

MARKING SCHEME PRACTICE PAPER – 4
(2020-21)
ENGLISH – LANGUAGE AND LITERATURE

CLASS: X

Time allowed: 3 Hrs.

Maximum Marks: 80

Part A

20

- Q1. 1x10
=10
- i. (d) All of these
 - ii. (c) His passion takes care of his mental and physical well being
 - iii. (b) Followed his passion for writing
 - iv. (a) Writing gave him a new lease of a happy life
 - v. (b) He would be pulled to the world of Internet
 - vi (a) Savings
 - vii. (d) Upheavals
 - viii. (b) 2
 - ix (b) Fulfillment
 - x. (c) Passionate
 - xi (a) Robust
 - xii. (a) Hobby

Q. 2

1. D ,delaying
2. A , malnutrition among students
3. B , students
4. C , women are able to go out to work
5. B , families don't want girls to study because it is not important
6. A , rise to 71 million from zero
7. B , 1, 5, 6 .
8. A , show an increase
9. C , human development index shows improvement in the year 2000 compared to previous year
10. B , children specially
11. C , global economic meltdown
12. D , 2020

Q3. Literature (Prose extract)

ANSWERS

(A)

- i. b) nervous
- ii. b) The narrator had lost all hopes but suddenly a black strange plane appeared.
- iii. b) F- 2 and O – 1,3 &4
- iv. c) The pilot of another aeroplane might help him land safely.
- v. d) Option (4)

OR

(B)

- i. c) Quite embarrassed
- ii. b) 2,3 &4
- iii. d) *it was hard to believe what Wanda said because the only dress she was seen wearing was the blue one that was faded.*
- iv. b) disorganised
- v. c) sarcastic

Q. 4

A.

- I. a) freedom from the constant nagging she receives from her parents.
- II. d) Eat chocolates.
- III. c)metaphor
- IV. a) seem to be losing their cool and are troubled.
- V. c)aabaccc

B.

- I. c) John Barryman
- II. a)is learning how to deal with a loss, in a world of possessions.
- III. d) Reality
- IV. d)loss
- V. b)world of materialism

Ans. 5

i) is celebrated

ii) gather

iii) are invited

Ans. 6

i) what he was watching

ii) thathe was watching a show

iii) were even worse

Ans. 7

i) a

ii) ought to

iii) need

iv) can

v) every

vi) a few

Ans. 8. Writing:

Formal Letter

Allocation of marks: 1x5=5

- 2 marks for content
- 2 marks for expression :
- (1 mark-grammatical
- accuracy, appropriate words and spellings
- +
- 1 mark-cohesion via connecting ideas, logical
- progression & coherence through relevance of

Format

1. sender's address
2. Date (any standardised format -21.5.20 /21 May '20 / 21/5/20 etc.)
3. receiver's address—mentioned in the Q/
fictitious (receiver's address may also be followed
by date)
4. subject
5. salutation
6. complimentary close

Format = 1 mark

- An organised format structure is expected
- Absence of even one aspect shall result in credit of ½ marks only.
- Full credit of 1 mark requires all listed aspects of format.
- Zero credit if just format is listed without letter content

9.

Analytical Paragraph

1 X 5 = 5

- **3 marks for content**
- **2 marks for expression**
(1 mark-grammatical
accuracy, appropriate words and spellings)

1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas and style)

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

- Reinforcement of the message the poet wants to convey
 - It reemphasizes the mood of the poem
 - The atmosphere, and emotions which the poet wants the reader to feel are easily generated
 - It creates a rhythm and resonance
 - In this poem the few instances of repetition are ‘a little’, ‘realio trulio’, and ‘a nice safe cage’.
- Lencho had been waiting eagerly for the rain since morning.
 - Then around dinner time it did start raining
 - In the beginning Lencho felt delighted comparing the raindrops with new coins
 - But soon it changed into hailstones; at this moment he realized that this would damage the crops.
 - For this reason he hoped that the hailstones stop quickly.
- The poet talks first about ‘Fire’ which stands for the never ending desire and it would finish the world quickly
 - The other one is ‘Ice’ which stands for the hatred or numb emotions which would stay long and finally kill the world.

- The poet keeps the first option a notch above but at the end both 'Fire and Ice' will consume and wipe out the humanity from this earth.

(B) Any 2 or 3

- i) He was a single child of his family and liked collecting things.
 - He collected butterflies with the same determination which marked all his activities.
 - By the time he was in second grade he had collected all twenty five species of butterflies found in his hometown
 - He also collected rocks, fossils and coins, this habit finally led to his success
- ii) Hari Singh tried to flatter Anil at the wrestling match
 - He offered to work, and cook for him, despite being inefficient in both
 - He used to make tea and bring daily supplies for home.
- iii) There were other dogs too at Mr Herriot's place.
 - Initially Tricki could not participate in routine activities with them but following a controlled diet he gained strength
 - He started taking interest- he would jostle for food, throughout the day he would play with fellow dogs and do rat hunting at night.
 - In two weeks he was transformed into a lithe, hard muscled animal and keeping up well with the pack.

