

## ANSWER KEY

### FIRST YEAR HIGHER SECONDARY EXAMINATION MARCH 2020

#### ENGLISH

80 Scores

Time: 2.30 Hrs

Q.No.	Sub Qns	Answer Key/Value Points	Score	Total Score
1		The presence of Hasan/Hasan's dedication/Because Hasan was ready to assist him/Any similar meaningful answer	1	1
2		Simile	1	1
3		Long arms, bare chest	1	1
4		Succour	1	1
5		get	1	1
6		would follow	1	1
7		I asked Maggie what it was. Maggie told/asked/requested me to come/go into the sitting room and (then) she would tell me. (We can also give mark if the student writes any correct/meaningful sentence with the reporting verb 'replied' since the question paper contains that word).	1 1	2
8	(a) (b)	Nevertheless/But (Consider it as a grammar question and be considerate to the students) But/Nevertheless	1 1	2
9		Can - could In the borderline - on the borderline	1 1	2
10		credible	1	1
11		a combination of ethos, pathos and logos	1	1
12		Persuasion is the art of convincing someone to agree with your point of view.	1	1
13		Any suitable title	1	1
14		The bandsmen who continued to play "Nearer My God to Thee" in the sinking ship	2	2
15		Any relevant answer	2	2
16		Success and failure are two imposters. Don't be too overjoyed in success or too disappointed in failure. Have a balanced view.	2	2
17		Relevance of the message Quality of language	2 1	3

<b>18</b>		Appropriateness of content Quality of language	<b>2</b> <b>1</b>	<b>3</b>
<b>19</b>		Appropriate content Presentation of images Quality of language	<b>2</b> <b>1</b> <b>1</b>	<b>4</b>
<b>20</b>		Developing hints alone Appropriate use of language and organisation	<b>2</b> <b>2</b>	<b>4</b>
<b>21</b>		Suitable character traits Sequencing of ideas Quality of language	<b>2</b> <b>1</b> <b>1</b>	<b>4</b>
<b>22</b>		Appropriate content Identifying uniqueness Quality of language	<b>2</b> <b>1</b> <b>1</b>	<b>4</b>
<b>23</b>		Any four appropriate/convincing points	<b>4x1</b>	<b>4</b>
<b>24</b>		Developing hints alone Appropriate content Sequencing of ideas Quality of language	<b>2</b> <b>2</b> <b>1</b> <b>1</b>	<b>6</b>
<b>25</b>		Appropriate content Link with the story Sequencing of ideas Quality of language	<b>3</b> <b>1</b> <b>1</b> <b>1</b>	<b>6</b>
<b>26</b>		Format of e-mail Appropriateness of ideas Describing expressions Quality of language	<b>1</b> <b>3</b> <b>1</b> <b>1</b>	<b>6</b>
<b>27</b>		Style of live reporting Appropriate content Quality of language	<b>2</b> <b>2</b> <b>2</b>	<b>6</b>

28	Developing hints alone Appropriateness of content Sequencing of ideas Quality of language	2 2 1 1	6
29	Appropriateness of ideas Critical expressions and views Quality of language	3 1 2	6
30	Developing hints alone Appropriateness of ideas Sequencing Quality of language	2 4 1 1	8
31	Appropriateness of content Style & structures of speech Sequencing & Organisation Quality of language	4 1 1 2	8
32	Link with the unit ( <b>Gooseberries, To Sleep, Going out for a Walk</b> ) Appropriate ideas Sequencing & Quality of language	2 4 2	8
33	Appropriateness of ideas Critical/Analytical observation Identifying poetic devices Quality of language	2 2 2 2	8

Team Leader

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