

**SET – 1**

**Series : ONS/2**

**Code No. 1/2/1**

**Roll No.**

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **12** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

**ENGLISH (Core)**

*Time allowed : 3 hours*

*Maximum Marks : 100*

**Instructions :**

- All questions are compulsory.*
- You may attempt any section at a time.*
- All questions of that particular section must be attempted in the correct order.*

**SECTION – A  
READING**

**30 Marks**

**1. Read the passage given below :**

**12**

1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.

**1/2/1**

**1**

**[ P.T.O. ]**

2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition sustained by several generations.
3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the cheerful and liberal character of its people.
4. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the Vijaya Stambha which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate whether the Vijaya Stambha was constructed first or the Kirti Stambha. The fact is that both the capitals are standing side by side and reveal the proximity between the king and the subjects of Mewar.

5. The cycle of time does not remain the same. Whereas the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar-the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

On the basis of your understanding of the above passage answer each of the questions given below with the help of options that follow : (1 × 4 = 4)

- (a) Maharana Pratap became immortal because :

- (i) he ruled Mewar for 25 years.
- (ii) he added a lot of grandeur to Mewar.
- (iii) of his valour, sacrifice and patriotism.
- (iv) both (ii) and (iii)

- (b) Difficulties in the way of Mewar were :

- (i) lack of cooperation of the nobility.
- (ii) ancient traditions of the kingdom.
- (iii) its small area and small population.
- (iv) the poverty of the subjects.

- (c) During thorny occasions :

- (i) the flag of Mewar seemed to be lowered.
- (ii) the flag of Mewar was hoisted high.
- (iii) the people of Mewar showed gallantry.
- (iv) most of the rulers heaved a sigh of relief.

- (d) Mewar was lucky because :

- (i) all of its rulers were competent.
- (ii) most of its people were competent.
- (iii) most of its rulers were competent.
- (iv) only a few of its people were incompetent.

Answer the following questions briefly :

**(1 × 6 = 6)**

- (e) Who is the earliest king of Mewar mentioned in the passage ?
- (f) What was Rana Kumbha's contribution to the glory of Mewar ?
- (g) What does the writer find worth admiration in the people of Mewar ?
- (h) How could art and literature flourish in Mewar ?
- (i) How did the rulers show that they cared for their subjects ?
- (j) What does the erection of Vijaya Stambha and Kirti Stambha in the same fort signify ?
- (k) Find words from the passage which mean the same as each of the following :

**(1 × 2 = 2)**

- (i) surprising (para 4)
- (ii) evidence (para 4)

**2. Read the passage given below :**

**10**

1. To ensure its perpetuity, the ground is well held by the panther both in *space* and in *time*. It enjoys a much wider distribution over the globe than its bigger cousins, and procreates sufficiently profusely to ensure its continuity for all time to come.
2. There seems to be no particular breeding season of the panther, although its sawing and caterwauling is more frequently heard during winter and summer. The gestation period is about ninety to hundred days (Whipsnade, ninety-two days). The litter normally consists of four cubs, rarely five. Of these, generally two survive and not more than one reaches maturity. I have never come across more than two cubs at the heels of the mother. Likewise, graziers in the forest have generally found only two cubs hidden away among rocks, hollows of trees, and other impossible places.

