

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>SR. SECONDARY SCHOOL SUPPLEMENTARY EXAMINATION, 2025</b> <b>SUBJECT NAME : ENGLISH (ELECTIVE) (SUB. CODE-001)</b>	
<b>General Instructions: -</b>	
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.	<b>“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 Newspaper/Website etc. may invite action under various rules of the Board and IPC.”</b>
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 and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
4.	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5.	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. If there is any variation, the same should be zero after deliberation and discussion. 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.
6.	Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
7.	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 totaled up and

	written in the left-hand margin and encircled. This may be followed strictly.
8.	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.
9.	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
10.	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11.	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12.	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 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.
13.	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14.	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.
15.	Any unassessed portion, non-carrying over of marks to the title page, or totaling 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 <b>“Guidelines for Spot Evaluation”</b> 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 totaled and written in figures and words.
18.	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

# Set 4

## MARKING SCHEME ENGLISH (ELECTIVE) (SUB. CODE-001)

Q. No.	Expected Answer / Value Points	Distribu- tion of Marks
SECTION – A : READING COMPREHENSION		
1.	On the basis of your reading of the above passage, answer the following questions :	12×1=12
	(i) C : to begin an interactive session	
	(ii) Confident and clear	
OR		
	Confident and at ease while talking	
	(iii) C : educationists	
	(iv) At seventeen the speaker showed an abundance of courage, confidence and the dream to become an engineer.	
	(v) empathy	
	(vi) Engineering uses science to solve problems and she was very interested in that.	
	(vii) B : Very daring and loved challenges	
	(viii) D : determined	
	(ix) D : everybody encouraged him to make this journey on foot	

(x) TRUE

(xi) (a) Absence of ladies' toilet in the college.

(b) No ladies' room for rest and relaxation.

(c) The principal feared that boys would trouble her.

(d) Boys may refuse to help her

(any two)

(xii) The speaker had to

(a) wear sari to the college always

(b) avoid talking to the boys

(c) avoid college canteen and spending time with the boys.

(any two)

(xiii) To draw the line

(xiv) C : Reading Hiuen Tsang's travel to Asia.

(xv) C : 1 is correct and 2 is wrong.

*SUDHA MURTY, Three Thousand Stitches, Chapter-2, Page-17*

2. Based on your understanding of the poem, answer **four** of the **five** 4×1=4  
given questions :

(i) B : Despair and lack of purpose

(ii) B: helplessness and despair

(iii) The despair and lack of purpose of the first stanza of the poem is contrasted with the optimism and resilience of the last stanza.

(iv) : hope

(v) C : Quest for purpose and reliance on higher power.

*Poem – The True Knowledge by Oscar Wilde*

3. Based on your understanding of the passage, answer any **four** of the **five** given questions : **4×1=4**

(i) A : train triggered warning systems

(ii) B : 1 is correct and 2 is wrong.

(iii) B : encroachment

(iv) Gajraj

(v) Analysing the frequency and duration of the vibrations of the footsteps of the passing elephants with the help of AI the locomotive drivers reduce the speed of the train to prevent train – animal collision.

*The Hindu, dated July-7, 2024*

#### SECTION – B : GRAMMAR AND CREATIVE WRITING

4. Transform the following sentences according to the instructions given against each one. Attempt any **eight** out of the **ten** questions that follow : **8×1=8**

(a) He asked me what I was doing.

(b) he had examined our pass.

(c) Had he been reading a novel.

(d) Despite being ill, he came to the class.

- (e) The cadet who plays the trumpet has not come today.
- (f) Neither the rain nor the subsequent landslide was able to destroy the spirit of the people.
- (g) Scarcely he had (had he) stepped out when it began to rain.
- (h) Our followers are but a handful
- (i) They walked beside each other in silence.
- (j) When we saw him last, he was running to catch a bus.

