

MARKING SCHEME
ENGLISH COMMUNICATIVE (Code No. 101)
CLASS-X-(2024-25)

General Instructions: -

1. *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, then due marks should be awarded accordingly.*
2. *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 "Extra Question".*
3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

SECTION A: READING (22 marks)		
1	Answer the following questions, based on the passage above.	12
I	B	1
II	C	1
III	...it allows us to reflect on the moments captured	1
IV	Main advantage is permanence (as digital files are likely to get corrupted)	1
V	Creates the shared experience of passing it around at family gatherings	1
VI	The process of printing photos and purchasing new albums can be time-consuming and costly.	1
VII	Because they allow users to capture and store a large number of photos digitally without the need for physical film or complex processing. The digital format also enables easy access, organisation, and sharing through various digital platforms. This convenience has transformed how we capture memories, making the process more straightforward and accessible.	2
VIII	This is due to the flexibility and advanced editing capabilities available in digital formats. Photo editing software and apps allow users to alter, manipulate, or enhance images in ways that can significantly change their appearance.	2
IX	By outlining both the pros and cons of each method / By offering a fair representation to both, the writer avoids taking a definitive stance, allowing readers to make their own informed choice based on personal preferences and priorities.	2
2	Answer the following questions, based on the report above.	10
I	...the secretary is typically responsible for documenting events, maintaining records, and writing formal reports/ the secretary's position within the student council likely provides them with direct access to the necessary information and insights to create an accurate and detailed report	1
II	unique /ahead of its time / innovative /pioneering / significantly advanced	1
III	D	1
IV	D	1
V	To highlight the success and potential of the student-made drone programme / To illustrate the technical skills and creativity of the students involved in the project / To emphasise the educational value of the programme/To encourage broader participation and support for future activities	1

VI	Performing aerial photography and obstacle course navigation	1
VII	<p>Students are expected to develop several key skills – (any two)</p> <ul style="list-style-type: none"> ▪ learn the technical aspects of operating drones, controlling and manoeuvring them for precise photography. ▪ enhance their photography skills, focusing on composition, framing, and capturing unique aerial perspectives. ▪ develop problem-solving skills for selecting suitable locations and dealing with weather conditions. ▪ think imaginatively and explore new artistic expressions 	2
VIII	This is done by offering students a multidimensional learning experience through the programme--gain technical skills in drone construction and operation, develop critical thinking, problem-solving, and teamwork abilities, collaborate with local engineers and technology experts which nurtures real-world connections.	2

SECTION B: WRITING SKILLS (22 marks)

Note : All names and addresses of places and organisations used, are fictitious.

3	<p>Suggested response:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">from:</td> <td>salma_baig@gmail.com</td> </tr> <tr> <td>to:</td> <td>principal.vjschool@gmail.com</td> </tr> <tr> <td>Cc:</td> <td></td> </tr> <tr> <td>date:</td> <td>February 20, 2024, 05:10 PM</td> </tr> <tr> <td>subject:</td> <td>Request for Early Commencement of Winter Uniform Usage</td> </tr> </table> <p>Dear Madam</p> <p>This is to request an early commencement of winter uniform usage for all students due to the sudden drop in temperature. This shall ensure students' comfort and well-being during the colder weather and facilitate their focus and productivity in class.</p> <p>Thank you for your consideration.</p> <p>Warm regards</p> <p>Yours sincerely Salma Baig , X-C</p> <p>Content - 1 Organisation - 1 Accuracy -1</p>	from:	salma_baig@gmail.com	to:	principal.vjschool@gmail.com	Cc:		date:	February 20, 2024, 05:10 PM	subject:	Request for Early Commencement of Winter Uniform Usage	3
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4	<p>Suggested response sample:</p> <p>The puzzle I purchased is a 1000-piece jigsaw puzzle featuring a picturesque mountain landscape. The puzzle measures 24 by 18 inches when completed and comes in a sturdy cardboard box with a full-colour reference image. The pieces are made of high-quality, durable cardboard, ensuring a satisfying puzzle-solving experience. The design showcases snow-capped peaks, winding forest trails, and a tranquil lake. Each puzzle piece has intricate details and</p>	4										

