

MARKING SCHEME- SQP
Class 10-English Language & Literature 2020-21

Part A (40 marks)

Question	Solution	Marks
<p>1. Discursive Passage Attempt 10 of 12 [Inference, Evaluation, Vocabulary]</p>	<p>i. (a) constant need for something different.</p> <p>ii. (d) Option (4)</p> <p>iii. (c) 1 and 4</p> <p>iv. (c) How much is too much?</p> <p>v. (c) be possibly dangerous</p> <p>vi. (d) Officials admit that the emergency system is _____ in the longer run.</p> <p>vii. (d) offer advice to</p> <p>viii. (d) stress</p> <p>ix. (b) To organize our lives.</p> <p>x. (c) (3) and (5)</p> <p>xi. (c) lines on the highway.</p> <p>xii. (c) Be yourself.</p>	<p>1x10= 10 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

<p>2. Case-based factual passage Attempt 10 of 12 [Analysis & Interpretation]</p>	<p>i. c) the ability to launch something new</p> <p>ii. b) Countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade</p> <p>iii. a) wild and untouched surroundings.</p> <p>iv. b) (1) is an ethical tourist and (2) is a geotourist</p> <p>v. c) 2&4</p> <p>vi. b) the activity preferences were varied in females and males.</p> <p>vii. d) ecotourism was no more limited to the niche group of highly educated travelers.</p> <p>viii. b) 75%.</p> <p>ix. d) the opportunity to travel to new places.</p> <p>x. c) Emerging economies will receive negligible international tourists in the near future.</p> <p>xi. b) changed with the monetary requirements for the trip.</p> <p>xii. b) The person who is yet to travel even once as an ecotourist.</p>	<p>1x10= 10 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p>3. Literature (Prose extract)</p>	<p>(A)</p> <p>i. (c) Fairly displeased</p>	<p>1x5=5 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of</p>

<p>Attempt 1 of 2 [Inference , Evaluation, Vocabulary]</p>	<p>ii. d) 2, 3, 6 iii. (d) F – 3 and O – 1,2,4 iv. c) Intersected v. b) indulgence</p> <p style="text-align: center;">OR</p> <p>(B) i. c) Option (3) / For Visually impaired Candidates – (c) ii. c) baking, as a job, isn't as gainful as it used to be. iii. b) The baker was paid for his services at the end of the month. iv. d) it was a dress-like attire. v. b) Option (2)</p>	<p>marks)</p>
<p>4. Literature (Poetry extract) Attempt 1 of 2 [Analysis and Interpretation]</p>	<p>(A) i. a) restless ii. d) abcd; abcb iii. c) freedom and captivity. iv. c) “Join me”. v. a) hopes to be free and in the wild, someday.</p>	<p>1x5=5 marks (Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

	OR	
	<p>(B)</p> <p>i. b) carefree childhood days.</p> <p>ii. d) whatever he has lost is irretrievable.</p> <p>iii. d) cargo.</p> <p>iv. c) a sense of unexpected interruption.</p> <p>v. a) worthless</p>	
<p>5. Grammar</p> <p>Attempt all 3</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) d) is an important</p> <p>(ii) b) celebrated to mark</p> <p>(iii) a) leads the youngsters</p>	<p>1x3=3 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p>6. Grammar</p> <p>Attempt all 3</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) c) asked him what he was</p> <p>(ii) d) replied that</p> <p>(iii) c) had heard that people who had</p>	<p>1x3=3 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p>7. Grammar</p> <p>Attempt 4 of 6</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) d) need to</p> <p>(ii) c) is</p> <p>(iii) a) fewer</p> <p>(iv) a) a, an</p> <p>(v) b) shall be presenting</p> <p>(vi) b) will</p>	<p>1x4=4 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

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Part B (40 marks)

Question	Solution	Marks
8. Writing Attempt 1 of 2 [Creation, Application and Analysis]	Formal Letter	1x5=5 2 marks for content 2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas)
	Format 1. sender's address 2. Date (any standardised format -21.5.20 /21 May '20 / 21/5/20 etc.) 3. receiver's address—mentioned in the Q/ fictitious (receiver's address may also be followed by date) 4. subject 5. salutation 6. complimentary close	Format = 1 mark <ul style="list-style-type: none"> • An organised format structure is expected. • Absence of even one aspect shall result in credit of ½ marks only. • Full credit of 1 mark requires all listed aspects of format. • Zero credit if just format is listed without letter content

