

**TERM II-MARKING SCHEME (2021-22)**  
**SAMPLE QUESTION PAPER (2021-22)**  
**ENGLISH – CORE**  
**CLASS-XII**

**SECTION A – READING (14 marks)**

**Note:**

- (i) The Reading Section focuses on testing a candidate’s ability to comprehend.
- (ii) Marks should be awarded only if the answer reveals formation of a response to the question.
- (iii) **No marks to be awarded** if a chunk/exact line/s is/are transcribed from the passage without evidence of structure or semblance of coherent thought, in an attempt to pass off as a response.

1. Based on your understanding of the passage, answer **ANY EIGHT** questions from the nine given below.

i. Cite a point in evidence, from the text, to suggest that the writer's post Jaws fear was not justified. (1 mark)

Value Points	Guidance
Not justified as stated in the text that there were only 2 shark attacks reported in 75 years i.e., from 1900 – 1975, so it was highly unlikely that he had anything to fear.	<p>The learner is required to look for evidence in the passage supporting/proving that the writer’s fear of sharks (after the movie) was a bit irrational.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer.</li> <li>▪ There is no partial credit</li> </ul>

ii. State any one trait of the writer that is evident from lines 5-10 and provide a reason for your choice. (1 mark)

Value Points	Guidance
<p>Adventurous/ Courageous/ Bold/ Experimental</p> <p>Because he feared the tiger sharks/ was aware of the fact that they were dangerous, yet accepted, as his very first assignment, that required him to face them.</p>	<p>The learner is required to infer the writer’s trait from lines 5-10. The reason/ evidence for the choice of trait is to be stated too.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the trait and reason.</li> <li>▪ Partial credit for either trait or reason</li> <li>▪ No credit for just quoting from text without an impression of an answer.</li> </ul>

iii. People thought the writer was ‘either brave or very stupid’. Why did some people think that he was ‘very stupid’? (1 mark)

Value Points	Guidance
because he was risking his life and could be bitten by the sharks as other people were/ side-lined the popular notion that tiger sharks are dangerous/ did not pay due attention to the fact that he was walking into obvious danger without the required expertise	The learner is required to answer to just the ‘very stupid’ part. The ‘brave’ part hasn’t been asked, and there is no credit for explanation of that.

	<ul style="list-style-type: none"> <li>▪ Accept any 1 point.</li> <li>▪ Award 1 mark for the complete correct answer</li> <li>▪ Accept a relevant complete response along the same lines.</li> <li>▪ There is no partial credit</li> </ul>
iv. Why does the writer say that people who know sharks intimately tend to be least afraid of them? (1 mark)	
<b>Value Points</b>	<b>Guidance</b>
because they find the sharks to be harmless/ as docile as pets—the sharks feed on the food they offer and seem as docile as pets	<p>The learner is required to answer to why familiarity with the sharks makes the people less/least afraid of them.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer</li> <li>▪ Award partial credit of ½ mark if just ‘harmless’/ ‘as docile as pets’ is the response, without substantiation.</li> </ul>
v. Rewrite the given sentence by replacing the underlined phrase with another one, from lines 10 – 20. <i>Some academicians think that reward, as a form of discipline, is a simple <u>right or wrong</u> issue.</i> (1 mark)	
<b>Value Points</b>	<b>Guidance</b>
Some academicians think that reward, as a form of discipline, is a simple <u>black and white</u> issue.	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer</li> <li>▪ No partial credit</li> </ul> <p>Learners are expected to write the full sentence with the answer, however, no marks to be deducted if they just write the phrase only.</p>
vi. What does the use of the phrase ‘benign light’ suggest in the context of the writer’s viewpoint about the tiger sharks? (1 mark)	
<b>Value Points</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>▪ Benign light – viewed as benevolent/ gentle/ friendly</li> <li>▪ Tiger sharks did not seem to be that harmful/dangerous/ They seemed fairly docile/less dangerous than the other sharks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer.</li> <li>▪ Award partial credit of ½ mark if just the meaning of ‘benign light’ is explained, without the context of tiger sharks and vice versa. Accept any other similar interpretations that are complete, with reference to the given passage.</li> </ul>
vii. Select a suitable phrase from lines 15-25 to complete the following sentence appropriately. (1 mark) <i>I agree the team will find this experience tough, but competing will be easier next time after they get this tournament _____.</i>	
<b>Value Points</b>	<b>Guidance</b>