3. Panther cubs are generally in evidence in March. They are born blind. This is a provision of Nature against their drifting away from the place of safety in which they are lodged by their mother, and exposing themselves to the danger of their being devoured by hyenas, jackals and other predators. They generally open their eyes in about three to four weeks.
4. The mother alone rears its cubs in seclusion. It keeps them out of the reach of the impulsive and impatient male. As a matter of fact the mother separates from the male soon after mating and forgets all about their tumultuous union. The story that the male often looks in to find out how the mother is progressing with her cubs has no foundation except in what we wish it should do at least.
5. The mother carries its cubs about by holding them by the scruff of their neck in its mouth. It trains them to stalk, and teaches them how to deliver the bite of death to the prey. The cubs learn to treat all and sundry with suspicion at their mother's heels. Instinctively the cubs seek seclusion, keep to cover and protect their flanks by walking along the edge of the forest.
6. I have never had an opportunity to watch mother panther train its cubs. But in Pilibhit forests, I once saw a tigress giving some lessons to its little ones. I was sitting over its kill at Mala. As the sun set, the tigress materialized in the twilight behind my *machan*. For about an hour, it scanned and surveyed the entire area looking and listening with the gravest concern. It even went to the road where my elephant was awaiting my signal. The *mahout* spotted it from a distance and drove the elephant away.
7. When darkness descended upon the scene and all was well and safe, the tigress called its cubs by emitting a low *haa-oon*. The cubs, two in number and bigger than a full-grown cat, soon responded. They came trotting up to their mother and hurried straight to the kill in indecent haste. The mother spat at them so furiously that they doubled back to its heels immediately. Thereafter, the mother and its cubs sat under cover about 50 feet (15 m) away from the kill to watch, wait, look, and listen. After about half an hour's patient and fidgetless vigil the mother seemed to say 'paid for'. At this signal, the cubs cautiously advanced, covering their flanks, towards the kill. No longer did they make a beeline for it, as they had done before.

8. The mother sat watching its cubs eat, and mounted guard on them. She did not partake of the meal.

On the basis of your understanding of the above passage answer the questions given below with the help of options that follow : (1 × 2 = 2)

- (a) To protect its cubs the mother panther hides them :
- (i) among rocks
  - (ii) in the branches of the trees
  - (iii) behind the tree trunks
  - (iv) at its heels
- (b) The male panther :
- (i) is protective of its cubs
  - (ii) trains its cubs
  - (iii) watches the progress of the mother
  - (iv) is impulsive and impatient

Answer the following questions briefly :

**(1 × 6 = 6)**

- (c) How many cubs does the mother panther rarely deliver ?
- (d) What may happen if the panther cubs are not born blind ?
- (e) Why did the mahout drive his elephant away ?
- (f) Why did the tigress spit at its cubs ?
- (g) From the narrator's observation, what do we learn about the nature of the tigress ?
- (h) Why does the panther not face the risk of extinction ?
- (i) Find words from the passage which mean the same as each of the following :

**(1 × 2 = 2)**

- (i) moving aimlessly (para 3)
- (ii) came down / fell (para 7)

3. Read the passage given below :

8

People tend to amass possessions, sometimes without being aware of doing so. They can have a delightful surprise when they find something useful which they did not know they owned. Those who never have to change house become indiscriminate collectors of what can only be described as clutter. They leave unwanted objects in drawers, cupboards and attics for years in the belief that they may one day need them. Old people also accumulate belongings for two other reasons, lack of physical and mental energy, and sentiment. Things owned for a long time are full of associations with the past, perhaps with the relatives who are dead, and so they gradually acquire a sentimental value.

Some things are collected deliberately in an attempt to avoid wastage. Among these are string and brown paper, kept by thrifty people when a parcel has been opened. Collecting small items can be a mania. A lady cuts out from newspapers sketches of model clothes that she would like to buy if she had money. As she is not rich, the chances are that she will never be able to afford such purchases. It is a harmless habit, but it litters up her desk.

Collecting as a serious hobby is quite different and has many advantages. It provides relaxation for leisure hours, as just looking at one's treasure is always a joy. One doesn't have to go out for amusement as the collection is housed at home. Whatever it consists of – stamps, records, first editions of books, china – there is always something to do in connection with it, from finding the right place for the latest addition to verifying facts in reference books. This hobby educates one not only in the chosen subject, but also in general matters which have some bearing on it.

There are other benefits also. One gets to meet like-minded collectors to get advice, compare notes, exchange articles, to show off one's latest find. So one's circle of friends grows. Soon the hobby leads to travelling, perhaps a meeting in another town, possibly a trip abroad in search of a rare specimen, for collectors are not confined to one country. Over the years one may well become an authority on one's hobby and will probably be asked to give informal talks to little gatherings and then, if successful, to larger audiences.

- (a) On the basis of your understanding of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it. (5)
- (b) Write a summary of the passage in about 80 words. (3)

**SECTION – B**  
**WRITING SKILLS**

**30 Marks**

4. You want to offer paying guest accommodation on the first floor of your house. Draft an advertisement in about 50 words giving details of the premises, amenities provided, terms and conditions. You are Karuna/Karan, M114, Mall Road, Delhi. 4

**OR**

While travelling by taxi from Lucknow airport to Hazratganj, you left behind a small bag containing some important documents. Draft a notice in about 50 words for the lost and found column of National Herald, Lucknow describing the loss and promising a reward to the person who gets it back to you. You are Karan / Karuna and can be contacted at 9191909089.