<p>(A)</p>	<p>Letter to SHO requesting action against flouters of quarantine rules</p> <p>Suggestive Points:</p> <p><u>Complaint about some residents not following the quarantine rules</u></p> <ul style="list-style-type: none"> - There is an evident disregard to the rules of social distancing - people roaming without masks in the colony - no staying indoors - The Resident Welfare Association is not taking any steps to prevent such behavior - Any other relevant <p><u>Impact</u></p> <ul style="list-style-type: none"> - Putting everyone's life at risk through their casual behavior - Aggravates mental stress - Any other relevant <p><u>Appeal</u></p> <ul style="list-style-type: none"> - Request to look into the matter at the earliest - Take immediate action - Any other relevant point 	<p><u>Competency applied for overall expression</u></p> <ul style="list-style-type: none"> • Paragraphing recommended. Listing of points shall lead to deduction of 1 mark • Opening--using phrases like 'This is to draw your attention towards...'; 'I would like to draw your attention towards...' etc. • Complaint—use of linking words for sequencing, adding, etc. • Impact- use of linking words for cause & effect etc. • Appeal- use of phrases like ' I earnestly hope...', 'I'd like to request...' etc. • Accuracy—grammar, spellings <p><u>Competency applied for content</u></p> <ul style="list-style-type: none"> • Stating reason/s for writing by explaining the situation followed by complaints-min. 2 <p>(content-1 mark)</p> <ul style="list-style-type: none"> • Stating the impact-min. 2 <p>(content- ½ mark)</p> <ul style="list-style-type: none"> • Requesting need for action <p>(content- ½ mark)</p>
	<p>OR</p>	

<p>(B)</p>	<p>Letter to Book Haven Store requesting home delivery of ordered goods</p> <p>– Reference</p>	<p><u>Competency applied for overall expression</u></p> <ul style="list-style-type: none"> • Paragraphing recommended. Listing of points shall lead to deduction of 1 mark • Opening--using phrases like ‘This is with reference to the order ...’; ‘Kindly refer to order no....’ etc. • Reason—using ‘because’, ‘due to’, ‘since’ etc. • Request-- use of ‘Kindly...’, ‘I would be grateful...’ etc. • Accuracy—grammar, spellings <p><u>Competency applied for content</u></p> <ul style="list-style-type: none"> • Reference to order placed telephonically for pick-up in person (content ½ mark)
	<p>- Inform - Give reason - Illness, family emergency, professional commitments, any other relevant reason & - Request</p>	<ul style="list-style-type: none"> • Inform about inability to pick in person, provide reason/s and forward request to deliver the goods at home (content 1 mark)
	<p>– Details</p>	<ul style="list-style-type: none"> • Present details of suitable time slot, conformation of address and phone number (content ½ mark)
<p>9. Writing Attempt 1 of 2 [Analysis and Evaluation]</p>	<p>Analytical Paragraph writing</p>	<p>1x5 = 5 3 marks for content 2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas and style)</p>

(A)	Data about purchase of digital devices	<u>Competency applied for overall expression</u> <ul style="list-style-type: none"> single paragraph use of appropriate functional language required to show trend progression and comparison (more/less/ increase/ decrease/ stable etc.) to achieve cohesion accuracy <u>Competency applied for content</u> <ul style="list-style-type: none"> Paraphrase Q. information (content-½ mark)
	- Introductory sentence	
	- identification of main trends	(content -2 marks content) <ul style="list-style-type: none"> at least 4 clearly identified trends Note – focusing and extending one particular trend would be considered as one trend only.
	- concluding line	(content-½ mark) stating main inference from the data provided.
	FOR VISUALLY IMPAIRED CANDIDATES	<u>Competency applied for overall expression</u>
	Data about sources of nutrition information in college athlete respondents	<ul style="list-style-type: none"> single paragraph use of appropriate functional language required to show trend progression and comparison (more/less/ increase/ decrease/ stable etc.) to achieve cohesion accuracy <u>Competency applied for content</u> <ul style="list-style-type: none"> Paraphrase Q. information (content-½ mark)
	- Introductory sentence	
	- identification of main trends	(content -2 marks content) <ul style="list-style-type: none"> at least 4 clearly identified trends Note – focusing and extending one particular