5. Attempt any **three** of the following questions in **120-150** words **3×5=15** each :

(credit to be given to the candidate's creativity in presentation of ideas, appropriate use of language skills and reasoning)

(a) The marks may be divided as

Content – 2 marks

Organization – 1 mark (fluency, coherence, logical flow)

Expression – 2 marks (vocabulary, originality of ideas, grammatical accuracy)

(b) The marks may be divided as

Content – 2 marks

Organization – 1 mark (fluency, coherence, logical flow)

Expression – 2 marks (vocabulary, originality of ideas, grammatical accuracy)

(c) The marks may be divided as

Content – 2 marks

Organization – 1 mark (fluency, coherence, logical flow)

Expression – 2 marks (vocabulary, originality of ideas,  
grammatical accuracy)

(d) The marks may be divided as

Content – 2 marks

Organization – 1 mark (fluency, coherence, logical flow)

Expression – 2 marks (vocabulary, originality of ideas,  
grammatical accuracy)

6. Read the questions given below and attempt any **one** in **120-150** words : **1×5=5**

Marks may be divided as

Format – 1 mark (heading and name)

Content – 2 marks

Expression – 2 marks (grammatical accuracy, vocabulary, fluency,  
coherence)

#### SECTION – C : LITERATURE AND FICTION

**32**

7. (I) Attempt any **one** of the **two** extracts (a) and (b) given below :

- (a) Read the following extract and answer the questions that follow : **6×1=6**

(i) The author was told by Pablo Neruda that there was someone behind him who would not stop looking at him.

(ii) It was Freu Frieda

- (iii) She was an intrepid woman, old and fat wearing an old fashioned felt hat and a purple scarf
- (iv) From the beginning the poet had announced that he did not believe in prophetic dreams.
- (v) According to the poet, poetry helps us to understand ourselves better and to search for the truth.
- (vi) A fortune teller

*Kaleidoscope, I Sell My Dreams, Page-7*

**OR**

- (b) Read the following extract and answer the questions that follow : **6×1=6**

- (i) Dr. Margolin was visiting the senciminers to attend the wedding of Sylvia, the youngest daughter of Abraham Mekheles.
- (ii) Senciminers are native Jewish inhabitants of the town of sencimin in Poland who fled the country in the 2<sup>nd</sup> World War.
- (iii) In Germany he looked like a Junker and in New York he looked like an Anglo-Saxon.
- (iv) He disguised his thinning and his grey hair.
- (v) He was a man of principles.
- (vi) A monocle is a circular lens.

*Kaleidoscope, A Wedding In Brown Ville, Page-25*

- (II) (a) (i) The poet means Shakespeare's sacred remains or his life's work.



- (ii) Holy corpse
- (iii) A pyramid shaped tomb that points up towards heaven.
- (iv) Lifeless stones of the tomb as a pitiful tribute to Shakespeare's name.
- (v) Shakespeare's true monument is not a sepulcher or a statue or a tomb but a legacy etched in the hearts and minds of humanity and proving the immortality of art.
- (vi) Alliteration

*Kaleidoscope, On Shakespeare, Page-95*

- (b) (i) C: man has created poverty
- (ii) if everyone was happy as those who have the means to share their fortune.
- (iii) As long as people are afraid of each other.
- (iv) When selfish desires get out of control and neutralizes peace, cruelty takes control and entraps everyone.
- (v) Yes : When fears and tears swell man is humbled and then religiosity spreads its root beneath him.
- (vi) Trap

*Kaleidoscope, Human Abstract, Page-99*

8. (a) Ingmar Bergman says that he works with integrity, and he  $1 \times 2 =$  has no skill in the art of compromise. His only significance in 2 the world of film lies in the freedom of his creativity.

*Kaleidoscope, Film Making, Page-157*

- (b) The poet says God lives in the “human form” and God’s goodness lives in every person. All people must love every single ‘human form’ for this reason. Through Mercy, Pity and Peace God lives in every human form and unites all people.

*Kaleidoscope, The Divine Image, Page-97*

9. (a) Sunday was the only evening in the week Gretl and Margolin 1 × 3 =  
could spend together. She had decided that she was not going 3  
to let herself to be carted off to a wedding somewhere out in  
the wilds of Brownville. Moreover, it was the only day when  
they took a walk in the central park after breakfast.

*Kaleidoscope, A Wedding in Brown Ville, Page-22*

- (b) The Portuguese ambassador spoke about his housekeeper  
with great enthusiasm and enormous admiration. He said,  
she was very extra-ordinary and gave surprising details. He  
also added, one would have been obliged to write a story  
about her.