<p>I agree the team will find this experience tough, but competing will be easier next time after they get this tournament <u>under their belt</u>. (line 21)</p>	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer</li> <li>▪ No partial credit</li> </ul> <p>Learners are expected to write the full sentence with the answer filled in, however, no marks to be deducted if they just write the phrase only.</p>
<p>viii. Apex predators serve to keep prey numbers in check. How can we say that tiger sharks are apex predators? (1 mark)</p>	
<p style="text-align: center;"><b>Value Points</b></p>	<p style="text-align: center;"><b>Guidance</b></p>
<p>Because tiger sharks restrict the number of sea turtles (by feeding on them), and act as a balancing force in the ecosystem. If the numbers weren't constrained, it would result in the depletion of sea-grass which supports other marine life forms.</p>	<p>The learner is required to answer how tiger sharks serve to keep prey numbers in check. Here, sea turtles are stated as the prey. There is also a suggestion that there are other marine creatures like the sea turtles.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer</li> <li>▪ Award partial credit of ½ mark if just 'balancing force'/constraining number of sea turtles/ 'overgrazing the sea grass beds' / 'anchoring the ecosystem' is the response, without substantiation.</li> </ul>
<p>ix. Analyse why having a large litter is one of the features that empowers tiger sharks to emerge winners if global warming persists. (1 mark)</p>	
<p style="text-align: center;"><b>Value Points</b></p>	<p style="text-align: center;"><b>Guidance</b></p>
<p>Reduces possibility of extinction or destruction due to harsh conditions, as large numbers would ensure that some definitely survive.</p>	<p>The learner is required to examine how the tiger sharks would continue to survive despite warming of oceans if they have a large litter.</p> <ul style="list-style-type: none"> <li>▪ Award maximum 1 mark for the complete correct answer</li> <li>▪ No partial credit</li> </ul>
<p><b>2. Based on your understanding of the passage, answer <u>ANY SIX</u> out of the seven questions given below.</b></p>	
<p>i. What do the researchers mean by 'changing food preferences'? (1 mark)</p>	
<p style="text-align: center;"><b>Value Points</b></p>	<p style="text-align: center;"><b>Guidance</b></p>
<p>Urban population's transition from healthy home-cooked meals to ready-to-eat-processed foods</p>	<p>The learner is required to include the change in food habits/preferences as indicated in the text</p> <ul style="list-style-type: none"> <li>▪ Award 1 mark for the complete answer.</li> <li>▪ No partial credit</li> </ul>
<p>ii. Why was this survey on the food consumption of adolescents undertaken? (1 mark)</p>	
<p style="text-align: center;"><b>Value Points</b></p>	<p style="text-align: center;"><b>Guidance</b></p>

<ul style="list-style-type: none"> <li>▪ understand the food consumption pattern of urban adolescents and</li> <li>▪ make recommendations based on the data.</li> </ul>	<p>The learner needs to draw on the objectives listed.</p> <ul style="list-style-type: none"> <li>▪ Award ½ mark for each point, to a maximum of 1 mark</li> <li>▪ ½ mark partial credit if one point is stated</li> </ul>
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iii. With reference to fig.1, write one conclusion about students' consumption of energy-dense drinks. (1 mark)

Value Points	Guidance
<p>Close to 47% drink three or more servings of energy dense beverages while a mere 5% said 'no' to more than one serving of the beverage.</p>	<p>The learner needs to analyse the energy dense drinks' graph and compare consumption trend, to analyse.</p> <ul style="list-style-type: none"> <li>▪ Award ½ mark each, for a maximum of 1 mark, for both aspects.</li> <li>▪ ½ mark as partial credit for only one aspect</li> </ul>

**FOR THE VISUALLY IMPAIRED CANDIDATES**

What do you understand by the term *food frequency*, as stated in lines 12-13?

