**MARKING SCHEME- SQP**

Class 10-English Language & Literature 2020-21

**Part A (40 marks)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Solution</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discursive Passage</td>
<td>i.  (a) constant need for something different.</td>
<td>1x10= 10 marks (Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</td>
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<td></td>
<td>ii. (d) Option (4)</td>
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<td></td>
<td>iii. (c) 1 and 4</td>
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<td>iv.  (c) How much is too much?</td>
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<td>v.   (c) be possibly dangerous</td>
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<td></td>
<td>vi. (d) Officials admit that the emergency system is __________ in the longer run.</td>
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<td></td>
<td>vii. (d) offer advice to</td>
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<td></td>
<td>viii. (d) stress</td>
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<td></td>
<td>ix.  (b) To organize our lives.</td>
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<td></td>
<td>x.   (c) (3) and (5)</td>
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<td></td>
<td>xi.  (c) lines on the highway.</td>
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<td></td>
<td>xii. (c) Be yourself.</td>
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</table>
### 2. Case-based factual passage

**Attempt 10 of 12**  
[Analysis & Interpretation]

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

### 3. Literature (Prose extract)

<p>| | | |</p>
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<tbody>
<tr>
<td>i.</td>
<td>(c) Fairly displeased</td>
<td>1x5=5 marks</td>
</tr>
</tbody>
</table>

(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks.)
<p>| Attempt 1 of 2 [Inference, Evaluation, Vocabulary] | ii. d) 2, 3, 6 | marks) OR | iii. (d) F – 3 and O – 1,2,4 | iv. c) Intersected | 4. Literature (Poetry extract) Attempt 1 of 2 [Analysis and Interpretation] |
| - | | (B) | | | (A) |
| ii. c) baking, as a job, isn’t as gainful as it used to be. | | i. c) Option (3) / For Visually impaired Candidates – (c) | | i. a) restless | 1x5=5 marks |
| iii. b) The baker was paid for his services at the end of the month. | | ii. ii. c) Freedom and captivity. | | ii. d) abcd; abc| (Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks) |
| iv. d) it was a dress-like attire. | | iii. iv. c) “Join me”. | | iii. c) “Join me”. | |
| v. b) indulgence | | v. v. a) hopes to be free and in the wild, someday. | | v. a) hopes to be free and in the wild, someday. |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(B)</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>b) carefree childhood days.</td>
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</tr>
<tr>
<td>ii.</td>
<td>d) whatever he has lost is irretrievable.</td>
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<tr>
<td>iii.</td>
<td>d) cargo.</td>
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<tr>
<td>iv.</td>
<td>c) a sense of unexpected interruption.</td>
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<tr>
<td>v.</td>
<td>a) worthless</td>
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</tbody>
</table>

**5. Grammar**

Attempt all 3

[i] [Applying conventions using integrated structures with accuracy]

(i) d) is an important
(ii) b) celebrated to mark
(iii) a) leads the youngsters

1x3=3 marks

(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)

**6. Grammar**

Attempt all 3

[i] [Applying conventions using integrated structures with accuracy]

(i) c) asked him what he was
(ii) d) replied that
(iii) c) had heard that people who had

1x3=3 marks

(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)

**7. Grammar**

Attempt 4 of 6

[i] [Applying conventions using integrated structures with accuracy]

(i) d) need to
(ii) c) is
(iii) a) fewer
(iv) a) a, an
(v) b) shall be presenting
(vi) b) will

1x4=4 marks

(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)
### Part B (40 marks)

