

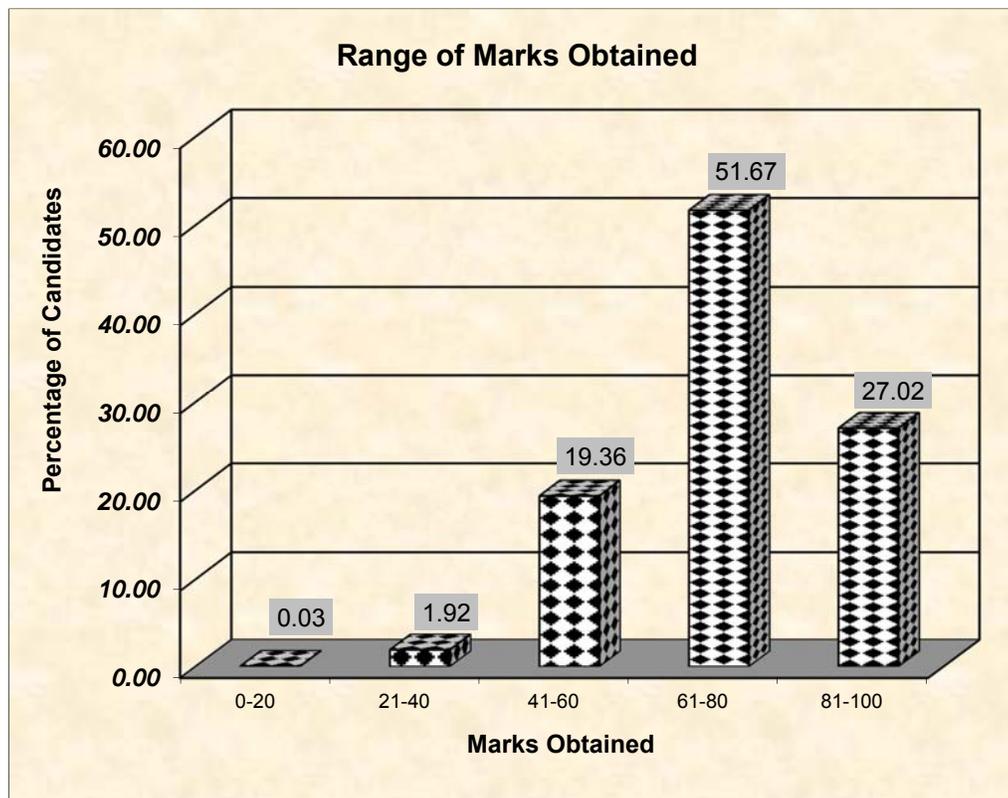
# ENGLISH

## STATISTICS AT A GLANCE

Total Number of students who took the examination	1,49,077
Highest Marks Obtained	99
Lowest Marks Obtained	12
Mean Marks Obtained	71.43

## Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	47	2855	28860	77028	40287
Percentage of Candidates	0.03	1.92	19.36	51.67	27.02
Cumulative Number	47	2902	31762	108790	149077
Cumulative Percentage	0.03	1.95	21.31	72.98	100.00



# ENGLISH LANGUAGE

## ENGLISH Paper – 1

### I. ANALYSIS OF PERFORMANCE

#### Question 1

(Do not spend more than 35 minutes on this question.)

Write a composition (350 - 400 words) on any *one* of the following:

[25]

- (a) Write an original short story that begins with the words: “In the background I could hear an awful commotion, men’s voices raised and women screaming.”
- (b) ‘Boarding schools are far better than day schools for the all-round education of a child’. Express your view either *for* or *against* this statement.
- (c) You were on a school trip and were on your way back to the hotel late one night when your school bus, full of children, broke down in a lonely area.  
Describe what you saw and experienced as you looked around. How was the problem solved?
- (d) Teaching someone else how to do something can be a rewarding experience. Think of a skill that you have helped someone to develop. Perhaps you taught someone how to swim or to bake a cake, or helped someone learn how to study more effectively. Narrate the events that made up the process of teaching the skill, and say what made the experience important and memorable for you.
- (e) Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



## Examiners' Comments

- (a) Rubrics were not followed i.e. the opening sentence was not used either in its entirety or in the appropriate place.