<p>Refers to the rate of intake of food and beverages (drinks) consumed over a specified period of time. It could even refer to portion size.</p>	<p>The learner needs to explain, from context, the meaning of the term 'food frequency'.</p> <ul style="list-style-type: none"> <li>▪ Award ½ mark each, for 'rate of intake' and 'over a period of time'.</li> <li>▪ ½ mark as partial credit if only 'rate of intake' or 'over a period of time' is alluded to.</li> </ul> <p>The vocabulary used to explain the term may vary and the explanation is to be accepted if the two main aspects of the term have been addressed.</p>
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iv. What can be concluded by the 'no intake' data of fruit consumption versus energy dense snacks, with reference to fig.1? (1 mark)

Value Points	Guidance
<p>Nearly half the respondents (45%) did not consume any servings of fruit in contrast to 95% that had some form of energy dense snack.</p>	<p>The learner needs to analyse the fruit consumption graph for 'no intake' with energy dense snacks' graph for 'no intake' and compare to analyse.</p> <ul style="list-style-type: none"> <li>▪ Award ½ mark for each to a maximum of 1 mark</li> <li>▪ ½ mark as partial credit for only one aspect</li> </ul>

**FOR THE VISUALLY IMPAIRED CANDIDATES**

Comment on the significance of incorporating food literacy concepts into student curriculum.

It is important because reading about the advantages of a healthy diet would assist an increased intake of fruits and vegetables in teenagers	<p>The learner needs to explain the importance of this recommendation, based on the study.</p> <ul style="list-style-type: none"> <li>▪ Award ½ mark for each to a maximum of 1 mark</li> <li>▪ ½ mark as partial credit for only one aspect</li> <li>▪ Quoting the textual line in response, without explaining how it works, carries no credit.</li> </ul>
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v. There were gender differences observed in the consumption of healthy foods, according to the survey. Substantiate. (1 mark)

Value Points	Guidance
Females had more nutritious dietary intake as they consumed more cereals, vegetables and fruits compared to their male counterparts.	<p>The learner needs correctly substantiate the statement with reference to the graph.</p> <ul style="list-style-type: none"> <li>▪ Award 1 mark for complete answer</li> <li>▪ No partial credit</li> </ul>

vi. Why is 'affordability' recommended as a significant feature of a school canteen policy? (1 mark)

Value Points	Guidance
The consumers are school children and therefore food should be affordable	<p>The learner needs to infer the reason why school canteen fare needs to be affordable.</p> <ul style="list-style-type: none"> <li>▪ Award 1 mark for a valid reason.</li> <li>▪ No partial credit</li> </ul>

vii. Identify a word from lines 9 - 17 indicating that the questionnaire was specifically designed to be completed by a respondent without the intervention of the researcher collecting the data. (1 mark)

Value Points	Guidance
Self-administered	<ul style="list-style-type: none"> <li>▪ Award 1 mark for the correct answer</li> <li>▪ No partial credit</li> </ul>

### SECTION B – WRITING

This questions in this section address the following writing LOs:

1. convey ideas convincingly using appropriate layout as relevant
- 2) organize the content and structure the ideas logically, sequentially, cohesively
- 3) use a range of vocabulary and sentence structure appropriate to the content and the context
- 4) make accurate use of spelling, punctuation and grammar

3. You are Natasha, residing in Pune. Your cousin, from the same city is hosting your grandmother's eightieth birth anniversary and has extended an invite to you. He has also requested your assistance for arrangements needed. Draft a reply of acceptance, in not more than 50 words. (3 marks)

Content -2	Expression-1	Accuracy *
Value Points		

- Reference to invitation
- Acceptance of invitation

- Confirmation of date, time and venue
- Comment on extending assistance

▪ **Content** (as listed in value points) –  
½ mark \*4=2 marks

▪ **Expression**- 1 mark

use of appropriate functional language to show

(i) acknowledgement/ gratitude for invite- *thank you*

(ii) acceptance- *would love to / delighted to/nothing can stop me from attending etc.*

(iii) confirming assistance- *gladly/ goes without saying/ just let me know how I can help/ goes without saying etc.*

- ✓ full credit of 1 mark to be allotted if the functional language/ expressions has/ have been used consistently, throughout.
  - ✓ Partial credit of ½ mark to be allotted if the functional language/ expressions has/have been used generally, in most places.
  - ✓ No credit of marks if the functional language/ expressions has/ have been used sporadically/ not at all.
- **Accuracy\*** - Deductions up to 1 mark from overall score
- ✓ Deduct ½ mark from total marks if all or either one of the following apply:
    - the reply is not formatted correctly as an informal letter/ largely in informal letter format
    - has a few inaccurate spellings and grammatical structures
  - ✓ Deduct 1 mark from total marks if all or either one of the following apply:
    - the reply is not in informal letter format/ has a fair number of format inaccuracies
    - has a total of 3 or more spelling/ grammatical errors

4. Attempt **ANY ONE** from A and B given below.

(5 marks)

**A.** You are Shantanu, residing at Ghar B-94, Balimela Road, Malkangiri. You come across the following classified advertisement in a local daily. Write a letter, in 120–150 words, applying for the position of a volunteer for the *Each One Teach One* campaign.