<table>
<thead>
<tr>
<th>Question</th>
<th>Solution</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Writing</strong></td>
<td>Formal Letter</td>
<td>1\times 5 = 5</td>
</tr>
<tr>
<td>Attempt 1 of 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Creation, Application and Analysis]</td>
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<tr>
<td></td>
<td></td>
<td>2 marks for content</td>
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<td></td>
<td>2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas)</td>
</tr>
<tr>
<td><strong>Format</strong></td>
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<td>Format = 1 mark</td>
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<tr>
<td>1. sender’s address</td>
<td></td>
<td></td>
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<tr>
<td>2. Date (any standardised format -21.5.20 /21 May ’20 /21/5/20 etc.)</td>
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<tr>
<td>3. receiver’s address—mentioned in the Q/ fictitious (receiver’s address may also be followed by date)</td>
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<td>4. subject</td>
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<td>5. salutation</td>
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<tr>
<td>6. complimentary close</td>
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<td>• An organised format structure is expected.</td>
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<td>• Absence of even one aspect shall result in credit of ½ marks only.</td>
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<td>• Full credit of 1 mark requires all listed aspects of format.</td>
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<td>• Zero credit if just format is listed without letter content</td>
</tr>
</tbody>
</table>
**Letter to SHO requesting action against flouters of quarantine rules**

**Suggestive Points:**

**Complaint about some residents not following the quarantine rules**
- 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

**Impact**
- Putting everyone’s life at risk through their casual behavior
- Aggravates mental stress
- Any other relevant

**Appeal**
- Request to look into the matter at the earliest
- Take immediate action
- Any other relevant point

**Competency applied for overall expression**
- 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

**Competency applied for content**
- Stating reason/s for writing by explaining the situation followed by complaints-min. 2 (content-1 mark)
- Stating the impact-min. 2 (content- ½ mark)
- Requesting need for action (content- ½ mark)

OR
Letter to Book Haven Store requesting home delivery of ordered goods

- Reference
  
  - Inform
  - Give reason - Illness, family emergency, professional commitments, any other relevant reason &
  - Request

  - Details

Competency applied for overall expression

- 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

Competency applied for content

- Reference to order placed telephonically for pick-up in person
  (content ½ mark)

- Inform about inability to pick in person, provide reason/s and forward request to deliver the goods at home
  (content 1 mark)

- Present details of suitable time slot, conformation of address and phone number
  (content ½ mark)

9. Writing
Attempt 1 of 2
[Analysis and Evaluation]

Analytical Paragraph writing

$1 	imes 5 = 5$
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)
| A | Data about purchase of digital devices | Competency applied for overall expression
• single paragraph
• use of appropriate functional language required to show trend progression and comparison (more/less/increase/decrease/stable etc.) to achieve cohesion
• accuracy |
| --- | --- | --- |
| Introductory sentence | Competency applied for content
• Paraphrase Q. information (content-½ mark) |
| identification of main trends | (content-2 marks content)
• 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**

| Data about sources of nutrition information in college athlete respondents | Competency applied for overall expression
• single paragraph
• use of appropriate functional language required to show trend progression and comparison (more/less/increase/decrease/stable etc.) to achieve cohesion
• accuracy |
| --- | --- | --- |
| Introductory sentence | Competency applied for content
• Paraphrase Q. information (content-½ mark) |
| identification of main trends | (content-2 marks content)
• at least 4 clearly identified trends
Note – focusing and extending one particular trend would be considered as one trend only. |
<p>| | | |</p>
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<tr>
<td>trend would be considered as one trend only.</td>
<td>- concluding line</td>
<td>(content-½ mark) stating main inference from the data provided.</td>
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<td>OR</td>
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<td>OR</td>
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<tr>
<td>(B)</td>
<td>(B)</td>
<td>(B)</td>
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<tr>
<td>Argument for excerpt — Ban on Plastic</td>
<td>Competency applied for overall expression</td>
<td>Competency applied for overall expression</td>
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<td>• single paragraph</td>
<td>• single paragraph</td>
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<td>• use of appropriate functional language required to show</td>
<td>• use of appropriate functional language required to show</td>
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<td>contrast/ emphasis etc. to achieve cohesion</td>
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<td>• accuracy</td>
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<td>Competency applied for content</td>
<td>Competency applied for content</td>
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<td>• stating the given assumption in the question as the</td>
<td>• stating the given assumption in the question as the</td>
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<td>introduction.</td>
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<td>(content-½ mark)</td>
<td>(content-½ mark)</td>
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<td>(content - 2 marks content)</td>
<td>(content - 2 marks content)</td>
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<td>• at least 2 clearly listed arguments countering/ favouring the</td>
<td>• at least 2 clearly listed arguments countering/ favouring the</td>
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<td>premise.</td>
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<td>Note — focusing and extending one particular trend would be</td>
<td>Note — focusing and extending one particular trend would be</td>
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<td>considered as one trend only.</td>
<td>considered as one trend only.</td>
<td>considered as one trend only.</td>
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<td>(content-½ mark)</td>
<td>(content-½ mark)</td>
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<td>• reiterating main inference/position.</td>
<td>• reiterating main inference/position.</td>
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<tr>
<td>10. Literature (20-30 words)</td>
<td>First Flight &amp; Footprints Without Feet</td>
<td>Content = 1 mark</td>
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<td>Expression = 1 mark</td>
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<td></td>
<td>(coherence and cohesion+ accuracy)</td>
</tr>
<tr>
<td>(A)</td>
<td>Any 2 of 3</td>
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</table>
| (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 |
| (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. |
| (iii)- not someone who doesn’t experience fear  
- someone who doesn’t give in to it  
- one who wins over fear |
| 2x2=4 marks |
| Competency applied for: content-  
- Stating Minimum 2 rationales  
- Depicting Support of / reference to textual evidence |
| expression-  
- 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 |
| NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence. |

