

Series BVM/C

CODE NO. 212

JULY 2019

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	SECTION A (READING)	TOTAL MARKS 20
1	COMPREHENSION PASSAGE	10 MARKS
	The question has been designed to test a student's understanding of the passage and his / her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.	
	Objective: To identify and understand main parts of the text. Note: -No penalty for spelling and grammatical errors -Full marks to be awarded if a student has been able to identify the core ideas. -If a student literally lifts a portion of a given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. -Accept any other answer equivalent in meaning to the answers given below.	
1.1 (a)	to face the unknown with only three golden coins	1 mark
(b)	economic depression, want and misery	1 mark
(c)	dignity of the state official as the highest	1 mark
(d)	a civil servant, held in high regard/ dignity of the state official as the highest of all	1 mark
(e)	worked on a farm and tilled it	1 mark
(f)	didn't appreciate son's oratorical/ speaking skills	1 mark
1.2 (a)	(i) opposite	1 mark
(b)	(ii) running about	1 mark
(c)	(ii) speaking skills/ (i) oral	1 mark
(d)	(ii) magnificently beautiful	1 mark
2 (a)	NOTE MAKING Objective: 1. To develop the skill of taking down notes. 2. To develop the extracted ideas into a sustained piece of writing.	10 marks
(a)	Distribution of Marks Title Abbreviations /Symbols (with / without key) – minimum four Content (minimum 3 headings and subheadings, with proper indentation and notes)	1 mark 1 mark 4 marks



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	<p>IMPORTANT INSTRUCTIONS</p> <p>The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of students' understanding of the given passage and the notes include the main points with suitable and recognisable abbreviations.</p> <p>Complete sentences should not be accepted as notes.</p> <p>Numbering of points can be indicated in different ways and these should be accepted as long as they follow a consistent pattern.</p>													
	<p>Note:</p> <ul style="list-style-type: none"> • If a student has attempted only the summary or the notes, due credit should be given. • 1 mark allotted for the title to be given if the student has written the title either in Q.2(a) or Q.2(b) 													
	<p>Title: Well Being (any other suitable Title)</p>													
	<p>1. Definition of WB</p> <p>1.1 absence of disease & illness</p> <p>1.2 combination of physical, emotional & health factors</p> <p>1.3 strongly linked to happiness & satisfaction</p> <p>2. factors which improve WB</p> <p>2.1 network of close friends</p> <p>2.2 enjoyable, fulfilling career</p> <p>2.3 enough money, good health</p> <p>2.4 religious beliefs</p> <p>3. imp'ce of understanding people's WB</p> <p>3.1 helps govt. frame good policies</p> <p>3.2 helps determine poverty line</p> <p>3.3 helps take appropriate action</p> <p>4. how best achieved</p> <p>4.1 having strong relationship with family & friends.</p> <p>4.2 enjoyable, rewarding work</p> <p>4.3 involvement in interesting activities</p> <p>4.4 nutritious food & good health</p>	<p>4 marks</p>												
	<p>Suggested abbreviations / Key:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">WB</td> <td style="padding: 2px;">-</td> <td style="padding: 2px;">well-being</td> </tr> <tr> <td style="padding: 2px;">&</td> <td style="padding: 2px;">-</td> <td style="padding: 2px;">and</td> </tr> <tr> <td style="padding: 2px;">imp'ce</td> <td style="padding: 2px;">-</td> <td style="padding: 2px;">importance</td> </tr> <tr> <td style="padding: 2px;">govt.</td> <td style="padding: 2px;">-</td> <td style="padding: 2px;">government</td> </tr> </table>	WB	-	well-being	&	-	and	imp'ce	-	importance	govt.	-	government	
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	Note: 1. Any other suitable abbreviations should be accepted. 2. No student to be penalised if a key to abbreviations is not given separately.	
2 (b)	SUMMARY Objective: 1. To expand notes (headings and subheadings) into a summary in 80 words. 2. To test the ability of extraction.	4 marks
	Distribution of Marks Content Expression Note: The summary should cover all the important points in the notes.	3 marks 1 mark
	SECTION B: (WRITING AND GRAMMAR)	40 marks
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spelling, organisation and presentation of relevant matter in a coherent and logical way) is important.	
3	POSTER MAKING	4 marks
	Format must include caption and issuing authority	1 Mark
	Content	2 Marks
	Expression	1 Mark
	Title: BOOK WEEK Suggested value points: - what, where and when - information-display of books by publishers, discounts offered , author(imagine a name) will read out from his latest books - activities – creative writing, poetry writing, book cover designing (any other) - request to students to participate any other relevant point	
	OR	
	NOTICE Objective: To draft a notice using an appropriate style and format	4 marks



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	Format The format should include: Name of the organization / Name of the institution, the word "NOTICE", HEADING, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box	1 mark
	Content	2 marks
	Expression : Coherence and relevance of ideas, grammatical and spelling accuracy	1 mark
	Title – Make Contributions for Old Age Home Suggested value points <ul style="list-style-type: none"> – request by NGO- details –purpose of donation – request to students-games/books etc. – last date of depositing, to whom – appeal for donation any other relevant point	
4.	LETTER WRITING	6 marks
	COMPLAINT AGAINST GARBAGE AND POTHOLE	
	Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently	
	Format <ol style="list-style-type: none"> 1. sender's address 2. date 3. receiver's address 4. salutation 5. subject 6. complementary close 7. sender's signature / name 	1 mark
	Content	3 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (1) Coherence and relevance of ideas and style (1)	2 marks