Many candidates changed the gender or began with “he” and later changed it to “she”.

Tenses were frequently altered where candidates began with the past tense and concluded in the present tense. Often there was no clear link between the opening sentence and the rest of the story.

Most candidates “lifted” stories and a popular choice was “The Monkey's Paw”. Quite a few candidates described anecdotes or incidents rather than narrate a short story. Some candidates wrote in the future tense rather than in the past and therefore, were unable to find suitable resolutions.

Candidates should be taught that they must begin with the given lines and that the story must be original. Unless there is adequate practice candidates will be unable to create a natural link between the opening lines and the rest of the story so that the story is cohesive. Teachers must emphasize that plagiarism or memorized passages will be severely penalized. Much of these problems arise because of inadequate reading. Unless we reinforce reading for pleasure the writing of short stories will continue to be severely disadvantaged.

- (b) A majority of candidates attempted this but many equated working women with educated women and women who stay at home with illiteracy or inadequate education. Many candidates missed the crux of the argument and argued for/ against women going to work without any mention of whether they made better mothers or not. Many candidates failed to take a stand and argued on both sides. Those who did argue made very clichéd statements rather than logical development of argument. The common error committed was the repeated inability to distinguish between woman (singular) and women (plural). Candidates have not been taught that they must argue only on one side. They must learn to develop the skill of presenting a point of view and defending a stance.

A serious concern is the complete lack of gender sensitivity and the belief that if women work it is only for financial benefit.

- (c) Although the question very clearly stated town or city, very few mentioned either town or city and an equally smaller number wrote specifically about winter. A descriptive essay is the least

## Suggestions for teachers

- Point the main elements of short story through the teaching of literature. Example: setting, character, plot, conflict *denouement*. This will help them recognize these features and later incorporate them into their own writing.
- Explain the term “plagiarism” the concept and its implications.
- Encourage class libraries and storytelling in primary and middle school.
- Allow time for classroom debates to encourage thinking, reasoning and defending a point of view. As a class watch or listen to audio tapes, T.V. talks, public debates, much of which is available on the Internet so that they are exposed to different debating styles.
- Set writing tasks that require a description of different sensory experiences in a given situation example: you are at the book fair what did you see, hear, smell, feel?
- Students must be encouraged to read the question paper at least twice before attempting to write.
- Create opportunities in the language class to talk or write about first person experiences. Simple games involving sequencing of jumbled sentences could help build sequencing skills.
- Unless students follow the natural order of language learning of listening, speaking, reading and finally writing we cannot expect fluency of written expression.

practiced and candidates are unable to give a sensory description. Many candidates misunderstood “smell” and wrote of stench. Feelings and emotions were entirely missed out. Candidates must be taught to read the question carefully and identify the details that are asked for.

- (d) Although a good number of candidates attempted this question they did not understand the meaning of the word embarrassing and therefore the compositions were out of focus. Some candidates wrote about unhappy or amusing situations, some candidates did not realize that this topic has to be within the plausible experience of a class ten child and wrote about experiences that were highly improbable. Candidates must be taught the difference between a short story and the first person account.
- (e) Candidates wrote a general treatise on poverty, illiteracy, the sufferings of the girl child, with no specific reference to the picture. Some candidates merely recorded the details of the picture almost in the form of a list. Teachers must dispel the myth that a picture composition is low scoring and more practice must be given in class to pictures taken from daily life activities.