	vibrant along with varying shapes and patterns. The details on the box include the mention of the promise of hours of entertainment. Content - 2 Organisation - 1 Accuracy -1	
5A	<p>Suggested response points, of which some need to be reflected in the response:</p> <p>Sender's address</p> <p>Date</p> <p>The Mayor Address</p> <p>Sir</p> <p>Subject: Movement from Carelessness to Car-lessness</p> <ul style="list-style-type: none"> ▪ Acknowledge the Mayor's efforts in promoting sustainability and improving transportation infrastructure. ▪ Highlight the detrimental effects of car-centric lifestyles on the environment, public health, and community well-being. ▪ Emphasise the importance of reducing reliance on cars and promoting alternative modes of transportation such as walking, cycling, and public transit. ▪ Propose specific measures to incentivise car-lessness, such as expanding bike lanes, implementing pedestrian-friendly initiatives, and investing in public transportation. ▪ Advocate for community engagement and collaboration to raise awareness and foster a culture of sustainable transportation. ▪ Conclude by expressing gratitude for the Mayor's attention to this critical issue and urging swift action for a more sustainable and liveable city. <p>Yours sincerely signature (name)</p> <p>Format -1 Content -3 Organisation -2 Accuracy -1</p>	7
	OR	
5B	<p>Suggested response points, of which some need to be reflected in the response:</p> <p>Sender's address</p> <p>Date</p> <p>The Address</p> <p>Madam</p>	

	<p>Subject: Need to Work Towards Saving Our Geological Heritage</p> <ul style="list-style-type: none"> ▪ Express appreciation for the Director's dedication to environmental conservation and preservation efforts. ▪ Highlight the scientific, educational, and cultural significance of geological heritage sites in understanding Earth's history and biodiversity. ▪ Emphasise their role as valuable resources for research, education, and tourism, contributing to local economies and community well-being. ▪ Discuss the various threats facing these sites, including urban development, resource extraction, climate change impacts, and vandalism. ▪ Illustrate the irreversible damage and loss of irreplaceable geological features that can result from these threats. ▪ Advocate for the implementation of protective measures such as designation as protected areas, enforcement of regulations, and community engagement initiatives. ▪ Suggest collaboration with stakeholders, including government agencies, conservation organisations, and local communities, to develop and implement effective conservation strategies. ▪ Conclude by appealing to the Director's sense of responsibility and commitment to environmental stewardship, urging swift action to preserve and protect our geological heritage for current and future generations. <p>Yours sincerely signature (name)</p> <p>Format -1 Content -3 Organisation -2 Accuracy -1</p>	
<p>6A</p>	<p>Suggested response points, of which some need to be reflected in the response:</p> <p>Introduction:</p> <ul style="list-style-type: none"> ▪ Brief overview of the tourism industry in India. ▪ Mention of the significant growth observed since 2021. <p>Factors contributing to the tourism boom:</p> <ul style="list-style-type: none"> ▪ Improved infrastructure, including transportation and accommodation facilities. ▪ Government initiatives such as 'Incredible India' campaigns and visa reforms. ▪ Increased international interest due to India's rich cultural heritage and diverse attractions. ▪ Adoption of technology, including online booking platforms and digital marketing strategies. ▪ Recovery from the impact of the COVID-19 pandemic, with eased travel restrictions and vaccination drives. <p>Additional recommendations to sustain and enhance tourism:</p> <ul style="list-style-type: none"> ▪ Focus on sustainable tourism practices to preserve natural and cultural resources. ▪ Investment in rural tourism and offbeat destinations to distribute tourist traffic. 	<p>8</p>

