

## **PRACTICE PAPER-2**

### **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.

- (a) Odysseus and his men set sail towards land because they had been caught in a storm for nine days and nights, and finally, they saw land.
- (b) When they met the one-eyed giant, the Cyclops, he was very fierce and ate two of Odysseus' men. He then covered the entrance of the cave with a huge rock, trapping them inside.
- (c) The owner of the cave was the Cyclops, a huge one-eyed giant.
- (d) To escape, Odysseus and his men blinded the Cyclops by thrusting a red-hot sharpened stake into his single eye while he was asleep. They then tied themselves under the sheep to escape when the Cyclops opened the cave entrance.
- (e) During the day while the Cyclops was with his flock, Odysseus and his men prepared a plan to escape.
- (f) Odysseus and his men used a red-hot sharpened stake to blind the Cyclops.
- (g) The synonym for "thrust" in the context of the passage is 2. Jab.
- (h) The antonym for "hardened" as used in the passage is 1. Softened.

**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.

- (a) If all the people turned blind and deaf, it is uncertain whether they would stay blind and deaf to words of love.
- (b) If no historian was alive, it is uncertain if a historian would live to pen down events in the hair of time.
- (c) The word 'freedom' would exist on the pages of history alone, but it is uncertain whether it would be written there.
- (d) The hopes and dreams of the poet include living to dream of a beautiful world, giving sweat and tears for the world tomorrow, and leaving behind at least a dream for those to follow.
- (e) The poet's attitude towards the future in the last stanza is optimistic (Option 2).
- (f) The poet is uncertain about (2) Whether people will be blind and deaf to words of love.

(g) According to the poem, the uncertainty about the historian is (2) If historians will document events in the hair of time.

(h) The central theme of the poem is (1) Uncertainty about the future.

## SECTION- B

### WRITING SKILLS AND GRAMMAR

**Q-3.A OBJECTIVE-** to use an appropriate style to write a letter regarding poor patrolling by the police in your area, 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:

- lack of effective patrolling by the police force
- increase in petty crimes
- anxiety and fear among the residents
- challenges faced by law enforcement agencies
- request to investigate the current patrolling strategies
- 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:

- Social media facilitates instant communication and connection between individuals worldwide.

- a powerful tool for sharing news, information, and content quickly and widely.
- provide spaces for like-minded individuals
- a key influencer in shaping public opinions and attitudes.
- a significant role in mobilizing and organizing social and political movements.
- raised concerns about privacy and data security.
- Any other relevant point/ points

**Q3. C Report Writing**

**6 Marks**

**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 Exhibition
- Details of exhibits you liked
- 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) She said that she would come to the party.
- (b) A new bridge has been built across the river by them.
- (c) Students should not be allowed to use mobile phones during the exam.
- (d) Each of the books on the shelf is interesting.
- (e) Unless you study hard, you will not pass the exam.
- (f) I would like coffee or tea.

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

1. Xanadu is a mythical, luxurious palace or garden complex described in the famous poem "Kubla Khan" by Samuel Taylor Coleridge.
2. "Measureless to man" in the context of the poem suggests that the caverns through which the sacred river Alph ran were so vast and extensive that they were beyond human comprehension or measurement.
3. Gardens are described as being bright with sinuous rills because the presence of winding or curving water channels (rills) adds beauty and serpentine patterns to the landscape, enhancing the overall aesthetic of the gardens.

4. The sunny spots of greenery were trapped or surrounded by forests ancient. The poem implies that within the ancient forests, there were clearings or open spaces (sunny spots) covered in green vegetation.

5. b) Forests

II.

