures, vocabulary and spellings

NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.