		trend would be considered as one trend only.
	- concluding line	(content-½ mark) stating main inference from the data provided.
OR		
(B)	Argument for excerpt --Ban on Plastic	<u>Competency applied for overall expression</u>
		<ul style="list-style-type: none"> • single paragraph • use of appropriate functional language required to show comparison/ contrast/ emphasis etc. to achieve cohesion • accuracy
		<u>Competency applied for content</u>
		<ul style="list-style-type: none"> • stating the given assumption in the question as the introduction.
	- Introductory sentence	(content-½ mark)
	- arguments rationalizing against/in favour of assumption	(content -2 marks content)
		<ul style="list-style-type: none"> • at least 2 clearly listed arguments countering/ favouring the premise.
		Note – focusing and extending one particular trend would be considered as one trend only.
		(content-½ mark)
	- concluding line	<ul style="list-style-type: none"> • reiterating main inference/position.
10. Literature (20-30 words)	First Flight & Footprints Without Feet	Content = 1 mark Expression = 1 mark (coherence and cohesion+ accuracy)

<p>(A) Any 2 of 3</p>	<p>(i) she felt Wanda lied about her dresses - Wanda wasn't ordinary as she had a funny name - she believed that she was just having fun and didn't mean harm</p> <p>(ii)-Custard was always teased as being the cowardly one, by all others -When the pirate arrived, others ran away to hide -Custard was the only one who stood up to fight with him/who attacked him.</p> <p>(iii)-not someone who doesn't experience fear -someone who doesn't give in to it -one who wins over fear</p>	<p>2x2=4 marks</p> <p><u>Competency applied for :</u> content-</p> <ul style="list-style-type: none"> • Stating Minimum 2 rationales • Depicting Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion • Response relevance for overall sense according to the question attempted- coherence • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.</p>
<p>(B) Any 2 of 3</p>	<p>(i)- she knew her son Lutkins was pretending to be Bill - the narrator's predicament amused her</p> <p>(ii)-she was overfeeding Tricki; being overindulgent -she needed to cut down Tricki's food intake to help him regain his health (be cruel to be kind)</p> <p>(iii)- Kind/encouraging/empathetic/assuring/any other relevant trait from the text. -Reason from text required</p>	<p>2x2=4 marks</p> <p><u>Competency applied for :</u> content-</p> <ul style="list-style-type: none"> • Stating Minimum 2 rationales • Depicting Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion • Response relevance for overall sense according to the question attempted-

		<p>coherence</p> <ul style="list-style-type: none"> • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.</p>
11. Literature (40-50 words)	First Flight & Footprints Without Feet	<p>Content = 2 mark Expression = 1 mark (coherence and cohesion+ accuracy)</p>
(A) Any 2 of 3	<p>(i)- poem referred to the father swan who bit his three ducks because they quacked too much; allusion to Mr. Keesing - Poem written to turn the joke around on Mr. Keesing; metaphorically convey the value of talking - fortunate that Mr. Keesing got the joke, else, the disciplinary action could have been severe.</p> <p>(ii) - Poem discusses the way the world can end. -Fire stands for greed/lust/human desire; Ice stands for hatred/ coldness/human indifference; -world can end with either greed or indifference</p> <p>(iii)-It is justified as Rapunzel lived with a witch who would constantly keep a check on her and had several rules to be followed. -Amanda too, feels caged by the impositions -Amanda desires peace in isolation like Rapunzel had in her tower; clarifying she will not let her hair down for anyone</p>	<p>2x3=6 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Stating Minimum 2 points + justification/ explanation • Depicting Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion • Response relevance for overall sense according to the question attempted- coherence • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.</p>

<p>(B) Any 2 of 3</p>	<p>(i) - Brilliant scientist (give example) - he was a lawless person, he was disliked by most people, was quick tempered, burnt the house of the landlord to take a revenge on him, stole money at priest's house, (any other trait that reveals his darker side) - undoubtedly brilliant but his brilliance eclipsed by his negative traits.</p> <p>(ii) - Mr. Weiherer was pleased that Ebright balanced academics as well as recreational pursuits (hobbies etc.); - As a teacher, he wanted Ebright's growth as a well-rounded personality.</p> <p>(iii) -The change in Matilda's physical appearance (comparison from what she was at the time of the minister's ball, to current)</p>	<p>2x3=6 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Stating Minimum 2 points + justification/ explanation • Depicting Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion • Response relevance for overall sense according to the question attempted- coherence • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE- Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.</p>
<p>12. Literature Attempt 1 of 2 [Creativity, imagination and extrapolation beyond the text and across the texts]</p>	<p>First Flight</p>	<p>1x5=5 marks</p> <p>Content = 3 marks</p> <p>Expression = 2 marks (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas)</p>