1. These are people seated in religious positions and misguide the masses/ commoners. These have no eyes to see the real route leading to public welfare. These are conspirators, therefore, seen in their reticence. They misdirect people or show a zig-zag sky viz. argue on baseless issues and thus, throw mass-minds in illusions.
2. It's possible only when human emotions are duly trained on yogic practices and the ideal way of living. This is a state of "Enlightenment" or "Cosmos- Conscious" in which due contemplation is made on all issues seen and noticed. The curtains on issues are thus, removed and reality comes to the surface.
3. Sky is never zig-zag and so is religion because of its acceptance after self-realisation. However, there are authorities in holy places, temples, mosques, gurudwaras, churches etc.
4. A peace march time bomb is an effort of hiding the real state of things. Religion or any type of persuasion is understood as a peace- maker and like a thread that intertwines flowers in order to make a garland of unity and integration cut a few astute, for their petty interests try to sow the seeds of discrimination in the mass minds and turn it into a time bomb as referred to by the poet here. The Hindered Flags in the poem symbolize obstruction or hindrance.
5. (c ) A precise act of nature

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

1. The author skillfully exhibits the effect of evening by describing how it deepens in the avenue and how the white of two letters in Eveline's lap becomes indistinct. This creates a sense of fading light and growing darkness, reflecting the emotional tone of the scene.

2. Miss Hill (Eveline) may associate her father's old age with a sense of responsibility and duty towards him. As she notices his aging, she might feel that he would miss her and that she plays a crucial role in taking care of him. This realization could contribute to her internal conflict about whether to elope with her lover or stay with her father.

3. Yes, there are sweet memories of her father in Eveline's heart. The story mentions instances of her father being nice, reading her ghost stories, making toast for her, and the family going on a picnic together when her mother was alive. These memories suggest a mix of love, care, and warmth associated with her father.

4. The similarity between "Eveline" and "Evening" lies in the deepening and darkening atmosphere. The evening deepening in the avenue mirrors the emotional depth and intensity of Eveline's internal struggles and decisions.

5 a. Love and nostalgia

II.

1. The event that caused a blow upon the emotion for Xiao Ye is not explicitly mentioned in the provided text.

2. The conation side of Xiao Ye's reaction appears to be a determined and persistent effort to run away, despite the obstacles. He doesn't look back or stop, even after tripping.

3. Tao Ying restricts herself from chasing Xiao Ye because she believes that if she gives chase, he will only keep falling. This suggests that she doesn't want to exacerbate the situation or hinder his progress by interfering.

4. The impatience to Tao Ying is likely caused by the fact that Xiao Ye is not stopping or looking back, and she realizes that she cannot prevent him from running away.

5. (c) Heartbreak

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

**1. Content** **3 Marks**

**2. Expression** **2 Marks**

**(a) Suggested Value points:**

- Destiny, fate, or chance refers to the events that will inevitably happen in the future.
- In society, there is a common interest in knowing one's fate in advance.
- This curiosity might be linked to people being serious, God-fearing, and considerate before taking actions.
- People contemplate the consequences of their actions, fearing God who is considered omnipresent and omniscient.
- This tendency has given rise to individuals claiming expertise in reading the fate of others.
- Some people make a living by creating a sense that they can predict the fate of individuals.
- It's suggested that she might have initially tried to use her talents for productive purposes but was unsuccessful.
- The story is set during the Second World War with frequent movements of people between countries.
- The protagonist, due to the political environment, uses her talent for fortune-telling as a means of survival.

**(b)**

- Eyes are the first sensory organs that transmit information to the mind about what is seen outside.
- Eyes are highly sensitive organs connected to various types of nerves, especially psychosomatic nerves.
- The eyes play a crucial role in initiating the temptation for consuming things. The act of seeing something precedes the desire to consume it.
- In a dark room and deep sleep, awareness of surroundings is limited. For example, someone eating sweetmeat may go unnoticed if the senses of smell and hearing are not active.
- Eyes are established as the primary factor in arousing appetite. However, other factors like metabolism, digestive system, culinary knowledge, past taste experiences, and food flavors also contribute.
- Inner feelings are first expressed through the eyes. People can read the emotions and desires of an individual by observing their eyes.
- The desire to eat is physically manifested through increased focus on others' plates, increased saliva secretion, neck movements, and quick food consumption under the influence of excessive appetite.
- The desire to eat can be contagious and is observable by people accompanying the individual.

