

SAMPLE QUESTION PAPER - I

SANSKRIT -SECOND LANGUAGE

Class - XII



**Government of Kerala
Department of Education**

Prepared by
State Council of Educational Research and Training (SCERT), Kerala

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Guidelines for the Preparation of Question Paper for HIGHER SECONDARY EDUCATION 2015 - 16

Introduction

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines. The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject (See appendix).
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education – 2014.

II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.

- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/ lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.

- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 30% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

THINKING SKILLS

Category/ processes	Alternative terms
1. Remember	Retrieve relevant knowledge from long-term memory
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
2. Understand	Construct meaning from instructional messages, including oral, written and graphic information

2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm’s law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
3. Apply	Carry out or use a procedure in a given situation
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton’s Second Law can be used)
4. Analyse	Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
5. Evaluate	Make judgements based on criteria and standards
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine

	whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
6. Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.

Guidelines for setting question paper - Sanskrit (Second Language)

- उच्चतरमाध्यमिककक्ष्यायां नूतना भाषा एव भूरिणः छात्राः पठन्ति। तथा तथा भाषया आशयावगमने क्लिष्टता मनसि निधाया छात्रस्य आशयावगमनाय सहायकाः सूचिकाः प्रतिप्रश्नं यावच्छक्यं दातव्याः।
- प्रश्नपाठे व्यक्तता पूर्णता च अनिवार्या। एवं छात्राणां सुपरिचितानि पदानि उपयुज्य प्रश्नपाठाः निर्मतव्याः।
- प्रश्नेषु आशयक्लिष्टतासाहचर्ये आवश्यकाः सूचिकाः कैरल्याम् + ERAM लभाषायां वा देयाः।
- आमुखाद् अधिकविस्तरांशाद् मञ्जुषातः (Box) वा प्रश्नाः न सन्निवेशितव्याः।
- न, नूनं, किल, खलु, इव, एव, एवम्, च, अपि, क्वचान्त-ल्यबन्त-तुमुन्नन्तानि अव्ययानि परिचितानि। नान्यानि देयानि।

- सूचिकासाहाय्येन उत्तरलेखनप्रश्नेषु सूचिकाः यावच्छक्यं देयाः। तथा उत्तरसूचिकायां सूचिकाचयनाय प्रत्येकम् अङ्काः विभज्य दातव्याः।

यथा-सर्वाः सूचिकाः चेत् 5 अङ्काः

- प्रश्नेषु सर्वेषां छात्राणां प्रवेशार्हं कोप्यंशः दातव्यः।
- गद्यक्रमलेखनाय गीतं न दातव्यम्।
- पटकथालेखनाय प्रथमवर्षस्य कथापाठ्यांशाः एव देयाः।
- कथास्तम्भक्रमीकरणाय पाठभागस्थकथा एव दातव्य।
- मातृभाषातः भाषान्तरीकरणाय ललितवर्तमानकालवाक्यानि दातव्यानि।
- SCERT प्रसिद्धीकृतस्य मातृकाप्रश्नपत्रस्य रीतिं पूर्णरूपेण अनुवर्तव्यम्।

S.Y.
March 2016

Reg. No:

Name :

Higher Secondary Education
Part - III
SANSKRIT SECOND LANGUAGE
Sample Question Paper -1

Maximum : 80 Scores

Time: 2 ½hrs

Cool off time : 15 Minutes

निर्देशाः (1) सर्वेप्रश्नाः समाधेयाः। (2) प्रश्नान् प्रश्ननिर्देशान् च सावधानं पठित्वा उत्तरत।
प्रश्नानां वाचनाय 15 निमेषाः कल्पिताः।

I. इष्टतमगीतं चित्वा आस्वादनटीकां लिखत। (7)

- (क) नयनविषयमपि किसलयतल्पं
कलयति विहितहुताशनकल्पम्॥
- (ख) श्वसितपवनमनुपमपरिणाहम्
मदनदहनमिव वहतिसदाहम्॥
- (ग) श्रीजयदेव भणितमिति गीतं।
सुखयतु केशवपदमुपनीतम्॥