**SITUATION VACANT**

**WANTED** committed volunteers, aged 18 years and above, to teach underprivileged children, for one hour a week, in the district of Malkangiri. Ability to speak, read and write Odiya fluently, important. Experience not required. All volunteers to receive training. Contact Nethra N, Coordinator (*Each One Teach One*), 4Literacy, Ambaguda, Malkangiri, Odisha -764045

**Content -2    Expression-2    Accuracy -1**

**Value points- Content**

- Covering Letter
- Reference to the advertisement
- Conveying suitability for the position
- Submission of application
- Resume / Bio data as separate enclosure
- Profile of self
- Educational Qualifications
- Any other relevant information

### Descriptors for Content

**NOTE**-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**.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

### Expression -2 marks

Marks	Descriptors for Expression
<p><b>NOTE</b>-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.</p>	
2	<ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending.</li> <li>• Carefully structured content with organised paragraphing presented cohesively.</li> <li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
1 ½	<ul style="list-style-type: none"> <li>• Frequent clarity of expression most of the times, layout of a formal letter largely accurate.</li> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate.</li> <li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li> <li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
½	<ul style="list-style-type: none"> <li>• Expression unclear, layout partially followed affecting the format of the letter.</li> <li>• Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited vocabulary or copying from the question.</li> </ul>

### Accuracy -1 mark

#### Descriptors for 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.

**B.** The efforts of 400 volunteers working with the NGO, *4Literacy*, in the district of Malkangiri, Odisha, was lauded by the District Collector, Shri V. Singh (IAS). As the staff reporter of 'The Odisha Bhaskar', write a report in 120-150 words covering all details of the event, such as the training, teaching and infrastructure involved in the '*Each One Teach One*' campaign, initiated by the district administration in association with the NGO.

#### Value Points

- what - the efforts of 400 volunteers in the *Each One Teach One* campaign lauded by the District Collector
- who were taught and what was taught
- when & where
- details of the volunteer work
- training received by the volunteers by the NGO and district administration
- the infrastructure – classrooms, blackboard etc.
- Any other **valid** relevant information

#### Descriptors for Content

**NOTE-**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**.

2 marks

- ✓ All points included
- ✓ Well-developed with sustained clarity

1½ marks

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

1 mark

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

½ mark

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**Expression -2 marks**



Marks	Descriptors for Expression
<b>NOTE</b> -Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at <b>a level lower</b> .	
2	<ul style="list-style-type: none"> <li>Highly effective style capable of conveying the ideas convincingly with appropriate layout of a newspaper report viz. headline and by-line, place, date.</li> <li>Carefully structured content with organised paragraphing presented cohesively.</li> <li>Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>
1 ½	<ul style="list-style-type: none"> <li>Frequent clarity of expression most of the times, layout of a newspaper report largely accurate.</li> <li>Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>
1	<ul style="list-style-type: none"> <li>Inconsistent style, expression sometimes awkward, layout of a newspaper report basically accurate.</li> <li>Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.</li> <li>Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
½	<ul style="list-style-type: none"> <li>Expression unclear, layout partially followed affecting the format of the newspaper report.</li> <li>Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited vocabulary or copying from the question.</li> </ul>
<b>Accuracy -1 mark</b>	
<b>Descriptors for Accuracy</b>	
1 mark	<ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul>
½ mark	<ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>
No credit	<ul style="list-style-type: none"> <li>Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>

### SECTION C - LITERATURE

5. Attempt **ANY FIVE** of the six questions given below, within 40 words each. (2 marks each) x 5= 10 marks

i. A mistaken identity led to a discovery of a new one for the rattrap peddler. How did this impact him?

Value Points	Guidance
<ul style="list-style-type: none"> <li>Gave him the power to clear his conscience</li> <li>Brought out his latent goodness</li> </ul>	The examiner knows about the mistaken identity, hence that requires no elaboration here.