	<ul style="list-style-type: none"> ▪ Enhancement of safety and security measures to build traveller confidence. ▪ Promotion of niche tourism segments such as wellness tourism, adventure tourism, and ecotourism. ▪ Collaboration between the government, private sector, and local communities to ensure inclusive growth and development. <p>Prediction for the future of Indian tourism:</p> <ul style="list-style-type: none"> ▪ Continued growth trajectory driven by rising disposable incomes, urbanisation, and globalisation. ▪ Emergence of new trends such as experiential travel, digital nomadism, and opportunities to have cultural experiences. ▪ Challenges posed by climate change, over-tourism, and geopolitical tensions, requiring proactive mitigation strategies. ▪ Potential for India to become a leading global tourism destination, attracting diverse travellers from around the world. <p>Format -1 Content -3 Organisation -3 Accuracy -1</p>	
OR		
<p>6B</p>	<p>Suggested response points, of which some need to be reflected in the response:</p> <p>Introduction:</p> <ul style="list-style-type: none"> ▪ Define inclusive education and its significance in promoting equitable access to quality education for all students. ▪ Highlight the diversity of students' learning needs and the importance of addressing these needs within the mainstream education system. <p>Benefits of inclusive education for students with diverse learning needs:</p> <ul style="list-style-type: none"> ▪ Improved academic outcomes-- how inclusive classrooms facilitate personalised learning experiences tailored to individual students' abilities and strengths. ▪ Social and emotional development-- the positive impact of inclusive environments on students' self-esteem, confidence, and sense of belonging. ▪ Preparation for real-world experiences-- how inclusive education promotes empathy, collaboration, and respect for diversity, essential skills for success in a globalised society. <p>Importance of fostering an inclusive school environment:</p> <ul style="list-style-type: none"> ▪ Promoting diversity and acceptance-- how inclusive schools celebrate differences and create a sense of community where every student feels valued and respected. ▪ Reducing stigma and discrimination-- the negative effects of segregation and exclusion on students with disabilities or other learning differences, pointing towards the need for inclusive practices to combat prejudice and stereotypes. <p>Enhancing school culture and climate:</p> <ul style="list-style-type: none"> ▪ How inclusive environments promote positivity among students, teachers, and families, fostering a supportive and welcoming atmosphere for all. <p>Recommendations for policymakers and educators to promote inclusivity in the education system:</p>	

	<ul style="list-style-type: none"> Policy reform-- for the development and implementation of inclusive education policies at the national, state, and local levels, ensuring equitable access to resources and support services for all students. Professional development--investing in training and professional development opportunities for teachers to enhance their knowledge and skills in inclusive teaching practices. Collaboration and partnerships--collaboration between schools, community organisations, and disability advocacy groups to create inclusive learning environments and provide comprehensive support for students with diverse needs. <p>Format -1 Content -3 Organisation -3 Accuracy -1</p>			
SECTION C: GRAMMAR (10 marks)				
7	Complete the tasks (A) to (C), as directed			
A	Gap-fill	3x1=3		
	(I) should (II) engage (III) any			
B	Omission: ($\frac{1}{2}$ for word before and after + $\frac{1}{2}$ for omission) ; No credit ,if either word before or after is missing or these words are completely missing.	4 ($\frac{1}{2}$ + $\frac{1}{2}$) x 1=4		
No	Text	Word before	Omission	Word after
I	impacts of climate change, emissions to be	emissions	need	to
II	reduced by almost half by 2030 and net-zero	and	reach	net-zero
III	by 2050. Achieve this, we need to end our reliance	2050	To	achieve
	on fossil fuels and invest in alternative sources of energy			
IV	that clean, accessible, affordable, sustainable, and	that	are	clean
	reliable.			
C	Reordering & Transformation			3x1=3
I	NATIONAL INTEGRATION, WHICH REFERS TO THE PROCESS OF UNIFYING DIVERSE COMMUNITIES WITHIN A NATION INTO A COHESIVE WHOLE, IS ESSENTIAL FOR FOSTERING SOCIAL HARMONY AND STABILITY.			
II	...asked why / enquired the reason...			
III	...that that was because they already excelled at dividing...			
SECTION D: LITERATURE TEXTBOOK (26 marks)				
8	Read the given excerpts and answer the questions briefly, for any two excerpts, of the three, given.			2x4=8m

