

**Practice paper 1**  
**MARKING SCHEME 2020-21**  
**ENGLISH – LANGUAGE AND LITERATURE**  
**CLASS: X**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

<b>Part A</b>		<b>40</b>
Q1.	1. c 2. b 3. d 4. a 5. d 6. a 7. a 8. b 9. c 10. c 11. d 12. c	1x10=10
Q2	Reading question 2 1. B 2. A 3. C 4. B 5. D 6. B 7. A 8. D 9. D 10. A 11. B 12. C	10 marks
Q3	Literature (Prose extract) Answers <b>(A)</b> i. b) Lencho had complete faith that God had sent him the money.  ii. c) 1, 6 & 7  iii. b) F-3; O-1,2,4  iv. c) Dissatisfaction  v. d) Naive  <p style="text-align: center;"><b>OR</b></p> <b>(B)</b> i. b) Satisfied	5 marks

	ii. b) she supported the necessity to talk as she inherited this habit from her mother. iii. a) he understood that she was not a dull student, but talkative . iv. a) Creative v. c) Option (3)-a person	
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<b>Q.4(A)</b>		<b>5 marks</b>
I.	D ( depressive)	
II.	A ( abab; abab)	
III.	B	
IV.	A (Hemlock)	
V.	B	
<b>(B)</b>		
i.	B ( she was afraid of the pirate)	
ii.	B (Custard)	
iii.	D (park)	
iv.	A (a feeling of anticipation)	
v.	D (snorting)	
Q5	1.is celebrated 2.is observed 3.paying	
Q6	1. If she knew 2.she had watched 3.if she had heard	
ss		
Q7	1. has to 2.All 3.a 4.practice 5 could 6 need	

**Part B (40 marks)**

Question	Solution	Marks
<b>8. Writing</b>  [Creation, Application and Analysis]	Formal Letter	1x5=5 <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</li> </ul> <div style="text-align: right;"><i>Page   2</i></div>

		progression & coherence through relevance of ideas)
	<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>Format = <b>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>

<b>9. Writing</b>	<b>Analytical Paragraph Writing</b>	<p><b>1 X 5 = 5</b></p> <ul style="list-style-type: none"> <li>• <b>3 marks for content</b></li> <li>• <b>2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas and style)</b></li> </ul>
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<p><b>Q 10 LITERATURE</b> (20-30 words)  First Flight &amp; Footprints Without Feet      Content=1 mark, Expression=1 mark  (Coherence and cohesion+ accuracy)  2x2=4 marks</p> <p><u>Competency applied for</u> : content-</p> <ul style="list-style-type: none"> <li>• Stating Minimum 2 rationales</li> <li>• Depicting Support of/ reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion.</li> <li>• Response relevance for overall sense according to the question attemptedcoherence.</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul>
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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) When the crow shook away the dust of snow, it falls on the poet.

-In the second stanza the mood of the poet changes, makes him realize that things are not that bad.

-He becomes positive and gets ready for the rest of the day.

ii) It is a state of being free from the restrictions.

- He pledged to liberate/ free his people from poverty, suffering, gender, and other discrimination.

iii) 'Quiet rage' - is the oxymoron used to express the state of the tiger.

-The tiger is quiet because it is caged, not free, and it cannot do anything it wishes to.

- But there is a rage inside which is because of its suppressed anger which is quieted.

(B) Any 2 or 3

i) Mrs Pumphrey was a wealthy lady.

- She used to send regularly eggs and wine for Tricky.

- The staff members along with Mr Herriot used to enjoy the food.

ii) Hari Singh was a thief and Anil looked as an easy target.

- He thought that Anil would trust him easily.

- Hari Singh planned to rob him later.

iii) The landlords did not like him because he was a lawless person.

- They tried to eject him

He set fire to the house.

11. LITERATURE (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) Impressed by the faith of Lencho in God and did not want to break it.

- Decided to answer the letter but it required financial support more than good will.

- He convinced his staff members to collect money, and parted with his salary too.

- Some of his friends also came forward to contribute.

- Whatever the amount got collected he put in an envelope undersigned 'God'.
- ii) Desire makes a person blind to consequences.
- A person loses conscience and s/he runs after it all charged up.
- The hatred shuts down the door of emotions.
- A person becomes unkind and turns into an ice cold human being.
- Desire unleashes fire and hatred spreads coldness.
- iii) The young seagull was afraid of flying.
- His parents and siblings called him, upbraided him and threatened to let him starve.
- They all tried to encourage him to join them even tried taunting him for his cowardice.
- Finally his mother used the trick of giving food, which forced him fly on his own.
- It was necessary for them to fly, and catch fish/ food from sea to survive.

It was part of their life to learn all these skills to be independent and confident.

(B) Any 2 of 3

- i) He had no clothes on him.
- It was a bitterly cold weather.
- Once the store closed, he stole clothes and ate food.
- He broke open boxes and took warm clothes from there.
- Later slept on the quilts.
- ii) Mother encouraged him to learn, she took him to trips and bought equipments to assist his learning.
- She found work which could stimulate exploring things, she brought him a children's book 'The travels of Monarch X' which further opened a world of science for him.
- Mr Richard E Weiherer his social studies teacher, he encouraged Ebright, and opened his mind to new ideas.
- His teacher knew that Richard Ebright wanted to be the best for the right reasons not just for winning.
- iii) Mrs Pumphrey was not keeping a regular exercise regime for Tricki.
- It was unable to move properly and somehow dragging himself with drooling tongue.
- Tricki was on the verge of getting ill.

The diet given to Tricki was proving harmful for it, apparently Tricki was suffering.

### Ans. 12

- Helped Lencho by sending him the money he had asked in his letter to god
- When Lencho came to collect the money, the postmaster was looking at him
- Postmaster's feeling on being called a crook – open ended – may elicit responses like he would have felt angry/shocked/amused.
- Open ended – the postmaster would have helped someone as he had helped Lencho or he could have decided not to help anyone in future

Competency applied for:  
content-

\*Imagination (postmaster's reaction and his future behaviour towards people in need) need to be written,

citing references from the text. NOTE—

Marks to be allotted for imagination.

No marks to be deducted for the reaction of the postmaster as imagined by the student. The response is to be treated as a literary creation.

expression-

\*Logical progression in developing the answer

\*Response relevance for overall sense according to the situation chosen - coherence

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

OR

- Peggy first made fun of Wanda in front of everyone
- Thought of Wanda as dumb girl
- Justified herself for making fun of Wanda
- Saw drawings made by Wanda
- Later went to look for Wanda with Maddie
- Wrote a letter to Wanda
- Later received a letter from Wanda

Competency applied for:

content-

\*Required to display understanding of the progression in the character of Peggy in terms of thought and behaviour towards Wanda

\*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- previously, later, after the incident....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

- Griffin is an eccentric and gifted scientist
- Devises an experiment to become invisible, does unlawful acts
- Irritable, impatient, loses temper easily
- Does not try to mend his ways

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

- Borrows necklace from her friend and thinks to have misplaced the same
- Tells a lie and borrows a large sum of money to replace the necklace
- Lives a hard life for ten years
- Gets to know that the lost necklace was a fake one
- Had she told the truth the situation could have been different and better

Competency applied for:

content-

\*Required to display a clear effect of the lie told by Matilda on her life

\*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.