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	<p>Suggested Value Points</p> <p>PROBLEM Garbage, potholes, stagnant water, diseases, accidents</p> <p>SOLUTIONS Remove garbage/improve waste management/ RWA take responsibility</p> <p>any other relevant point</p>	
	OR	
	LETTER TO THE EDITOR: Positive Aspects of Television	
	<p>Objective: To use an appropriate style to write a formal letter To plan, organise and present ideas coherently</p>	
	Format	1 mark
	<p>Suggested Value Points: Good, keeps you informed, provides entertainment, good time pass for elderly people, educational programmes – enhances knowledge, provides exposure, provides family time, cheap form of entertainment</p> <p>any other relevant point</p>	
5	<p>REPORT WRITING: CAREER FAIR</p> <p>Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently</p>	10 marks
	Format: Heading, name of the writer	1 mark
	Content	4 marks
	<p>Expression Grammatical accuracy, appropriate words and correct spellings (2.5 marks) Coherence and relevance of ideas and style (2.5 marks)</p>	5 marks
	<p>Suggested Value Points</p> <ul style="list-style-type: none"> - what, where, when - who came: counsellors, career experts - program: the information about career options, opportunities , advice given - closing <p>any other relevant point</p>	



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OR		
	SPEECH WRITING: USE OF MOBILE PHONES	10 marks
	Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	Format: Greeting, Introduction of self, thanks	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spellings (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Suggested Value Points <ul style="list-style-type: none"> - Excessive use harmful-affects eyesight, lack of exercise leads to obesity, wastage of time - Benefits-develops skills through apps, encourages communication, educational value - teaching tool, helpful in acquiring useful information - Advice - to be used in moderation and in a disciplined manner any other relevant points	
6	ARTICLE WRITING	10 marks
	Objective: To use a style appropriate to the given situation To plan, organise and present ideas coherently	
	Format: Title / Heading and name of writer	1 mark
	Content	4 marks
	Expression Grammatical accuracy, appropriate words and correct spelling (2.5) Coherence and relevance of ideas and style (2.5)	5 marks
	Title –Safety and Dignified Life is the Right of every Woman Suggested Value Points Problems <ul style="list-style-type: none"> - safety at home and outside compromised: feel unsafe, face nasty remarks 	



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	<p>Reason</p> <ul style="list-style-type: none"> - male dominated society - over pampered boys - poor law and order <p>Solutions</p> <ul style="list-style-type: none"> - parent's role-teach boys to respect women/emphasis on gender equality - empower women-education, financial independence <p>any other relevant details</p>	
	OR	
	Title –How to make Tourist Places more Attractive	
	<p>Suggested Value Points</p> <p>Problem</p> <ul style="list-style-type: none"> - tourists pestered and irritated by beggars and anti-social elements- swindled/harassed / robbed <p>Impact</p> <ul style="list-style-type: none"> - dents country's image - tourist industry gets a bad name - economy impacted <p>Solutions</p> <ul style="list-style-type: none"> - strict action required- law and order- police posted at tourist spots - improvement in maintenance - better accessibility - improved sanitation and cleanliness <p>any other relevant point</p>	
7 (a)	<p>REARRANGING</p> <p>Objective: To rearrange words and phrases into meaningful sentences</p>	3 marks (1x 3)
	<p>(i) Poverty is pushing children into labour.</p> <p>(ii) Millions of people live below the poverty line.</p> <p>(iii) Poor children have no option but to work.</p>	1 mark each
7 (b)	<p>DIALOGUE WRITING: INTERVIEW WITH FAMOUS NOBEL LAUREATE MR. KAILASH SATYARTHI</p>	3 marks (1/2x6=3)



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	<p>Objective: To understand the context and construct meaningful dialogue.</p> <p>Marking: ½ mark for each correct dialogue provided it is accurately and appropriately expressed. .</p> <p>Note: The input need not be in question and answer form but could also be observation and response. Any logical use of input in three exchanges should be awarded marks even if a few point of inputs are left out. The dialogue can be interrogative or affirmative. (Any three or more grammatically correct exchanges with the use of clues provided or beyond)</p>													
7(c)	<p>EDITING</p> <p>Objective: To use grammatical items correctly. Marking: 1 mark each Note:</p> <ul style="list-style-type: none"> - If the candidate copies the sentence and replaces the incorrect word with the correct answer, marks should be awarded. - If only the correct words are given, marks should be awarded. <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;">ERROR</th> <th style="text-align: left;">CORRECTION</th> </tr> </thead> <tbody> <tr> <td>(i) favour</td> <td>favourite</td> </tr> <tr> <td>(ii) into</td> <td>to</td> </tr> <tr> <td>(iii) of</td> <td>from</td> </tr> <tr> <td>(iv) has</td> <td>had</td> </tr> <tr> <td>(v) His</td> <td>their</td> </tr> </tbody> </table>	ERROR	CORRECTION	(i) favour	favourite	(ii) into	to	(iii) of	from	(iv) has	had	(v) His	their	4 marks
ERROR	CORRECTION													
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8	SECTION C: LITERATURE	40 marks												
	<p>Choose any two of the extracts given below and answer the questions that follow.</p> <p>Reference to Context Under Section C (Q.8), questions have been designed to test a student's understanding of the poetry and his / her ability to interpret, evaluate and respond to the given questions. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.</p>	10 marks												



