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CLASS X (2022-23)
ENGLISH LANGUAGE AND LITERATURE (Code. 184)
SAMPLE PAPER 3 MARKING SCHEME

Section A: READING SKILLS

(20 marks)

Note:

- (i) 15-minute prior reading time allotted for Q-paper reading.
- (ii) The Reading Section focuses on testing a candidate's ability to comprehend.
- (iii) Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.

I. Based on your understanding of the passage, answer the questions given below. (10 M)

- 1) low cost, speed and high quality drugs
- 2) i) It has been inflicted with diseases ii) Indian companies focused on blockbuster drugs from MNCs
- 3) c Both 2 and 3
- 4) c To prevent misuse of research to make profit by competing companies
- 5) d It makes foreign research easier on its own land in every possible way.
- 5) c China has a large number of well-qualified clinical research personnel which make it attractive to MNCs.
- 6) d Higher cost resulting in the drain of financial resources
- 7) d To ensure that competing companies do not benefit commercially from using each other's clinical data
- 8) to submit data to the drug controller to show that the drug is both effective and safe
- 9) unfair advantage
- 10) protection

1. Read the passage and answer the following

(10M)

- 1) d usage
- 2) b Nearly 70% of the companies will adopt use of one AI by the end of this decade
- 3) c The production and use of AI will be extensive and practicable
- 4) a 8 years
- 5) a 33%
- 6) c Geo-data and Internet of Things
- 7) b 1,5,6

- 8) **a** Fight cancer by making changes in our cells
- 9) **a** Technology advancement will improve economic productivity
- 10) **b** There will be technological development but its impact on society needs to be seen

SECTION B – GRAMMAR

Award 1 mark for complete answer

No partial credit

10M

- 1) could
- 2) if she was truly 'satisfied'.
- 3) A. shall
- 4) the 1960s has protected India (**because nationalization is singular**)
- 5) should
- 6) should (**lest is always followed by should modals**)
- 7) if he had seen my new umbrella.

8)	Error	Correction
	A. since several weeks	For several weeks

- 9) The stuntman advised the audience not to try that at home.
- 10) had watched
- 11) 1. she was really
1. the next day/following day. error correction
- 12) are a method of exchanging exchanging

SECTION B – CREATIVE WRITING SKILLS

1. LETTER

5M

Format – 1 Content -2 Organisation of ideas -1 Accuracy 1

Format

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -Yours truly– editor & Yours sincerely- formal /business)

FORMAT – 1 mark

NOTE-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.

CONTENT –

2 marks

- ☐ All points included
- ☐ Well-developed with sustained clarity
- ☐ Almost all points incorporated
- ☐ Reasonably well-developed

☐ Some points incorporated

1½ marks

1 mark

½ mark

- ☐ Fair attempt at developing ideas with some impact on clarity of response
- ☐ Most of the points of the given task not incorporated
- ☐ Limited awareness of task development

ORGANISATION OF IDEAS -1 mark

1 mark-- Consistent to frequent display of the listed parameters.

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

½ mark – Limited display of listed parameters.

- Inconsistent style, expression sometimes awkward, layout barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning And the purpose of the writing. Large portion of vocabulary copied from question.

ACCURACY -1 mark

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

½ mark

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

Frequent errors in spelling, punctuation and grammar, impeding communication

ANALYTICAL PARAGRAPH WRITING

5M

Content – 2 Marks

Organization of ideas – 2 Marks

Accuracy – 1 Mark

V Reference to Context

5M

1. A. When I returned, there was an appalling spectacle. There was complete silence from the box, but from its air holes and chinks around the lid, blood had trickled and dried. I whipped off the lock and tore open the lid, and Mij, exhausted and blood spattered, whimpered and caught at my leg. He had torn the lining of the box to shreds; when I removed the last of it so that there were no cutting edges left, it was just ten minutes until the time of the flight, and the airport was five miles distant. I put the miserable Mij back into the box, holding down the lid with my hand.