### MARKING SCHEME

#### Question 1.

- (a) The story must be original and must begin with the given sentence. -2 if sentence is not used in its entirety at the beginning. The story must contain the idea of a man/boy blamed for something he did or didn't do. There must be a resolution to the story.
- (b) Views **for or against** the motion are to be accepted. The candidate should take a clear stand and give valid reasons for stand taken regarding the topic. -2(MI) if no **clear stand** is taken.
- (c) Descriptive essay. Composition must describe a cold winter morning – mist, frost/snow – people in woolens, hot tea stalls, leafless trees, smell of wood fire – feelings aroused must be described)  
If it is description of other season (summer)/time (evening)/drive or train journey (not walk) -2(MI).
- (d) A personal experience – situation must be **embarrassing**, and include details of how the candidate got into and out of the situation. Also the lesson learnt must form part of the conclusion – accept a wide variety of embarrassing situations.  
(If not I person account/'*embarrassing*' is misunderstood/ not within the plausible experience of a 15 year old-2 (MI))
- (e) Accept a broad interpretation - there must be a clear connection between picture and composition. -2 (MI) if there is none. A mere record of items in picture must be penalised up to 25% of marks obtained. (Incorrect interpretation of the picture [e.g torch]-2(MI)).

#### Question 2

(Do not spend more than 20 minutes on this question.)

Select **one** of the following:

[10]

- (a) Your uncle has promised to give you a gift of `1000/-. Write a letter thanking him for the offer, tell him how you plan to spend the money; and why you wish to spend it in this way.
- (b) You are the President of the Nature Club in your school which is hosting the Earth Day Celebrations. Write a letter to the Principal of a neighbouring school inviting the school to participate in the event. State when, why and how you plan to celebrate Earth Day.

Examiners' Comments

(a) Format

Many candidates were unable to write the correct format, dates were incorrectly written and far too many abbreviations were used in the address.

Content:

Candidates did not thank their uncle for the gift and too many expected the uncle to buy the gift for them. A good number of candidates however, wrote about donating to charity or savings.

Expression:

Incorrect paragraphing and overlong letters was the cause of running short of time for other questions.

(b) Format:

Incorrect format "Respected Sir" or signing off as XYZ were commonly observed in many answers.

Content:

The tone of the letter was either too familiar or too authoritative and therefore, unsuited to the context. Many candidates left out "why" Earth Day should be celebrated. Some candidates were not familiar with the concept of Earth Day and hence unable to write adequately.

Expression:

Candidates erroneously believe that using bombastic language or the "big" word rather than the appropriate one would enable them to score higher, this especially comes up in the formal letter.

Suggestions for teachers

- Regular and frequent drilling in both formal and informal letter formats will ensure full marks in format for even the non performing students.
- As classroom exercise train students to underline/ pick out key words in the question, this will help them to identify the points they need to address in the body of the letter.
- Schools must adopt one type of format that is indented, block or entirely on left hand side of the page and stick with it for all classes without confusing the students with different styles of format.

**MARKING SCHEME**

**Question 2.**

<i><b>INFORMAL LETTER:</b></i>	<i><b>FORMAL LETTER:</b></i>
Address	from address
Date	Date
Salutation	To address
X	Salutation
Subscription	Subscription
First name	Name + surname/ initial

a) **Informal letter:**

- i) thanking:
- ii) How you will spend money
- iii) Why you wish to spend it in this manner

b) **Formal Letter:**

- i) Inviting
- ii) Day (eg. next Friday/week)/ Date
- iii) Why? Reason for celebrating
- iv) How? / what you intend to do to celebrate

**Question 3**

Read the following passage carefully and answer the questions that follow:

A panther was terrorizing the Khulna district of Bangladesh, just outside the Sundarbans. It had recently carried off a little girl. She was the seventh person killed in two months by the animal. And it was growing bolder. The previous victim was a man who had been attacked in broad daylight in his field. The beast dragged him off into the forest, and his corpse was later found hanging from a tree. The villagers kept a watch nearby that night, hoping to surprise the panther and kill it, but it never appeared. 5

The Forest Department hired a professional hunter. He set up a small, hidden platform in a tree near a river where two of the attacks had taken place. A goat was tied to a stake on the river's bank. The hunter waited several nights. He assumed the panther would be an old, wasted male with worn teeth, incapable of catching anything more difficult than a human. But it was a sleek tiger that stepped into the open one night: a female with a single cub. The goat bleated. Oddly, the cub, who looked to be about three months old, paid little attention to the goat. It raced to the water's edge, where it drank eagerly. Its mother followed it. Of hunger and thirst, thirst is the greater urge. Only once the tiger had quenched her thirst did she turn to the goat to satisfy her hunger. 10 15