II.(क) एकेन वा द्वयेन वाक्यैः उत्तरयत? (6)

अहो! वृक्षराजः अस्मान् रक्षतु इति संचिन्त्य सर्वे समाश्वस्ताः। अस्तमुपगते भारस्वति प्रत्यागतौ पितरौ कृतज्ञतापूर्वं वृक्षराजं अनमतां। वृक्षस्य आर्द्रता सर्वदा मातुः स्पर्शमिव आश्वासदायिन्यभवत्। तस्याः मनोमुकुरः पुनः पुनः घटनाः प्रतिफालयन्नवर्तत। प्रातः निर्झलीः कलशं श्रुत्वा शाखामृगाणां लाङ्गूलान्दोलनं च दृष्ट्वा, शाखायां मन्दं मन्दम् आन्दोलयन्ती अहं व्याधस्य लक्ष्यमभवत्। वृक्षस्य अधः कोटर वासी कश्चन सर्वः व्याधस्य पादयोरन्तरेण झटिति असरत्। विगलितलक्ष्यस्य व्याधस्य शरेण वृक्षः विद्धः।

- (1) प्रत्यागतौ पितरौ कम् अनमताम्?
- (2) वृक्षस्य स्पर्शः किमिव आश्वासदायिन्यभवत्?
- (3) विगलितलक्ष्यस्य व्याधस्य शरेण कः विद्धः?
- (ख) (1) “शारिके जानामि सर्वं वृत्तान्तं” कस्याः इदं वचनम्?
(शारिकायाः, अन्यायाः, तापस्याः) (1)

- (2) “एकस्यां शाखायां वृक्षः तां दोलयितुं प्रचक्रमे” कां?
(तापस्वी, शारिका, मातरम्) (1)

III. (क) (1) तिष्ठत! तत्रैव तिष्ठत! भवदीयं सर्वमपि प्रयच्छत् नोचेत् प्राणान्
हरिष्याम्यहम्। काननमध्यात् कर्णकठोरं गर्जनं श्रुत्वा सप्तर्षयः चकिताः
अभवन्।

वाल्मीकेः कथायाः एतद् दृश्यम् पटकथारूपेण लिखत? (5)

- (2) ‘एतस्मादपि असह्यं उष्णं सोद्वा एव सा भवन्तमपोषयत्- सा का?
(माता, पत्नी, रोसी) (1)

IV. (क) श्लोकं पठित्वा गद्यक्रमं पूरयतः - (2)

यहूदबालकैरन्यैः क्वापि क्रीडा रतस्य था।

क्वापि चिन्तापरः सर्वैरलक्ष्यत सबालक।।

सः — क्वापि अन्यैः — क्रीडारतः तथा —

चिन्तापरः च सर्वैः — ।

- (ख) उदाहरणानुसारं योजयतः- (2)

उदा - विद्यालयं गच्छति। पाठं पठति। विद्यालयं गत्वा पाठं पठति।

- (1) स्नानं करोति। ईश्वरं वन्दते।.....।

V. (4)

(क) प्रादेशिकभाषया अनुवदत।

यशोधरे! अद्याहं लोकमपश्यम्। वार्धक्यं मरणं चापश्यम्। रोगं वेदनां चापश्यम्।

साधारणम्, अनया यशोधरयापि - क्रियद्वारं दृष्टमस्ति एतत्सर्वम्। बाल्ये सुप्रबुद्धस्य

पुत्रीत्वेन सखीभिः सः विचरत्यवसरे।

- (ख) तत्र भवान् छन्देन सहैव जनपदं द्रष्टुं प्रातिष्ठत। कः?