(Mijbil The Otter)

- 1) B. It could have made the place untidy.
- 2) D. In the box
- 3) B. Complete silence
- 4) D. Option (4)
- 5) C.1 and 4

OR

1.A Shivering with cold he hurried to Drury Lane, the centre of the theatre world. He soon found a suitable shop. He made his way, invisible, upstairs and came out a little later wearing bandages round his forehead, dark glasses, false nose, big bushy side-whiskers, and a large hat. To escape without being seen, he callously attacked the shopkeeper from behind, after which he robbed him of all the money he could find. (Footprints without Feet)

- 1) B. To disguise himself.
- 2) Callously
- 3) 2. A, C,D & E
- 4) B. Griffin attacked warm-hearted on shopkeeper.
D. Griffin was noticed by shopkeeper.
- 5) Invisible

2. Attempt ANY ONE of two extracts given.

5M

2 A

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.
He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant star

- 1) B. Helpless
- 2) B.Abc b
- 3) B. Alliteration
- 4) D. confinement and freedom.
- 5) C. He knows that none would help him out of captivity.

OR 2B

- 1) B. The steps of a cat.
- 2) B. Personification
- 3) D. Folding its legs
- 4) A. It is free verse poem.
A. Poem is an extended Metaphor.
- 5) C. During the winter season

VI Answer ANY FOUR of the following in about 40-50 words each.

(4 *3=12Marks)

1) How did Mandela's hunger for freedom change his life?

(Nelson Mandela: long walk to freedom)

Value Points

- Slowly Nelson Mandela hunger for freedom turns from that on a personal level broader mass level.
- This changed the fearful man to fearless Rebel.
- He sacrificed the comfort of a settle family life for a greater cause.

(Guidance Content - Award 2 marks for inclusion of any one impact with explanation.

Award 1 mark if the impact is listed without explanation. No credit of ½ mark

Expression –1 mark when both given aspects are included. Answer organised effectively
usage of words for effect-cause (due to, as a result, owing to, therefore etc.)

½ mark when either aspect is missing

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).

2) Explain what is the significance of 'hemlock' in the poem?

(Dust of snow).

Value Points

- Hemlock is the name of the poisonous tree. Thus the hemlock tree is a symbol of death.
- Walking by the hemlock tree could in fact have seen like an ill omen to the poet, and could have upset him further on this unpleasant day.
- Ironically it proved to be the opposite since the snow falling from its branches brought him out of a negative mood.

3) Who invites the comment – “he is dressed like a pader”? why? (A baker from Goa)

Value points

- Anyone wearing a half- pant with its length reaching just below the knees invites the comment that he is dress like a pader.
- This was so because the Baker in Goa, who were also known as pader typically war such half pants.

4) Describe the struggle of the roots, leaves, small twigs and long boughs to free themselves and break open the artificial barriers created by man. (The Trees)

Value

- Every part of the confide trees rises in revolt and struggles hard to free itself. The roots struggle all Night to break free from the cracks in the veranda floor.
- The leaves struggle to come out of the glass. Small twigs have become hard due to overwork.
- Long cramped Boughs are trying to break open the proof and come out.

5) Why did Kisa Gotami say, ‘How selfish am I in my grief!’ What did she realize about the fate of mankind? (The Sermon At Benares)

Value Points

- Kisa Gotami became weary and hopeless. Atlas the darkness of the night reigned everywhere. She realized that she had been very selfish in her grief.
- Death spares none. One who is born is destined to die sooner or later. No grieving or lamenting would bring a dead man to life.

VII Answer ANY TWO of the following in about 40-50 words each. (6Marks)

1) Describe Hari Singh’s dilemma at the station. Why didn’t he jump into a compartment Of the Lucknow Express when he could? (The Thief’s Story)

Value Points

- When he reached the station Hari Singh did not stop at ticket office because he never bought a ticket. the Lucknow express was just moving out.

- He could have jumped into one of the carriages. But he hesitated.
- Perhaps he had not made a final decision in this regard. He wanted to go back to Anil.

2) When and why did the woman in red say, “Society must be protected from men like you”? Doesn’t it sound ironical?
(A Question of trust)

Value Points

- Horace assured the women in red that she would not hurt. she must forget she never met him. It made her angry. She couldn't let him go otherwise he would rob someone else.
- Society must be protected from people like him. It sounds ironical because she herself was a thief and had come for the same purpose for which Horace was there in the house.

3) A grieved father asked Bholi: “but what about you? No one will marry you now,” What was Bholi’s reply to her grieved Father?
(Bholi)

Value Points

- When her grieved father showed her anxiety about her still unmarried daughter, Bholi replied calmly and steadily. she asked her father not to worry about her.
- She assured that she would serve him and her mother in their old age and she also said that she would teach in the same school where she had learned so much.