11. (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) Lomov thought he was already about the critical age to marry
 - He did not want to take time or give a second thought about the same, otherwise he may never get married
 - He is marrying Natalya because he thinks she is an excellent house keeper, not bad looking, and well educated.
 - He has some health issues like palpitations, numbness, and similar to insomnia symptoms etc
 - During their conversation too, no such emotions were visible
 - Lomov was already feeling cold and fell unconscious while talking to Natalya
 - The proposal seems more of a practical and mutually benefitting contract, it is not a marriage out of love
 - The two economically stable families would come together and boost their wealthy status.
- ii) No one is born hating each other based on colour/ background/ religion.
 - People must learn to hate, similarly they can be taught to love.
 - Love comes more naturally to the human heart.
 - Nelson Mandela witnessed glimmer of kindness and humanity in the guards of his prison.
 - This confirmed his notion that goodness lies in everyone.
 - If we want we can love everyone and the same can be reciprocated.
- iii) The sermon talks about the dilemma of a lady who asking the villagers for some medicine to revive her dead son
 - She is sent to the Budha to seek the solution who finally help her to learn the lesson about life
 - Once she understand Budha talks about the troubled, brief, and painful life cycle of the mortal living beings
 - Nobody can avoid dying if somebody has taken birth s/he is always in danger of death
 - Young or adult, wise or fools, rich or poor everyone is bound to death
 - None can save anybody be it a friend, a relative or a parent.
 - Weeping and grieving the death of somebody will only make a person sick and pale.
 - The world is afflicted with death and decay, therefore the wise do not grieve, they know that if somebody has come into this world, s/he has to leave it too some day.

(B) Any 2 of 3

- i) Griffin left London to avoid crowded places and went to village of Iping to stay aloof
 - Around that time of the year it was unusual to have a guest but the villagers were happy
 - His behavior was irritable and strange but the inn keeper took him to be an eccentric scientist and being paid in advance, they did not mind his privacy
 - Here he enjoyed solitude till he had money, once it was finished he started making excuses about the payment to arrive

- Now to arrange money he robbed a clergyman of the village and later tried to scare the innkeeper
- But payment with ready cash, when he had admitted that he had no money, soon after the burglary incident, the villagers grew suspicious of Griffin
- ii) By the time Ebright was in second grade he had collected all twenty five species of butterflies found in his hometown
 - Then the book 'The travels of Monarch X' which talked about the migration of Monarch butterflies, provided a research supporting idea by Dr Urquhart about tagging the butterflies
 - Ebright did it for six weeks and this provided an experience and exposure around Monarch butterflies fuelling his scientific curiosity
 - This streak was followed in his later grades too where he took up different research ideas around Monarch butterflies
 - In the second year in high school he discovered an unknown insect hormone which indirectly led to new theory on the life of cells
 - In his junior year he found the answer to one of Biology's puzzles that is how the cells can 'read' the blueprint of its DNA.
 - The whole journey had begun with his interest in collecting things and later on paved the way for 'Making of a scientist'
- iii) Mr. Loisel had a clerical job in the office of the Board of Education
 - He was a simple man who took pleasure in small routine gestures
 - When he received the invitation letter he felt elated and expected the same from his wife
 - He readily agreed to her demand of money for the dress, and spent the one which he had saved for a party with friends
 - For the jewelry he wanted his wife to go with the flowers and later advised her to borrow jewelry from her friend
 - When she lost the necklace at the party he did not lose his temper but stretched his limits to support her, took loan to buy another one to be returned
 - They gave up their lodgings and he did overtime to repay the loan
 - All of this shows that he was content with life and truly loved his wife, always ready to support her through thick and thin.

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

- In both the stories, children are travelling without their parents
- Both Rajveer and Valli were excited for the journey and observed the view from the vehicle they were travelling in
- Valli travelled alone, Rajveer had Pranjol with him
- Valli's parents did not about her bus journey, Pranjol's parents knew about the journey

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

- Everyone made fun of Bholi because of her looks and stammer
- Parents worried for her marriage
- Teacher was sympathetic and encouraged her to speak clearly and to learn
- Bholi worked hard
- Refused to marry a greedy person
- Spoke clearly in front of whole village

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

- Griffin was irresponsible
- Stole money, clothes
- Lost temper, escaped like a criminal
- Could've been responsible and worked for the benefit of humanity

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.