*Kaleidoscope, I Sell My Dreams, Page-9*

10. (a) Slavery of man to man is hateful to the body and to the 1 × 5 =  
spirit. Our poets do not praise it: they proclaim that no man 5  
is good enough to be another man’s master. Marx spent his  
entire life improving that there is no extremity of selfish  
cruelty at which the slavery of man to man will stop if it be  
not stopped by law. We can see that it produces a state of  
continual civil war between slaves and their masters,  
organized as Trade unions on one side and Employer’s  
Federations on the other. Thomas More believed we can  
never abolish slavery of man to man unless we do our share

of world's work with our own hands and brains and not putting on anyone else. Our master class, through its parliaments and schools and newspapers prevent us from realising our slavery. We are taught that our country is the land of the free and our freedom was won for us by our forefathers. When we complain, we are told that our miseries are our own doing because we have the vote. When famous writers like Voltaire, Rousseau, Shelley, Karl Mark or Lenin protested, they were branded as atheists, murderers and criminals. If their disciples make a revolution, the master class will join the other powers, forcing to restore the slave order again. The only option available is use the vote to elect a government that will enact laws to prevent slavery of man to man.

*Kaleidoscope, Freedom, Page-121*

- (b) The author insists that when shooting begins those who work with the director feel a definite contact that all of us cancel out all our conflicts though working together. The author emphasises that they must pull in one direction for the sake of the work at hand. Sometimes it leads to disputes. But with clear and definite dismissal of the issue, it is easy to reach the goal which has been set. This is the basis for the conduct as director. The author goes further and says the reviewers and the critics have every right to interpret his films as they like. Each person has the right to understand a film as he sees it. Either he is attracted or repelled. A film is made to create reaction. If the audience does not react one way or another, it is an indifferent work and worthless. He did not believe in being different at any price. Either you are original or you are not. He also believed it is completely natural for artists to take from and give to each other, to barrow from

and experience one another.

*Kaleidoscope, Film Making, Page-155*

11. Answer any **one** of the following questions in **30-40** words : **2 × 1 =**  
**2**

- (a) Swamiji addressing Raja said, beautiful old age had come on him when faculties are dimmed one by one, so that he could relax before his final rest. He said that he would live another five years maximum, he should not risk starvation or attack from other creatures or hunters. Swamiji's plan was to release him from all bondages and hand over to a zookeeper.

*Tiger F. Malgudi, Page-174*

- (b) Margayya refused to part with his purse because he believed, it was a lucky purse, and he had it for countless years.

*Financial Expert, Page-114*

12. Answer any **one** of the following questions in **50-60** words : **1 × 3 =**  
**3**

- (a) The tiger avoided human beings stemming from a sense of self preservation and the understanding of the human capacity for both destruction and manipulation. *Tig*
- (b) Murti was too happy to accept this job as a tutor since he earned only twenty-five rupees at school and the ten rupees that Margayaa offered him was most welcome. He was also elated at the thought of perpetual contact with the secretary of the school board. It enhanced his status at scholar among his colleagues and also with the headmaster of the school.

13. Answer any **one** of the following questions in **120-150** words. **1 × 5 =**  
**5**

- (a) The first tiger in creation was very much like a lion, with a tawny, shining coat of pure gold. But he accidentally offended some forest spirit which branded his back with hot coal. Thus goes the fable, which the tiger did not believe in. It was a fabricated story, started by some jealous leopards who felt inferior owing their spots. The leopard couple said this fable everytime the tiger passed by. The tiger would have put an end to it, had he been able to locate them. They moved with lightning speed and the tiger felt helpless before them. It hurt his pride as a ruler of the jungle, where all creatures respected his status except the leopard. Night and day the tiger spent in planning and thinking how best to humble the leopard and exterminate him whenever the tiger went in search of the leopard, he would anticipate his arrival and sneak away to a steep rock or go up a banyan tree and look at the tiger with contempt. The leopard always succeeded in disturbing and scaring off his game and was always ahead of the tiger in hunting. Gradually the tiger realised that he had to tolerate his existence.

*Tiger F. Malgudi, Page-17*

- (b) Margayya admired the power and dynamism of money and its capacity to make people do strange deeds. He saw a toddy tapper going a hundred feet up a coconut tree, day after day, for forty years or more just for money. He saw officies and

shops opened and people sweating and fatiguing themselves, all for money. Margayya concluded that they wanted money because they wanted others to speak to them with respect and courtesy or so that they might wear unpatched dhotis and be treated seriously. Margayya believed that nothing is impossible in this world. If he had money, he would not be dodging the spectacle dealer, or he need not ever cringe before the store man. If he had money, the doctor would treat his wife with more interest, and he could give his son, Balu, the best of education, in a convent school where he would have privilege of hobnobbing with the children of the elites in the society. And after his schooling, he would go abroad for studies and grow into an aristocrat. He longed to have a car and a bungalow in Lawley Road for his son. He longed to be rich and powerful and money alone mattered in his life.

*Financial Expert, Page-41*

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