The hunter had two rifles with him: one with real bullets, the other with immobilizing darts. This animal was not the man-eater, but so close to human habitation she might pose a threat to the villagers, especially as she was with cub. He picked up the gun with the darts. He fired as the tiger was about to attack the goat. The tiger reared up and snarled and raced away. But immobilizing darts don't bring on sleep gently- they knock the creature out without warning. A burst of activity on the animal's part makes it act all the faster. The hunter called his assistants on the radio. They found the tiger about two hundred yards from the river. She was still conscious. Her back legs had given way and her balance on her front legs was shaky. When the men got close, she tried to get away but could 20 25

not manage it. She turned on them, lifting a paw that was meant to kill. It only made her lose her balance. She collapsed and the Pondicherry Zoo had two new tigers. The cub was found in a bush close by, meowing with fear. 30

The hunter, whose name was Richard Parker, picked it up with his bare hands and, remembering how it had rushed to drink in the river, named it Thirsty. But the shipping clerk at the Howrah train station was evidently a man both confused and diligent. All the papers received with the cub clearly stated that its name was Richard Parker, that the hunter's first name was Thirsty and that his family name 35 was None Given. Richard Parker's name stuck. I don't know if the hunter was ever called Thirsty None Given!

- (a) Give the meaning of each of the following words as used in the passage.  
One word answers or short phrases will be accepted.
- (i) *corpse* (line 5)
  - (ii) *quenched* (line 17)
  - (iii) *reared* (line 22) [3]
- (b) Answer the following questions briefly in your own words.
- (i) Why does the author say that the panther 'was getting bolder'? [2]
  - (ii) Why did the Forest Department hire a professional hunter? [2]
  - (iii) What did the hunter expect to encounter? What did he actually encounter? [2]
  - (iv) What did the tiger do before turning to attack the goat? Why did it do that? [2]
  - (v) Why does the hunter decide to shoot the tiger though he knew it was not the man-eater? [2]
  - (vi) What name did the hunter give to the cub? Why? [2]
- (c) (i) In not more than 60 words narrate how the hunter and his assistants captured the tiger and her cub. [8]
- (ii) Give a suitable title to your summary in 3(c). Give a reason to justify your choice. [2]

### Examiners' Comments

- (a) Very few candidates wrote all three meanings correct, some candidates wrote more than one answer with at least one alternative used wrongly and some used the words in sentences of their own without bringing out their meaning. The meaning of all these words could have been gleaned from the context but the candidates were unable to do this correctly.
- (b) Many candidates merely copied large sections of the passage and seemed unable to answer specifically. Candidates seemed to have trouble with the "Why" questions. 1, 2 & 5.
- (c) Several candidates merely rewrote the paragraph and no attention was paid to the word limit, neither was a grid used clearly, a reflection of the fact that there is no practice given to this question in the classroom.
- The title for the précis is very often based on the entire passage with no reference to the 60 word summary. In many cases candidates have justified their choice of title by simply writing "... because I think this is the most suitable title!"

### Suggestions for teachers

- The use of class and school libraries must be encouraged with students being taught to infer word meanings from the context. Students must also be instructed that nobody knows all the meanings of all the words but their meaning can easily be deduced from the passage.
- Students must be taught the use of a dictionary as an important tool in language learning, it can be used in games to encourage students to get used to it.
- Drill work in précis writing is essential. Unless adequate practice is given from class 8 upwards students will not be able to draw a sequential order from multiple stimulus that one's senses are bombarded with. This is an important life skill.
- Assign summary writing tasks based on passages from the literature texts and call out the answers in class.
- After an exercise on summary writing is done, discuss possible titles for it and encourage them to explain why a title may or may not be suitable.