5. Our rivers are very polluted. Industries and sewage from our houses are polluting them. What can we do to save our rivers ?

Write a letter in **120-150** words to the editor of a national newspaper describing the problem and suggesting solutions to it. You are Karuna / Karan, M114, Mall Road, Delhi.

**6**

**OR**

You are Karuna Bajaj, Manager, Rajasthan Tourist Bureau, Sikandra Road, New Delhi. You have received a letter of enquiry from Principal, Sunrise Global School, New Delhi. The school wants to send a group of students to visit places of historical interest in and around Jaipur.

Write a letter in **120-150** words mentioning all the facilities you can arrange for the tour and expenses thereon.

6. 'Reality TV draws a factual picture of life.' Write a debate either for or against the motion in **150-200** words.

**10**

**OR**

Write a speech in **150-200** words to be delivered in the morning assembly on the topic, 'Beauty of India lies in its diversity'. You are Karan / Karuna.

7. In spite of 24-hour news on TV, the morning newspaper has not lost its relevance in the daily life of common man. Write an article in **150-200** words on 'Print media and TV news'. You are Karuna / Karan.

**10**

**OR**

Charity begins at home. If we want a clean India (Swachh Bharat) we have to begin with ourselves, make individual efforts not to make our surroundings dirty. Write an article in **150-200** words on 'Role of Individuals in society to keep our environment clean'. You are Karan/Karuna.

**SECTION – C**

**40 Marks**

**LITERATURE : TEXTS AND LONG READING TEXTS**

- 8.** Read the extract given below and answer the questions that follow :

**4**

... ..

perhaps a huge silence  
might interrupt this sadness  
of never understanding ourselves  
and of threatening ourselves with  
death.

- (a) How can we bring about a 'huge silence' ? (1)
- (b) Why is silence called 'huge' ? (1)
- (c) What do we do for lack of understanding ? (1)
- (d) What does this lack ultimately lead to ? (1)

**OR**

And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read ;  
An endless fountain of immortal drink

... ..

- (a) Who are the 'mighty dead' ? (1)
- (b) What have we done for them ? (1)
- (c) What metaphor has been used for 'lovely tales' ? (1)
- (d) How is the grandeur of the dooms related to the theme of the poem ? (1)

9. Answer any **four** of the following questions in **30 – 40** words each : **3 × 4 = 12**

- (a) How did Saheb's life change at the tea stall ?
- (b) How did the feeling of terror return to Douglas at Lake Wentworth ? How did he react ?
- (c) How does the poet show the futility of Aunt Jennifer's efforts ?
- (d) Stephen Spender in his poem, 'An Elementary School Classroom in a Slum' paints a dismal picture of poverty. Comment.
- (e) Why did 'Rev. McLeery' bring a rubber ring with him to the prison ?
- (f) What conflict in his mind troubled Dr. Sadao when he came to know that the wounded man was an American P.O.W. ?

10. Answer the following question in **120 – 150** words :

Given the socio-economic conditions in which Sophie lived should she have big dreams ? Why ? Why not ? **6**

**OR**

The entire classroom, M. Hamel as well as those present in the class, is full of regret. For what and why ?

11. Answer the following question in **120-150** words :

Both Derry and Lamb are victims of physical impairment, yet each has a different attitude from the other. Comment. **6**

**OR**

In case of a difference of opinion it is generally the adult who has his way. Comment on how Jack justifies the mother Skunk's action ?

- 12.** Answer the following question in **120-150** words :

After robbing the Vicar, Griffin came back to find the Halls in his room. How did he manage to turn them out ?

**6**

**OR**

After coming to Raveloe, for fifteen years, earning and hoarding money remained a passion for Silas. Comment.