<ul style="list-style-type: none"> <li>• Lent him conviction to become a better human/ a chance at elevating himself from being a thief</li> <li>• Allowed him the opportunity to behave in a dignified manner befitting that of a Captain</li> </ul>	<p>The response needs to address how the mistaken identity effected/ influenced him.</p> <p><b>Content -</b> Award <b>1 mark</b> for inclusion of any one impact with explanation. Award <b>½ mark</b> if the impact is listed without explanation.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included.</b> ✓ Answer organised effectively ✓ usage of words for effect-cause (due to, as a result, owing to, therefore etc.) <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
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ii. As the host of a talk show, introduce Rajkumar Shukla to the audience by stating any two of his defining qualities. You may begin your answer like this:

*Meet Rajkumar Shukla, the man who played a pivotal role in the Champaran Movement. He .....*

Value Points	Guidance
<ul style="list-style-type: none"> <li>• Determined/ Resolute</li> <li>• Persevering</li> <li>• Dedicated</li> <li>• Any other <b>valid</b> quality</li> </ul>	<p>The examiner knows the sequence of incidents that transpired, and the role of Gandhi, hence that requires no elaboration here.</p> <p>The question requires characteristics of Rajkumar Shukla, as inferred from the text written as introductory lines to be spoken.</p> <p><b>Content -</b> Award <b>1 mark</b> for 2 valid qualities. Award <b>½ mark</b> for one valid.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b> ✓ Answer organised effectively ✓ The language usage needs to display a semi-formal tone + language for introduction <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>

iii. Adrienne Rich chose to express her silent revolt through her poem, *Aunt Jennifer's Tigers*, just as Aunt Jennifer did with her embroidery. Explain.

Value Points	Guidance
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<p>Adrienne Rich, through her poem, criticizes the traditional institution of marriage, in her times, suggesting that it oppresses women. Similarly, Aunt Jennifer, a victim of an unhappy marriage, under a domineering husband, chooses embroidery to vent her angst. Both use their creative outlet as a form of protest against societal expectations.</p>	<p>Both the poet's and Aunt Jennifer's point of view to be expressed.</p> <p><b>Content -</b> Award <b>1 mark</b> for both aspects compared. Award <b>½ mark</b> for elaboration on only one aspect.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b> ✓ Answer organised effectively ✓ The language usage needs to display comparison (similarly/ just like etc.) <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
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iv. Rationalize why Keats uses the metaphor 'an endless fountain of immortal drink' in his poem, *A Thing of Beauty*.

Value Points	Guidance
<ul style="list-style-type: none"> <li>Things of beauty are just like the immortal drink of the gods that flow continuously and never die</li> <li>Just as the endless fountain of immortality is an elixir of life, similarly things of beauty are constant/ perennial in providing everlasting joy/ motivation/bliss</li> </ul>	<p>The question requires an answer to how beauty is perennial.</p> <p><b>Content -</b> Award <b>1 mark</b> for stating the reason with valid explanation. Award <b>½ mark</b> for just stating minus explanation.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b> ✓ Answer organised effectively ✓ The language usage needs to display rationalisation via comparison (just as/ similarly/ like) <b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>

v. How do you think Derry's mother contributes to his sense of alienation and isolation? (*On the Face of It*)

Value Points	Guidance
<ul style="list-style-type: none"> <li>Mother is overprotective and doesn't understand her son's longing for companionship.</li> <li>She treats him with a sense of pity and robs him of his dignity by perpetually treating him like a helpless victim</li> </ul>	<p>The question requires inferring how the actions of Derry's mother led to the development of feelings of alienation and isolation in her son. The learner would be required to draw upon textual evidence to infer.</p> <p><b>Content -</b></p>

	<p>Award <b>1 mark</b> for 2 valid points. Award <b>½ mark</b> for 1 valid point.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display stating of inference (based on...I believe that/.... reveals that.... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
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vi. Validate John Updike’s open-ended title, ‘Should Wizard Hit Mommy?’.