### **MARKING SCHEME**

#### **Question 3.**

- (a) (i) corpse: dead body/body/lifeless body/remains/cadaver  
(ii) quenched: satisfied (one's thirst) by drinking/satisfied/sated  
(iii) reared: rose up/stood up (upright) on **hind legs**
- (b) (i) Panther attacked grown man/person + in broad daylight  
(ii) Man-eating panther terrorizing villagers + villagers unable to surprise the animal /helpless to kill it.  
(iii) Old male **panther** with bad teeth, incapable of catching anything + a sleek female **tiger** and her cub.  
(iv) It drank water. Because thirst is a **stronger** urge than hunger (comparison)
- (v) The tiger was a threat because it was too close to human habitation +with cub.  
(vi) Thirsty + because it had rushed to drink from the river.
- (c) (i) 1. Hunter **set up** platform in a tree  
2. **tied** goat to a stake as bait  
3. **waited** several nights  
4. **picked/ kept** two guns ready – one with real bullets other with immobilizing darts  
5. **fired** at tiger  
6. **called** for assistants to follow the tiger  
7. they **find** tiger near river  
8. hunter **picked up/found** cub hiding in a bush.

- (ii) Accept any *apt* title – it should be suited to the summary *NOT* to the whole passage  
Reason must justify choice of title.

#### Question 4

- (a) Fill in each of the numbered blanks with the correct form of the word given in brackets.  
Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space.

**Example:**

- (0) From his perch behind the clock, Hugo could (0) \_\_\_\_\_ (see) everything.

Answer: see.

He rubbed his fingers nervously against the small notebook in his pocket and

- (1) \_\_\_\_\_ (tell) himself to be patient. The old man in the toy booth  
(2) \_\_\_\_\_ (argue) with the girl. She (3) \_\_\_\_\_ (be) about Hugo's age and he often  
saw her go into the booth and (4) \_\_\_\_\_ (disappear) behind the counter. The old  
man (5) \_\_\_\_\_ (look) agitated today. Had he figured out some of his toys were  
(6) \_\_\_\_\_ (miss)? Well, there was nothing to be (7) \_\_\_\_\_ (do) about that  
now. The old man and the girl argued some more and finally she closed her book  
and (8) \_\_\_\_\_ (run) off. [4]

- (b) Fill in the blanks with an appropriate word:

- (i) The teacher spoke \_\_\_\_\_ for Raju when he was wrongly accused of stealing money.  
(ii) We can visit her in the hostel \_\_\_\_\_ 3pm and 5pm on Saturdays.  
(iii) The Sinhas have lived in New Delhi \_\_\_\_\_ 1943.  
(iv) Little children are often afraid \_\_\_\_\_ the dark.  
(v) Sneha has applied \_\_\_\_\_ a scholarship.  
(vi) It took Ahmed many months to get \_\_\_\_\_ the loss of his friend.  
(vii) She turned \_\_\_\_\_ the generous offer made by the manager.  
(viii) We were asked to take \_\_\_\_\_ our footwear as we were entering a place of worship. [4]

- (c) Join the following sentences to make one complete sentence **without using** *and*, *but* or *so*.

- (i) He is good at gymnastics. His handwriting must improve.
- (ii) Her grandfather gifted her a paint box. He knew she was good at art.
- (iii) Ravi fractured his arm. He insisted on playing the match.
- (iv) Mona has been ill for a month. She stood first in the examination. [4]

(d) Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.

- (i) As soon as we lit the candle, the power supply was restored.  
(Begin: No sooner.....)
- (ii) The bee is more industrious than all other creatures.  
(Use 'most industrious')
- (iii) The old woman was too slow to catch the bus.  
(Begin: The old woman was so .....)
- (iv) "I'll do it tomorrow," he promised.  
(Rewrite in indirect speech)
- (v) Though Reema got an expensive gift she was not happy.  
(Begin: In spite.....)
- (vi) I prefer reading a book to watching a movie.  
(Begin: I would rather .....)
- (vii) I have never seen Mr. Roy lose his temper.  
(Begin: Never...)
- (viii) She found your keys in the garage.  
(Begin: The keys.....) [8]