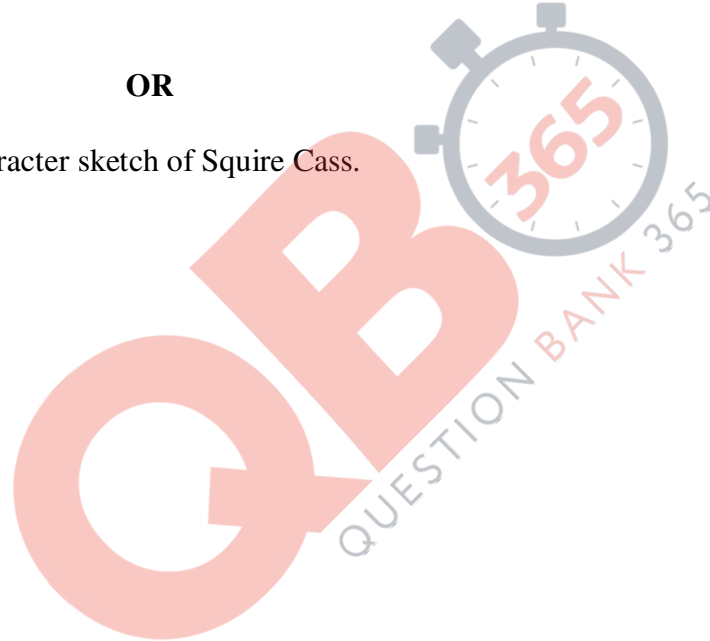
- 13.** Answer the following question in **120-150** words :

Griffin is an evil character. Wherever he goes he carries destruction with him. Comment.

**6**

**OR**

Attempt a character sketch of Squire Cass.



SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2016  
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDING MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.

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1/2/1, 1/2/2, 1/2/3

(FOREIGN-2016)

12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
15. AS PER ORDERS OF THE HON'BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS ARE ONCE AGAIN REMINDED THAT THEY MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

**[FOR THE HEAD EXAMINERS ONLY]**

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE 90 MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.'S

88 AND ABOVE

72-74

28-32

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Page # 2

## SUGGESTED VALUE POINTS

|     |     |     | <b>SECTION A: READING</b>                                                                                                                                                                                                                                                                                                              |                  |
|-----|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1   | 1   | 1   | <b>COMPREHENSION PASSAGE</b>                                                                                                                                                                                                                                                                                                           |                  |
|     |     |     | NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. |                  |
| (a) | (a) | (a) | (ii) he added a lot of grandeur to Mewar /<br>(iii) of his valour, sacrifice and patriotism /<br>(iv) both (ii) and (iii)<br>(any 1)                                                                                                                                                                                                   | 1 mark           |
| (b) | (b) | (b) | (iii) its small area and small population                                                                                                                                                                                                                                                                                              | 1 mark           |
| (c) | (c) | (c) | (i) the flag of Mewar seemed to be lowered /<br>(iii) the people of Mewar showed gallantry<br>(any 1)                                                                                                                                                                                                                                  | 1 mark           |
| (d) | (d) | (d) | (ii) most of its people were competent<br>(iii) most of its rulers were competent<br>(iv) only a few of its people were incompetent<br>(any 1)                                                                                                                                                                                         | 1 mark           |
| (e) | (e) | (e) | Bappa Rawal                                                                                                                                                                                                                                                                                                                            | 1 mark           |
| (f) | (f) | (f) | – gave new stature through victories and development work /<br>literature and art progressed / his writing revered even today<br>(any 1)                                                                                                                                                                                               | 1 mark           |
| (g) | (g) | (g) | – pleasant nature / cheerful / liberal character / gallant / brilliant<br>(any 1)                                                                                                                                                                                                                                                      | 1 mark           |
| (h) | (h) | (h) | – peace and prosperity over long period of time / liberal attitude of<br>rulers / rulers inclined towards art and culture<br>(any 1)                                                                                                                                                                                                   | 1 mark           |
| (i) | (i) | (i) | – cooperation existed between nobles and subjects / rulers built<br>public utility buildings / people lived peacefully and had<br>prosperous lives / built the Vijaya Stambha and Kirti Stambha<br>(any 1)                                                                                                                             | 1 mark           |
| (j) | (j) | (j) | – proximity between King and subjects of Mewar / along with<br>winning wars rulers patronised art<br>(any 1)                                                                                                                                                                                                                           | 1 mark           |
| (k) | (k) | (k) | i) astonishing<br>ii) testimony / sample                                                                                                                                                                                                                                                                                               | 1 mark<br>1 mark |
| 2   | 2   | 2   | <b>COMPREHENSION PASSAGE</b>                                                                                                                                                                                                                                                                                                           |                  |
|     |     |     | NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. |                  |