(बुद्धः, यशोधरा, भृत्यः) (1)

VI. (क) (1) मठस्य धनमपहमिति ज्ञात्वा न्यायाधीशः एकाधिकं शतं

ताडनं तस्य दण्डरूपेण अघोषयत्। कस्य?

(चोरस्य, आश्रमावासिनः, आशान्महोदयस्य) (1)

- (ख) (1) तं चोरकल्पं स्वेच्छया गन्तुम् अनुजज्ञे।

अत्र तुमुन्नतपदम् उद्धृत्य लिखत? (1)

- (ग) (1) स्वामिनः भूतदयालुताम् अवधार्य सः
न्यायाधिपः तं चोरकल्पं स्वेच्छया गन्तुम् अनुजज्ञे।
सन्दर्भं विशदयत? (4)

VII. (क) सम्भाषणे रिक्तस्थानानि पूरयत। (4)

रतीषः - अभिवादये।

गुरुः - _____।

रतीषः - भवन्तं दृष्ट्वा संशयनिवारणमेव ममागमनोद्देश्यम्।

गुरुः - _____।

- (ख) संस्कृताभिनयरूपः कः? (1)
(कूटियाट्टम्, कथाकेलिः, मोहिनियाट्टम्)

VIII. (क) खण्डिका पठित्वा प्रदत्तेषु प्रश्नशब्देषु त्रीण्युपयुज्य
प्रश्नवाक्यानि लिखत। (6)

ओडीषायाः विश्रुतया प्रतिभा रे नामिकया आख्यात्र्या एषा नदी प्राचीप्रभेदी कथ्यते। प्राची वहन्ती नदी इत्यतः एव प्राची इति नाम प्रसिद्धं भवेत्। अत्र विद्यमानासु नदिषु परिपक्वा कविता दरीदृश्यते। चित्रोत्पला कुशभद्रा चन्द्रभागा इत्याद्याः। चन्द्रभागा यत्र सागरं संस्पृशति तत्रैव शिल्पकलायाः पराकाष्ठेति पश्चात्प्रसिद्धं सूर्यमन्दिरं प्रादुरभवत्। सूर्य भ्रमन्त्याः पृथिव्याः भ्रमणपथे विद्यमानेषु सविशेषबिन्दुषु अन्यतमः भवति कोणार्कः।। (कया, कुतः, का, कुत्र, केषु क्रः)

- (ख) उदाहरणानुसारं विश्लेषयतः (1)

उदा - बालाश्च - बालाः + च

(1) अयनाश्च - +

IX. इदानीं तन काले संस्कृतस्य प्राधान्यमधिकृत्य सूचनानुसारं एकां
खण्डिका लिखत। (8)

सूचन - सुभाषितानि - आयुर्वेदम् - संस्कृतसाहित्यम् - योगदर्शनम् -
शास्त्रग्रन्थानि - सङ्गणकीयभाषाविज्ञानम् - ज्योतिशास्त्रम् - प्रबन्धतन्त्राणि।

- X.** (क) योग्येहं त्वमयोग्यमिति किमनेन- कः कं प्रति
अवदत्? ससन्दर्भं विशदयत? (5)

(ख) चाणक्यस्य यथार्थनाम किम्?
(विष्णुदत्तः, चन्द्रगुप्तः, विशाखदत्तः) (1)

XI. (क) पद्ये रिक्तस्थानानि पूरयतः (3)
क्लैब्यं ——— स्म गमः ——— नैतत्वर्युपपद्यते।
———— हृदयदौर्बल्यं त्यक्तोत्तिष्ठपरंतपः ॥
(क्षुद्रं, मा, पार्थ)

(ख) व्यक्तिगतविकासार्थं प्रयुज्यमानं गीताश्लोकं सयुक्तिकं
विशदयत। (4)