<table>
<thead>
<tr>
<th>(B)</th>
<th>Any 2 of 3</th>
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</table>
| (i)- she knew her son Lutkins was pretending to be Bill  
- the narrator’s predicament amused her |
| (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) |
| (iii)- Kind/encouraging/empathetic/assuring/any other relevant trait from the text.  
- Reason from text required |
| 2x2=4 marks |
| Competency applied for: content-  
- Stating Minimum 2 rationales  
- Depicting Support of / reference to textual evidence |
| expression-  
- 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 |
### 11. Literature (40-50 words)

|   | First Flight & Footprints Without Feet | Content = 2 mark  
Expression = 1 mark  
(coherence and cohesion + accuracy) |
|---|--------------------------------------|---------------------------------------------------------------|
| (A) Any 2 of 3 | (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.  
(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  
(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 | 2x3=6 marks  
Competency applied for :  
content-  
• Stating Minimum 2 points + justification/explanation  
• Depicting Support of / reference to textual evidence  
expression-  
• 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  
NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence. |
(B) Any 2 of 3

(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.

(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.

(iii) The change in Matilda’s physical appearance (comparison from what she was at the time of the minister’s ball, to current)

2x3=6 marks

Competency applied for:

content-
- Stating Minimum 2 points + justification/explanation
- Depicting Support of/ reference to textual evidence

eexpression-
- 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

NOTE- Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion & coherence.

12. Literature
Attempt 1 of 2
[Creativity, imagination and extrapolation beyond the text and across the texts]

<table>
<thead>
<tr>
<th>First Flight</th>
</tr>
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</table>

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)
### Extrapolating via dialogue writing

Accept relevant responses corresponding to the competencies listed for content and expression.

#### Competency applied for:

**content-**
- 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.

**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.

**expression-**
- 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)

- Both need help
- In *The Black Aeroplane*, 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

#### Competency applied for:

**content-**
- Required to display understanding of the variation of a common aspect, across the texts. (Movement of response from common element to the differences.)

**expression-**

- In *A Letter to God*—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

• 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

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

### 13. Literature

**Attempt 1 of 2**

[Interpretation, Extrapolation of theme or plot; Inference; Character sketch]

**Footprints Without Feet**

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)

**Competency applied for :**

content-
• 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

expression-
• Applying logical progression, using appropriate linking devices (words/phrases

- 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.
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

- 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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<tr>
<th>OR</th>
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(B) The evolution process supported by examples from the text:
- 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.

Conclusion:
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)

**Competency applied for :**

- Required to display a clear growth part of the character to bring out the change
- Support of / reference to textual evidence

**expression-**
- 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. |