(A) I	Louisa Mebbin aimed to unsettle Mrs. Packletide by implying that she knew the truth about the tiger hunt / Was to make her feel uneasy and compelled to comply with Mebbin's wishes to avoid public embarrassment.
II	Because the comment suggested that Mebbin knew something about the real circumstances of the tiger hunt, which put Mrs. Packletide on edge.
III	anxiety and unease / discomfort
IV	Refers to a laugh that seems friendly on the surface but carries an underlying sense of mockery or malice / the kind of laugh that might appear welcoming or harmless, yet it makes others uncomfortable because of its hidden intent.
(B) I	The speaker is dismayed at the lack of logic and fairness in the surrounding events.
II	'My heart is in the coffin there with Caesar'
III	Their remarks show that they are beginning to question the justice of Caesar's assassination, suggesting that the speaker's emotional appeal is having an effect.
IV	The line -Caesar has had great wrong- indicates that they began to view Caesar's assassination as an act of injustice.
(C) I	The question was crucial for Patol Babu because it determined the significance of the role he was being offered /As an experienced actor with a passion for the craft, Patol Babu wanted to ensure that his part was not merely a walk-on role without substance.
II	Prompts a positive response from the person casting him / implies that his experience contributed to his selection for the role /supports the idea that the production values skilled actors for speaking parts
III	Indicates that the casting director respects Patol Babu's acting abilities and considers him suitable for roles with more substance and dialogue / Suggests that the director values Patol Babu's talent and sees him as capable of handling roles that require more than mere presence on set.
IV	Professional level of engagement / business -like
9	Short Answer Questions (five of six)
5x2=10	
To be marked for Content & Organisation. Up to 1 mark can be deducted for Inaccuracy.	
Sample suggested responses:	
I	They do so by working tirelessly to support their sister, Lucia, who is in a hospital for tuberculosis. Despite their youth, they take on various jobs, like shining shoes, selling fruit, guiding tourists, and running errands. Their consistent Sunday visits to the village of Poleta to see and support their sister demonstrate their devotion and commitment to her well-being, illustrating their sense of responsibility and sacrifice for family.
II	The albatross, initially a symbol of nature's grace, becomes a burden when the Mariner kills it, representing his guilt. The ship's desolate imagery and the ghostly events reflect retribution for his actions. The eventual removal of the albatross and the Mariner's compulsion to share his tale symbolise redemption, illustrating his transformation through suffering and penance.

III	By portraying the narrator's struggle between his natural admiration for the snake and real-world conditioning to view it as a threat. The narrator's conflicting instincts lead to an impulsive act of violence, followed by regret, highlighting the tension between human instincts and society's expectations toward nature.	
IV	His decision is rooted in his belief that Caesar's ambition could threaten the Roman Republic's democratic principles. Brutus fears that Caesar's rise to power might lead to tyranny. His decision is driven by a sense of duty to protect Rome from despotism, illustrating the complexity of his character as he balances loyalty to a friend with loyalty to the republic. However, this reasoning also reveals Brutus's vulnerability to manipulation by others in the conspiracy.	
V	Shakespeare illustrates that while physical monuments may decay, poetry can immortalize memories. The sonnet contrasts the inevitable deterioration of stone and metal with the enduring nature of words, suggesting that poetry can preserve the essence of a person or event for eternity, outlasting physical tributes.	
VI	It poignantly captures the emotional turmoil caused by separation. The story revolves around Ali, an old man who longs for a letter from his daughter, Miriam. His daily visits to the post office and eventual death without receiving the letter highlight the profound loneliness and yearning that separation can cause.	
10	Long Answer Question (one of two)	1x8=8
Content - 4, Organisation -3 & Accuracy – 1		
I	<p>In 'The Frog and the Nightingale,' the frog's domineering and exploitative attitude towards power leads to the suppression and eventual demise of the nightingale. His desire for control and superiority blinds him to the nightingale's true talent and potential, resulting in her exploitation for his own gain. This attitude ultimately leads to the nightingale's tragic downfall.</p> <p>Similarly, in 'Ozymandias,' the monarch's attitude towards power is depicted through his arrogance and pride. These, coupled with belief in his own invincibility lead to the construction of a grand monument, boasting of his power and greatness. However, his arrogant attitude towards power ultimately contributes to his downfall, as the ruins of his statue stand as a testament to the fleeting nature of human achievements and the inevitability of decline.</p> <p>In both poems, the characters' attitudes towards power and influence play a significant role in shaping their respective outcomes, highlighting the destructive consequences of unchecked power.</p>	
II	<p>In 'Virtually True,' the incorporation of virtual reality introduces a futuristic and technologically-driven narrative. The virtual reality elements provide a backdrop for exploring themes of identity, reality, and the consequences of escapism. The narrative style often employs a fast-paced and immersive tone, reflecting the dynamic nature of virtual worlds and the characters' journey within them.</p> <p>On the other hand, 'Shady Plot' relies on traditional ghostly occurrences to create an eerie and supernatural atmosphere. The presence of the supernatural serves to evoke suspense, mystery, and a sense of the unknown. The narrative style features elements of suspenseful storytelling, with a focus on building tension.</p> <p>These contrasting themes and narrative styles contribute to the overall tone and meaning of each story. Despite their differences, both stories ultimately reflect on the human condition and the complexities of navigating the realms of the real and the imagined.</p>	