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(FOREIGN–2016)

|     |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
|-----|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| (a) | (a) | (a) | (i) among rocks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 mark                      |
| (b) | (b) | (b) | (iv) is impulsive and impatient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 mark                      |
| (c) | (c) | (c) | – five                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 mark                      |
| (d) | (d) | (d) | – may drift from the place of safety / expose themselves to danger<br>(any 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1 mark                      |
| (e) | (e) | (e) | – not to disturb the tigress / to be away from the sight of the panther<br>(any 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 mark                      |
| (f) | (f) | (f) | – to make them come back to mother's heels / to train / discipline /<br>teach them / was furious<br>(any 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 mark                      |
| (g) | (g) | (g) | – she is patient / caring / protective / strict / mother on guard /<br>disciplining / vigilant<br>(any 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 mark                      |
| (h) | (h) | (h) | – enjoys wider distribution / procreates sufficiently / litters 4–5 cubs<br>(any 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 mark                      |
| (i) | (i) | (i) | i) drifting<br>ii) descended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 mark<br>1 mark            |
| 3   | 3   | 3   | <b>Note</b> <ul style="list-style-type: none"> <li>○ If a student has attempted only summary or only notes, due credit should be given.</li> <li>○ 1 mark allotted for the title be given, even if a student has written the title either in Q3(A) or Q3(B)</li> <li>○ Content must be divided into headings and sub-headings</li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p> |                             |
| (A) | (A) | (A) | <b>NOTE MAKING</b><br>Distribution of Marks<br><b>Title</b><br><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)<br><b>Abbreviations / Symbols</b> (with /without key) – any four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1 mark<br>3 marks<br>1 mark |
|     |     |     | <b>Suggested Notes</b><br><b>NOTE:</b><br>Accept the notes and summary in the third person.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |
|     |     |     | <b>Title:</b> Collecting / Collecting: A Hobby / any other word / phrase connected with collecting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |

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|     |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
|-----|-----|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|     |     |     | <p>1 Reasons</p> <p>1.1 a delightful surprise</p> <p>1.2 old people lack energy</p> <p>1.2.1 phy.</p> <p>1.2.2 mental</p> <p>1.3 sentimental values</p> <p>1.4 mania</p> <p>2 Advantages</p> <p>2.1 avoid wastage</p> <p>2.2 saves money</p> <p>2.3 provides</p> <p>2.3.1 relxtn.</p> <p>2.3.2 joy</p> <p>2.3.3 amusement</p> <p>2.4 educational value</p> <p>3 Other Benefits</p> <p>3.1 meet like-minded collectors to</p> <p>3.1.1 advise</p> <p>3.1.2 compare notes</p> <p>3.1.3 exch. articles</p> <p>3.1.4 show off latest find</p> <p>3.2 socialise / make friends</p> <p>3.3 become an authority</p> |                              |
| (B) | (B) | (B) | <p><b>Summary</b></p> <p>The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>2 marks</p> <p>1 mark</p> |
|     |     |     | <p><b>SECTION B: ADVANCED WRITING SKILLS</b></p> <p><b>NOTE:</b> The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</p>                                                                                                                                                                                                                                                                                                                                                            |                              |
| 4   | –   | 4   | <b>ADVERTISEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |
|     |     |     | <b>Format</b> – Heading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1 mark                       |
|     |     |     | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 marks                      |
|     |     |     | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 mark                       |
|     |     |     | <p><b>Suggested value points</b></p> <p>PAYING GUEST ACCOMMODATION / ACCOMMODATION / PROPERTY / TO – LET (or any other relevant title)</p> <ul style="list-style-type: none"> <li>– type of accommodation – first floor</li> <li>– where - location</li> <li>– special features / facilities, amenities provided</li> <li>– expected rent</li> <li>– terms and conditions</li> <li>– contact</li> <li>– any other relevant details</li> </ul> <p>(due credit should be given to economy of words)</p>                                                                                                        |                              |