### Examiners' Comments

- (a) Most candidates fared well in this question, only in rare cases candidates merely copied the verbs in brackets without conjugating.
- (b) Common errors were  
“from” instead of “between” (ii)  
“from” in place of “since” (iii)  
“in” instead of ‘of’ (iv)  
‘away’ in place of ‘down’ (vii)  
‘out’ in place of ‘off’ (viii)
- (c) Candidates found it difficult to establish the cause and effect in the given sentences and therefore were unable to answer correctly.
- (d) Candidates sometimes used ‘No sooner...when’ or ‘No sooner...then’ (4d (i))  
Many candidates lost a mark in 4d (ii)  
Candidates often change ‘he’ to ‘she’ and vice versa or replaced names with pronouns. (eg ‘she’ in place of ‘Reema’)  
(viii) Most candidates wrote incorrect answers.

### Suggestions for teachers

- Drill work is a very important part of grammar teaching.
- Use entire passages rather than sentences for practice.
- Adequate practice in simple compound and complex sentences give plenty of exercise in transforming sentences from one kind to another.
- Worksheets designed to teach specific items of grammar are extremely useful for class work exercises.
- Basic grammar rules must be taught from class 7 onward.
- Language classes must be complimented with adequate emphasis on literature classes to reinforce a better comprehension and study of the English language as a whole.

### **MARKING SCHEME**

#### **Question 4**

**(a)**

- |                         |                 |
|-------------------------|-----------------|
| (1) Told                | (2) was arguing |
| (3) was                 | (4) disappear   |
| (5) looked/ was looking | (6) missing     |
| (7) done                | (8) ran         |

**(b)**

- |                          |              |
|--------------------------|--------------|
| (i) up/out/---           | (ii) between |
| (iii) since (NOT ‘from’) | (iv) of      |
| (v) for                  | (vi) over    |
| (vii) down               | (viii) off   |

**(c)**

- (i) Although/though/even though he is good at gymnastics his handwriting must improve.
- (ii) Her grandfather gifted her a paint box because/as/since he knew she was good at art. (knowing that she was....)
- (ii) In spite of/despite fracturing his arm/even though /although/though **he had** fractured his arm Ravi insisted on playing the match.
- (iii) Despite/In spite of being ill for a month Mona stood first in the examination.  
(DO NOT ACCEPT  
Mona who was ill for a month.....)

**(d)**

- (i) No sooner did we light/had we lit the candle than the power supply was restored.
- (ii) The bee is the most industrious of all creatures.
- (iii) The old woman was so slow that she could not catch the bus.
- (iv) He promised to do it the next day /the following day./ He promised that he would do it the next day. ( Do not accept if ‘it’ is changed to ‘that’)
- (v) In spite of having got/getting an expensive gift Reema was not happy/was unhappy.
- (vi) I would rather read a book than watch a movie.
- (vii) Never **have I** seen Mr. Roy lose/losing his temper. (**LOOSING - NO MARKS**)
- (viii) The keys which /that belong to you (belonging to you) were found in the garage (by her). [Agent is not important, accept without ‘by her’]  
(FOR QUESTIONS 4(c) and 4(d) follow the **G R M** rule)

**Topics found confusing/difficult:**

- Candidates were unable to write an original short story and simply 'married' the Delhi rape case with the topic given.
- Candidates described the school trip in great detail, the journey, the fun but did not realize that this was a descriptive essay and left out the sights and sounds of the night and details of how the rescue was planned.
- Instead of informing the Grandfather about the choices of subjects that the grandchild has made, candidates seemed to be asking for advice on what stream to choose.
- Candidates did not inform their Editor about the needs and benefits of a playground. They merely mentioned that a playground is necessary.

**Suggestions for Students**

- Practise the format of letter separately with regular consistency.
- Understand clearly what you are being asked to write about.
- Practise grammar exercises regularly.
- Try to read as much as you can. Apart from being extremely enjoyable this will help you in innumerable ways.
- Write accurately and concisely what you are asked. Remember to write in your own words.