XII. संस्कृतभाषया अनुवदत। (6)

1. `mcXob ZAi \S fiÃ {} [m\ s , «XmWv t b m K Z Ai \ w
2. Ni hr n \ntcm[w CXnsâ eE yamWv
3. t b m K k q{X {} \W b n X m h v] X Ú e n a l À j n b m W v
1. Yogadarsana is one of the important in Indian Philosophy
2. The Controlling of the mind is its aim.
3. Sage Pathanjali brought yoga Sutra

XIII. यथोचितं योजयतः (5)

- गीतगोविन्दम् - विशाखदत्तः।
क्रिस्तुभागवतम् - अशोकन् पुरनाट्टुकरा।
मुद्राराक्षसम् - पि.सि. देवस्या।
भगवत्गीता - जयदेवः।
महाप्रस्थानम् - व्यासः।

SANSKRIT SECOND LANGUAGE

ANSWER KEY

Sl No.	Value Points	Split Score	Total
I.	इष्टतमगीतस्य लेखनम्। आशयलेखनम्, आस्वादनम्	2 + 2 + 3	7
II. (क)(1)	प्रत्यागतौ पितरौ वृक्षं अनमताम्।	2	2
(2)	वृक्षस्य स्पर्शः मातुः स्पर्शमिव आश्वासदायिन्य भवत्।	2	2
(3)	विगलितलक्ष्यस्य व्याधस्य शरेण वृक्षः विद्धः।	2	2
(ख)(1)	तापस्याः	1	1
(2)	शारिकां	1	1
III. (क)	उचितविन्यासाय, उचितलेखनाय	2 + 3	5
(ख)	माता	1	1
IV. (क)(1)	बालकः, यहूदबालकैः, क्वापि, अलक्ष्यत।	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$	2
(ख)	स्नानं कृत्वा ईश्वरं वन्दते	2	2
V. (क)	उचिताशयानुवादाय पूर्णाङ्काः।	4	4
(ख)	बृद्धः	1	1
VI (क)	सन्दर्भलेखनम्, आशयलेखनम्।	2 + 2	4
(ख)(1)	गन्तुम्	1	1
(2)	श्रीनारायणगुरुः	1	1
VII (क)(1)	नमस्कारम्, तर्हिउच्यताम्।	2 + 2	4
(ख)	कूटियाट्टम्	1	1
VIII (क)(1)	उचितलेखनम्	2	2
(2)	उचितलेखनम्	2	2
(3)	उचितलेखनम्	2	2
(ख)	अयनाः + च	1	1

IX	(क)	लेखनशैली, सूचिकानां विनियोगः, उचितलेखनम्।	2 + 3 + 3	8
X	(क)	सन्दर्भलेखनम्। कं प्रति वदति।	3 + 2	5
	(ख)	विष्णुदत्तः।	1	1
XI	(क)	मा, पार्थ, क्षुद्रं	1 + 1 + 1	3
	(ख)	सयुक्तिकप्रतिपादनम्	4	4
XII	(1)	आशयानुवादाय।	2	2
	(2)	आशयानुवादाय।	2	2
	(3)	आशयानुवादाय।	2	2
XIII	(1)	जयदेवः।	1	1
	(2)	पि.सि.देवस्या।	1	1
	(3)	विशाखदत्तः।	1	1
	(4)	व्यासः।	1	1
	(5)	अशोकन् पुरनाट्टुकरा।	1	1
			80	80

WEIGHT TO CONTENT AND LEARNING OUTCOMES				
Sl No.	Unit/Content	Learning out come	Score	Percentage
1.	तव विरहे	1.3,1.7	8	10
2.	ब्रज हरितम्	1.3	8	10
3.	भविष्ये तव	1.3,1.5	6	7.5
4.	चिन्तारतो बःलकः	2.2, 2.3	5	6.25
5.	कः हतः	2.5, 2.7	6	7.5
6.	दीनदयालुर्भव	2.8	6	7.5
7.	कालातिवर्तिनी कलः	3.2	5	6.25
8.	कृष्णशिलासु लास्यम्	3.1, 3.7	7	8.75
9.	सुघटिता भाषा	3.5	7	8.75
10.	निर्ममो याजकः	4.2	8	10
11.	कुशालिनः सन्तु सर्वदा	4.3, 4.5	8	10
12.	मन एव बलःयत	4.4	6	7.5
	कुल		80	100