VIII Answer ANY ONE of the following in about 100-120 words. (6 Marks)

Content 3

Expression 2

Accuracy 1

Curriculum document—Questions to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question/ or taken from a situation/plot from the texts.

Note-

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- If the response does not justify all points of a level, the response is marked down.

DESCRIPTORS FOR CONTENT (with reference to value points) MARKS

- | | |
|--|---|
| • Sustained, clear, well-developed personal response to the task | |
| • Well-developed and justified arguments/evidence provided | 3 |
| • Largely, a reasonably well-developed personal response to the task | |
| • Clear justification with arguments/evidence provided | 2 |
| • Fairly competent personal response to the task | |
| • Justification with restricted arguments/evidence | 1 |
| • Limited awareness of the task | |

- Limited justification or relevant arguments/evidence 1/2

DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion) MARKS

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively. 2
- Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.
- Range of vocabulary suffices in large parts to convey the overall idea and meaning 1 1/2
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning 1
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked 1/2

DESCRIPTORS FOR ACCURACY

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication 1
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication 1/2
- A lot of errors in spelling, punctuation and grammar that impede communication.

i. On the one hand, Anne Frank says that she is not all alone in the world. On the other hand ,she says that she seems ‘to have everything, except my one true friend’. Why can’t she confide in and come closer to her friends? (From the Diary of Anne Frank)

Value Points

- She has loving parents and family.
- However she feels lonely as she could not share ordinary things with .
- She needs true friend.
- Want to trust in Diary.

OR

ii. Valli was sensitive, but at the same time she was fearless and quite determined. Think of another character from your textbook, First Flight, who displayed similar character traits.

Compare and contrast the lives of Valli and the other character.

Value Points

- It depends upon student which character he/she chose from text
- Anne Frank and Valli could be discussed

- Both have no playmates.
- They don't want express their secret.
- How Valli alone Plan that bus ride and how Anne Frank spend her many years in the small room.

IX Answer ANY ONE of the following in about 100-120 words.

(6 Marks)

Content 3

Expression 2

Accuracy 1

Curriculum document—Questions to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question/ or taken from a situation/plot from the texts.

Note-

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- If the response does not justify all points of a level, the response is marked down.

DESCRIPTORS FOR CONTENT (with reference to value points) MARKS

- | | |
|--|---|
| • Sustained, clear, well-developed personal response to the task | |
| • Well-developed and justified arguments/evidence provided | 3 |
| • Largely, a reasonably well-developed personal response to the task | |
| • Clear justification with arguments/evidence provided | 2 |
| • Fairly competent personal response to the task | |
| • Justification with restricted arguments/evidence | 1 |
| • Limited awareness of the task | |
| • Limited justification or relevant arguments/evidence | ½ |

DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion) MARKS

- | | |
|--|-----|
| • Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. | |
| • Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively. | 2 |
| • Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. | |
| • Range of vocabulary suffices in large parts to convey the overall idea and meaning | 1 ½ |
| • Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas. | |
| • Range of vocabulary is limited and conveys a basic idea of the overall meaning | 1 |
| • Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas. | |
| • Very limited expected/ topical vocabulary as per question asked | ½ |

DESCRIPTORS FOR ACCURACY

- | | |
|---|---|
| • Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication | 1 |
| • Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication | ½ |
| • A lot of errors in spelling, punctuation and grammar that impede communication. | 0 |

i. Imagine that one of Mr Herriot's partners can understand the language of dogs and listens to

Tricki on his last night with them.

a) What might Tricki share about his experience at surgery?

b) How would he evaluate it in comparison to his home experience?

Value points

- Effects of over indulgence and over pampering.
- Discipline is necessary.
- Tricki's miserable condition.
- Dr. Herriot found out the real cause
- Rich Mistress ignored his advice

OR (The Necklace)

ii. Read the following quote.

"We are too involved in materialistic things, and they don't satisfy us. The loving relationships we have, the universe around us, we take these things for granted."

- Mitch Albom

Matilda was never satisfied with her life and desired more. The given quote reflects her character. Justify.
(The Necklace)

Value Points

- Statement that agree or disagree with question.
- Compare their own experience with the character in the story.
- What they have done to correct their mistake.
- How the mistake brought you into more Suffering