**Value Points**

<p>The story title is a question that suggests agreeing with Jo, who believes in justice for the skunk, or the father, who believes that mothers cannot err. Both seem right.</p> <p>The author leaves it open-ended for the reader to allow flexibility and creative insight (any other valid purpose)</p>	<p>The question requires an opinion from the learner in favour of leaving the title open-ended (‘validate’)</p> <p><b>Content -</b> Award <b>1 mark</b> for identification of the title as a question that could have varying answers + likely purpose of writer. Award <b>½ mark</b> for either aspect.</p> <p><b>Expression –</b> <b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display justification</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
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**LONG QUESTIONS No. 6 (i-iii) (ANY TWO - 4 marks each)**

**Content 2**

**Expression & Accuracy 2**

**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)	MARK
<ul style="list-style-type: none"> <li>• Sustained, clear, well-developed personal response to the task</li> <li>• Well-developed and justified arguments/evidence for the characters</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Largely, a reasonably well-developed personal response to the task</li> <li>• Clear justification with arguments/evidence for the characters</li> </ul>	<b>1 ½</b>
<ul style="list-style-type: none"> <li>• Fairly competent personal response to the task</li> </ul>	<b>1</b>

<ul style="list-style-type: none"> <li>• Clear justification with restricted arguments/evidence for the characters</li> </ul>	
<ul style="list-style-type: none"> <li>• Limited awareness of the task</li> <li>• Limited justification or relevant arguments/evidence for the characters</li> </ul>	½
<b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion + Accuracy)</b>	<b>MARKS</b>
<ul style="list-style-type: none"> <li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> <li>• Spelling, punctuation and grammar are almost always accurate</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> <li>• Spelling, punctuation and grammar mostly accurate, with occasional minor errors but does not impede communication</li> </ul>	<b>1 ½</b>
<ul style="list-style-type: none"> <li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> <li>• Spelling, punctuation and grammar fairly accurate, with occasional minor errors but does not impede communication</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited expected/ topical vocabulary as per question asked</li> <li>• A lot of errors in spelling, punctuation and grammar that impede communication.</li> </ul>	½

6 (i). How does Keats' poem, *A Thing of Beauty* appeal richly to the senses, stimulating the reader's inner sight as well as the sense of touch and smell? Write your answer in about 120-150 words.

#### Value Points

##### Introduction

Keats' descriptions allow for a deeper perception of the imaginary, converting it into a life-like experience stimulating the reader's inner sight as well as the sense of touch and smell.

##### Justification (any 2-3)

- Keats establishes this with powerful imagery and word play
- The cooling comfort of the bower, dancing daffodils in its green environs, the babbling stream and the mid-forest brake with the musk rose blooms evoke our imagination, sense of hearing, touch and smell.
- The stories of mighty and the doom that befalls them appeals to our intellect
- The endless fountain may be an allusion of the fountain of youth however it has a sublimating effect on the reader.
- Keats poetic descriptions presents beauty that appeals to our senses and gives delight.

(Accept associated **relevant** points)

6. (ii). Colin Dexter, the author of *Evans Tries an O-level* employs the red herring technique of intentionally misleading readers by placing false clues to keep the plot enigmatic. Substantiate with reference to text, in about 120-150 words.

#### Value Points

**Introduction**

The stage is set - a maximum security prison and a kleptomaniac with a record of breaking out of prison

**Analysis (any 3-4)**

- Evans' grubby appearance, jovial manner and friendly banter distracts from sharp intelligence and extraordinary talent for deception
- The silly but filthy looking bobble hat (a knit beanie with a pom-pom on top) distracts, giving readers the appearance of a comical character
- 'Number two Handkerchief' neatly placed on the bed, where's number one?
- The first mention of Reverend Stuart McLeery exiting his bachelor flat in Broad Street.
- Mention of the nail file and then reference to McLeery's meticulously manicured fingers
- Illusion of Mc Leery having grown thinner and then 'Mc Leery' slumped in a chair
- Clues in the question paper, a chase all over town

(Accept similar **relevant** points)

**Conclusion**

Colin Dexter's Evan's Tries an O-level – a creative and highly complicated prison break interspersed with twists in the plot.

6. (iii). Biographies include features of non-fiction texts – factual information and different text structures such as description, sequence, comparison, cause and effect, or problem and solution. Examine *Indigo* in the light of this statement, in about 120-150 words.

**Value Points****Introduction**

Focus on *Indigo* being an excerpt of a biography and thus having features of fiction as well as non-fiction texts.

**Examination**

Substantiation to support the point that it includes—

- Factual information (any 2)
- Text structures (examples of any 2 different features)
  - ✓ explanation;
  - ✓ content recorded in order of occurrence;
  - ✓ points of comparison between people;
  - ✓ action and impact;
  - ✓ problem-solution/ conflict resolution

(The learner is expected to elaborate on both aspects—factual information + text structure)

**Conclusion**

Reiterating that *Indigo* does include features of a non-fiction text.