WEIGHT TO FORM OF QUESTIONS

S.No.	Form	No. Of. Questions	Score
1.	Objective	14	14
2.	Short Answer	18 (2 x 11, 3 x 1, 4 x 4, 5 x 2)	51
3.	Essay	2 (7x1, 8x 1)	15
	Total	30	80

WEIGHT TO THINKING SKILLS

Sl.No.	Thinking Skills	Score
1.	Conceptual Attainment	48
2.	Conceptual Generation	32
	Total	80

BLUE PRINT

Thinking Skills		Thinking Skills Conceptual Attainment			Thinking Skills Conceptual Generation			
Sl No.	Content	Obj	S.Ans.	Essay	Obj	Sh.Ans.	Essay	Total
1.	6.3, 2.1	(1)1					(1)7	(2)8
2.	4.2, 3.1	(2)2	(3)6					(5)8
3.	6.2, 3.1		(1)5					(2)6
4.	4.2, 3.2	(1)1	(2)4					(3)5
5.	4.2, 2.3,2.1	(2)2	(1)4					(3)6
6.	5.2, 2.1	(2)2				(1)4		(3)6
7.	5.2, 3.1	(1)1				(1)4		(2)5
8.	4.1,4.2	(1)1	(3)6					(4)7
9.	6.3						(1)8	(1)8
10.	4.2,2.3,2.1	(2)2	(1)5					(3)7
11.	5.2,4.3,2.1	(1)1	(1)3			(1)4		(3)8
12.	4.2		(3)6					(3)6
	कुल	(14)14	(14)34			(4)17	(2)15	(34)80

QUESTION BASED ANALYSIS

Sl.No.	Unit	Learning	Thinking	Question	Score	Time
1	1	1.7	6.3	Essay	7	14
2.1,1	1	1.3	4.2	S.A	2	4
2.1.2	1	1.3	4.2	S.A	2	4
2.1.3	1	1.3	4.2	S.A	2	4
2.2.1	1	1.3	3.1	Ob	1	1
2.2.2	1	1.3	3.1	Ob	1	1
3.1	1	1.5	6.2	S.A	5	10
3.2	1	1.3	3.1	Ob	1	1
4.1	2	2.6	3.2	S.A	2	4
4.2	2	2.4	4.2	S.A	2	4
5.1	2	2.5	4.2	S.A	4	8
5.2	2	2.3	2.3	Ob	1	1
6.1	2	2.8	2.3	Ob	1	1
6.2	2	2.4	3.1	Ob	1	1
6.3	2	2.8	5.2	S.A	4	8
7.1	3	3.8	5.2	S.A	4	8
7.2	3	3.2	3.1	Ob	1	1
8.1.1	3	3.7	4.2	S.A	2	4
8.1.2	3	3.7	4.2	S.A	2	4
8.1.3	3	3.7	4.2	S.A	2	4
8.2	3	3.1	4.1	Ob	1	1
9	3	3.5	6.3	Essay	8	15
10.1	4	4.2	4.2	S.A	5	10
10.2	4	4.2	2.3	S.A	3	6
11.1	4	4.3	4.3	S.A	3	6
11.2	4	4.5	5.2	S.A	4	8
12.1	4	4.4	4.2	S.A	2	4

12.2	4	4.4	4.2	S.A	2	4
12.3	4	4.4	4.2	S.A	2	4
13.1	4	1.3	2.1	Ob	1	2
13.2	4	2.6	2.1	Ob	1	2
13.3	4	2.7	2.1	Ob	1	2
13.4	4	4.2	2.1	Ob	1	2
13.5	4	4.3	2.1	Ob	1	2
Total					80	150