- Reference to Pablo Neruda

(c)

- His activities like, purchase of paint, varnish, interior fixtures and furniture, cement etc., continuous digging of compound front and the rear also
- Expression of interest on Bessie as his daughter-in-law, still keeping her away even from seeing the goods, he had so purchased
- Expel the stranger who was seen chatting with her-all reveal that at the emotional level,

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

- (a) The poet reveals that time is temporal, and the eternal associates are joy, bliss, divinity, truth, peace, and love that one experiences in heaven upon leaving the world we see.
- (b) Miniature creatures are the masses. The term “sun” denotes “administration” or manifestation of an ideal network palpating prudent application “not literal” but dyed in “equity and justice” not seen in it “Pseudoscope”. The scene here, however, is that of a pseudo scope.
- (c) Milton, in his poem, feels that it is not necessary to put up a monument in stone for Shakespeare because he had become immortalized in the hearts of his readers. He has built a monument for himself through his own works which flow easily and his readers receive his words as one would receive the words of God.
- (d) The Human Abstract portrays the tension between humanity and divinity by analysing different virtues (e.g. Mercy, Pity, Peace, and Love). William Blake wrote this poem to contrast with The Divine Image, a poem from Songs of Innocence.
- (e) It is because of ignorance and slowness. It’s like a mirage of the desert.

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

**1X5=5**

**1. Content 3 Marks**

**2. Expression 2 Marks**

**9 A. Suggested Value Points:**

- Prakriti becomes intoxicated at the words of the Bhikshu because she feels these words immensely daring. She thinks about the might of his daring words.
- He spoke the words simply but they had a magical effect on Prakriti. The little words 'Give me water' influence her like mighty flames. These words have filled all her days with light.
- These words are so powerful that they rolled away the black stone which had stopped the fountain of her heart. She is overjoyed. She tells her mother that the monk was begging alms all day in the city of Sravasti and then he came along the river bank with hot sun on his head.
- Prakriti thinks that he came to her just to utter those magical and wonderful words 'Give me water'. Thus, these words intoxicate her.

**9. B**

- While scolding Prakriti, the mother says that it is noon and the sun is producing fire on the earth. The earth is so hot that no one can put his feet on the earth.
- The crows on the amlaki branches are gasping for heat.
- The Vaisakh sun is roasting everything. All the girls of the village have come back fetching water. Was she doing penance in the burning sun like Uma?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:**

- Malini Nayak, Manjula Nayak's younger sister, has a condition called meningomyelocele.
- It is a disease of the nervous system. The upper half of her body is normal, but the lower half is totally dysfunctional.
- She spends the majority of her time in a wheelchair.

**B. Suggested Value Points:**

- Manjula could not receive the love and care of her parents during childhood. It was because Manjula's younger sister Malini had been physically disabled since birth.
- So, Manjula's parents were always busy taking care of Malini and thus Manjula was left with her grandparents.

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

**1. Content** **1 Mark**

**2. Expression** **1 Mark**

- (a) Malini and Pramod had a very good understanding and relation among them.
- (b) Ananda, a Buddhist monk, asked Prakriti, a Chandal girl, to give him water. Ananda told her that she was also a human being like him. She was capable of love and service. This was a great transformation and a rebirth for her.
- (c) Manjula's love was so pure and genuine towards her sister as she treated her as a child because Manjula was childless. But she couldn't do anything to improve her sister's situation and saw her dying. Manjula considered her sister as "the apple of her eye" and took care of her.
- (d) One day a Buddhist monk, Ananda, comes to her and asks for some water. She tells him that she is an untouchable girl, but he does not accept the norms of society and tells her both of them are equal human beings. This small act of offering water to a monk sparks new emotions and realisations in Prakriti.
- (e) The pundit stated, "For Indian writers, English is a medium of dishonesty".
- (f) Prakriti told her mother that it was very important for her to meet the monk again and be his forever. She said if she does not then she will not be able to live this life as she was so attracted to him. She liked everything about him and believed that no one had ever treated her that way before. She told her mother that she is not afraid of the curse to fall upon her because according to her this is her new birth and she will automatically suffer like before if she didn't get him which is no good than any curse.

**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 "Her voice was a sweet melody that filled the room" is "Her voice was a sweet melody." This metaphor suggests that her voice is being compared directly to a sweet melody without using the words "like" or "as."
- (c) a) Personification

(d) A simile is a figure of speech that involves comparing two different things using the words "like" or "as" to highlight a similarity between them. For example, in the sentence "Her smile was as bright as the morning sun," the use of "as" establishes a simile by comparing the brightness of her smile to that of the morning sun.