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	Objective: To test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.	
	Value Points:	
8(a) (i)	Survivors, Siegfried Sassoon	1 mark
(ii)	Soldiers	1 mark
(iii)	shocking war experience	1 mark
(iv)	became like boys, disoriented	1 mark
(v)	old due to exposure to horrors of war	1 mark
8(b) (i)	Curtains, Hellen Spalding	1 mark
(ii)	it is very objective, emotionless	1 mark
(iii)	no heart break/ no tears/emotionless/ numb	1 mark
(iv)	no sound comes out-heart break without any cries	1 mark
(v)	two lovers reflecting and talking to themselves	1 mark
8(c) (i)	Ode to Autumn , John Keats	1 mark
(ii)	Bees	1 mark
(iii)	engaged in summer activities/ making honey/ long summer, overflowing nectar	1 mark
(iv)	personification, "not seen thee oft amid thy store" – autumn	½ + ½ mark
(v)	looks around, outside the fields	1 mark
9	Answer any one of the following questions in 50 to 60 words. Objective: To test students' comprehension of drama-local and global	4 marks
9	Content Expression	3 marks 1 mark
	- thought of his own life – has a purpose – importance of dream and room of your own – space, individuality, independence any other relevant point	
	OR	
	- respected both parents, was polite, didn't want to perturb them, pleased them, did whatever was possible to safeguard their interest any other relevant point	
10 (a)	Answer any two of the following questions in 80 – 100 words each.	



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	Objective: To test students' ability to comprehend prose-local and global	
	Content Expression	2 x 5 = 10 marks 3 marks 2 marks
(i)	<ul style="list-style-type: none"> - danger makes you more alert and conscious - perception gets keener - joy of life hangs by thread - more intense any other relevant point	
(ii)	<ul style="list-style-type: none"> - quiet, inoffensive, at peace with everybody - never harm a human being - gentle - mind their own business - attack only when someone injures them - man's benefactor – honey, help multiply fruits any other relevant point	
(iii)	<ul style="list-style-type: none"> - Suzanne's feelings cannot be measured – could be anything - she showed no preference, loved equally so put the condition to help them (her suitors) decide Note : accept any other relevant answer	
10 (b)	Answer any one of the following questions in 120-150 words. Content Expression	6 marks 4 marks 2 marks
	<ul style="list-style-type: none"> - accept the child as he/she is - don't compare them with others - children hunger for parental love - expect unconditional love any other relevant point	
	OR	
	Philosophy <ul style="list-style-type: none"> - aim of education – training of independently acting and thinking individuals Teacher's role <ul style="list-style-type: none"> - teachers be given freedom in selection of material to be taught and methods of teaching - teachers should encourage diligence and not competition - to help develop young individuals' potential and innate qualities any other relevant point	



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11	Answer any one of the following questions in 150 – 200 words Distribution of Marks: Content Expression	10 marks 6 marks 4 marks
	Value Points:	
	<ul style="list-style-type: none"> - Dr. Kemp – law abiding, scientist, led a normal life, responsible, conventional, betrayed his friend who turned out to be dangerous, lied to him – led to his death – chose to go along with society rather than aid and abet Griffin - Griffin – bright scientist, invention – went out of control, power hungry, ill-tempered, cruel, violent, impatient, irresponsible, immoral and inhuman, willing to go to any extent to achieve his aim <p>Note : for the second part of the answer accept any suitable answer if properly justified</p>	
	OR	
	<ul style="list-style-type: none"> - isolated yet not far from London - people wouldn't recognise him - to carry out his experiments undisturbed - villagers illiterate so would not understand nature of his experiments - thought people would leave him alone <p>any other relevant point</p>	
	OR	
	<ul style="list-style-type: none"> - jealous and selfish friend - frames Silas in theft in order to bring disgrace upon him - married Silas' fiance' Sara - responsible for Silas' loss of faith in God and man <p>any other relevant point</p>	
	OR	
	<ul style="list-style-type: none"> - Molly, opium addict - deserted by Godfrey Cass to whom she was secretly married - decided to expose him 	



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	<ul style="list-style-type: none"> - reached the village and lost consciousness – had taken an overdose of opium - attracted by light coming from Silas’ cottage – Eppie toddled towards it - Silas first mistook her for gold – same colour of hair - started caring for her – became possessive - got love, happiness and joy from Eppie - Silas’s life transformed, no longer a solitary, lonely person, integrated into the community, regained his lost faith in God and man <p>any other relevant point</p>	



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