(A)	<p style="text-align: center;"><u>Extrapolating via dialogue writing</u></p> <p>Accept relevant responses corresponding to the competencies listed for content and expression.</p>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Response (dialogues) need to be creatively composed to match the personality of the two characters from the play • language included, must correspond to that of an argument, and show an understanding of the common expressions/exclamations attributed to the characters in the play. <p>NOTE—Marks to be allotted for creation. No marks to be deducted for lack of appropriacy in the form or structure involved in a writing task. The response is to be treated as a literary creation.</p> <p>expression-</p> <ul style="list-style-type: none"> • Logical progression in developing the conversation- cohesion • Response relevance for overall sense according to the situation chosen - coherence • Accuracy in use of grammatical structures, vocabulary and spellings
OR		
(B)	<ul style="list-style-type: none"> - Both need help - In <i>The Black Aeroplane</i>, he is helped by a stranger in a black aeroplane in the storm, without lights - steered through the dark clouds; was told there was no other aeroplane in the air other than his -wasn't clear who helped him -open to interpretation -help is not asked for but he receives it. - is thankful 	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Required to display understanding of the <u>variation of a common aspect</u>, across the texts. (Movement of response from common element to the differences.) • Support of / reference to textual evidence <p>expression-</p>

	<ul style="list-style-type: none"> - In <i>A Letter to God</i>-different nature of aid - Lencho writes a letter to God asking for money; his conviction in God touches the postmaster - postmaster raises money and sends it to him. - He asks for help - the source of his aid is clearly revealed - not satisfied 	<ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (words/phrases showing comparison/contrast are expected to be a part of this answer- whereas, on the other hand, as opposed to etc. as they impact expression)- cohesion • Response relevance and an appropriate conclusion to achieve coherence • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.</p>
<p>13. Literature Attempt 1 of 2 [Interpretation, Extrapolation of theme or plot; Inference; Character sketch]</p>	<p>Footprints Without Feet</p>	<p>1x5=5 marks Content = 3 marks Expression = 2 marks (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression & coherence through relevance of ideas)</p>
(A)	<ul style="list-style-type: none"> -despite knowing that the money had been taken (dampness of notes) Anil chose to remain quiet about the matter - pretended that all was normal- realized that Hari Singh's honesty had prevailed over his temptation - wanted to reward him/ encourage him-discussing the theft would have been counterproductive. 	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Required to display clear rationale and evaluation in order to build on the mentioned statement—Decode the statement; apply it to the response. • Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (words/phrases

		<p>showing cause & effect, emphasis and illustration are expected to be a part of this answer- therefore, consequently, as revealed by etc. as they impact expression)- cohesion</p> <ul style="list-style-type: none"> • Response relevance and an appropriate conclusion to achieve coherence • Accuracy in use of grammatical structures, vocabulary and spellings <p>NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.</p>
OR		
<p>(B)</p>	<p>The evolution process supported by examples from the text:</p> <ul style="list-style-type: none"> - dumb cow---- people’s perception of her lack of sense, stammering which kept her quiet and submissive demeanour, most of the times - going to school----guidance of the teacher and education, overcame stammering- instilled confidence and a sense of self-esteem - Did not succumb to the greedy demands of the prospective groom and spoke out. <p>Conclusion:</p> <p>This journey of Bholi’s growth clearly showcases the idea of being an individual and not being exploited by people or circumstances. Instead, evolves to being a person being proactive and contributing to the wellbeing of others around (which is exactly what she decides to do)</p>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> • Required to display a clear growth part of the character to bring out the change • Support of / reference to textual evidence <p>expression-</p> <ul style="list-style-type: none"> • Applying logical progression, using appropriate linking devices (words/phrases showing emphasis sequence etc. are expected to be a part of this answer- as revealed by, initially, later, finally etc. as they impact expression)- cohesion • Response relevance and an appropriate conclusion to achieve coherence • Accuracy in use of grammatical structures, vocabulary and spellings

		NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion & coherence.
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