

1

ANSWER KEY

SECOND YEAR HIGHER SECONDARY EXAMINATION MARCH 2022

PART-I/H/HH

SUBJECT: ENGLISH

CODE NO: ~~SX561~~ SY-61

VERSION: Q

80 SCORES

2 1/2 HOURS

| Qn. No | Sub Qns | Answer Key/Value Points | Score | Total Score |
|--------|---------|---|--------------|-------------|
| A | | | | |
| 1 | | Katherine Tynan | 1 | 1 |
| 2 | | mother | 1 | 1 |
| 3 | | together-tether / ring-wandering | 1 | 1 |
| 4 | | ab ab | 1 | 1 |
| 5 | | metaphor | 1 | 1 |
| 6 | | Twist that holds together children / knot of love | 1 | 1 |
| B | | | | |
| 7 | | into | 1 | 1 |
| 8 | | in | 1 | 1 |
| 9 | | with | 1 | 1 |
| 10 | | to | 1 | 1 |
| A | | | | |
| 11 | | Mother said to John | 2 | 2 |
| 12 | | Rubber, pepper / Any two cash crops | 2 | 2 |
| 13 | | (i) why don't you stop using drugs (ii) I would advise you to keep away from drugs OR Any meaningful answer. | 1 } 1 } 2 | 2 |
| 14 | | (a) put off (b) passed away | 1+1 | 2 |
| 15 | | (i) blocks development (ii) makes lazy / any two evil effects | 1+1 | 2 |

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|---------|---------|---|-------------|-------------|
| B 16 | | The Assistant said that she was leaving the Post Office for ever and she was going down the road to work at the animal dispensary | 1+1 | 2 |
| 17 | | (a) know (b) kept | 1+1 | 2 |
| 18 | | In the poem Stammer, the poet says that Stammer is not a handicap. It is a mode of speech. Through this poem, the poet tells us that perspectives make the difference / Any meaningful answer | 2 | 2 |
| A 19 | (a) | A horsegallu is a stone bench that can bear the weight put on it. It helps tired people to sit down and rest for sometime and regain their energy | 2 | 4 |
| | (b) | The speaker refreshed the travellers just by listening to their problems and worries | 2 | |
| 20 | | Comprehensiveness of the content Organisation of ideas Quality of language | 2 1 1 | 4 |
| 21 | | Comprehensiveness of the content Organisation of ideas Quality of language | 2 1 1 | 4 |
| 22 | | Character Sketch <hr/> Relevance and Comprehensiveness of the traits recognized Organisation of ideas Quality of language | 2 1 1 | 4 |

| Qn. No | Sub Qns | Answer Key/Value Points | Score | Total Score |
|---------|---------|--|------------------|-------------|
| 23 | | Appropriate ideas Sequencing of ideas Quality of language | 2 1 1 | 4 |
| B 24 | | Any four relevant arguments | 4 | 4 |
| 25 | | in, to give, their, building | 4 | 4 |
| A 26 | | Relevance of the content organisation of ideas Quality of language | 3 2 1 | 6 |
| 27 | | Comprehensiveness of the content Logical presentation Poetic devices Language and style | 3 1 1 1 | 6 |
| 28 | | Relevance of the content organisation of ideas Quality of language | 3 2 1 | 6 |
| 29 | | Format Relevance of the content Quality of language | 2 3 1 | 6 |
| B 30 | | Any three relevant questions and their responses | 3 3 | 6 |
| 31 | | Heading comprehensiveness of the content Language and style Format | 1 3 1 1 | |

| Qn. No | Sub Qns | Answer Key/Value Points | Score | Total Score |
|----------|---------|---|----------------------------|-------------|
| 32 | | Interpretation of the given data. organisation of ideas Quality of language | 3 2 1 | 6 |
| A. 33 | | comprehensiveness of the content organisation of ideas Format of speech Quality of language | 3 2 1 2 | 8 |
| 34 | | Comprehensiveness of the content organisation of ideas Appropriate expressions Quality of language | 3 2 1 2 | 8 |
| 35 | | Summary of the given poem Summary of the poem Mending Wall Comparing and contrasting Logical presentation Poetic devices Personal reflections about the poem | 2 2 1 1 1 1 | 8 |