**Suggested Abbreviations:**

phy. – physical  
relxtn. – relaxation  
exch. – exchange  
/ - or

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| 4 | – | 4 | <b>NOTICE</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|   |   |   | <b>Format</b><br>The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.                                                                                                                                                                                                                         | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | 2 marks |
|   |   |   | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                               | 1 mark  |
|   |   |   | <b>LOST AND FOUND</b><br><b>Suggested value points</b> <ul style="list-style-type: none"> <li>– what - bag</li> <li>– where - taxi from Lucknow airport to Hazaratganj probable time</li> <li>– description of the bag – colour, make, size etc.</li> <li>– contents of bag</li> <li>– offer or reward</li> <li>– contact</li> <li>– any other relevant details</li> </ul> (marks to be awarded if written as an advertisement) |         |
| – | 4 | – | <b>FORMAL INVITATION</b>                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|   |   |   | <b>Format (letter format)</b><br>The format should include: NAME OF THE INSTITUTION AND ADDRESS, RECEIVER'S NAME AND ADDRESS, DATE & SALUTATION, SUBJECT, NAME OF EVENT, COMPLIMENTARY CLOSE, SUBSCRIPTION and WRITER'S NAME WITH DESIGNATION.                                                                                                                                                                                  | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | 2 marks |
|   |   |   | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                               | 1 mark  |
|   |   |   | <b>HONOUR ON TEACHERS' DAY</b><br><b>Suggested value points</b> <ul style="list-style-type: none"> <li>– event - details</li> <li>– purpose of invite - request to grace occasion</li> <li>– date / time / venue</li> <li>– request confirmation</li> <li>– any other relevant details</li> </ul> (NOTE: marks to be awarded even if the student writes in the form of a card)                                                  |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| – | 4 | – | <b>ADVERTISEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|   |   |   | <b>Format – Heading</b>                                                                                                                                                                                                                                                                                                                                                                                                         | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | 2 marks |
|   |   |   | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                               | 1 mark  |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|   |   |   | <b>ACCOMMODATION AVAILABLE / TO LET / FOR RENT</b> (or any other relevant title)<br><b>Suggested value points</b> <ul style="list-style-type: none"> <li>– where - location</li> <li>– description</li> <li>– amenities</li> <li>– expected rent</li> <li>– terms and conditions</li> <li>– contact details</li> <li>– any other relevant details</li> </ul> (due credit should be given to economy of words)                                                                                                                                                                                                                                    |         |
| 5 | 5 | 5 | <b>LETTER WRITING</b><br>[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. ]                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|   |   |   | <b>Format</b><br>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1]<br>coherence and relevance of ideas and style [1]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2 marks |
| 5 | – | 5 | <b>LETTER TO EDITOR – SAVE OUR RIVERS</b><br><b>Suggested value points</b><br><b>problem</b> <ul style="list-style-type: none"> <li>– pollution of rivers - caused by industries and sewage from houses</li> <li>– contamination</li> <li>– poisoning effect on health</li> <li>– threat to plants, animals, humans</li> </ul> <b>solutions</b> <ul style="list-style-type: none"> <li>– spread awareness through campaigns, volunteer camps, hands on cleaning projects</li> <li>– change habits</li> <li>– efficient sewage disposal processes</li> <li>– follow government policies</li> </ul> (any other relevant details)<br>(any 4 points) |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|   |   |   | <b>REPLY TO LETTER OF ENQUIRY</b><br><b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– self-introduction / experience</li> <li>– detailed itinerary</li> <li>– type of transportation available</li> <li>– mention tourist spots</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |         |

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|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|   |   |   | <ul style="list-style-type: none"> <li>offer guide</li> <li>type of accommodation available</li> <li>expenses / package / students' discount<br/>(any 4 points)</li> <li>(any other relevant points)</li> </ul>                                                                                                                                                                                                                                                                                                                                           |         |
| – | 5 | – | <b>JOB APPLICATION</b><br><b>Suggested value points</b> <ul style="list-style-type: none"> <li>reference to advertisement</li> <li>post senior English teacher</li> <li>request for consideration / interview</li> <li>personal details</li> <li>educational qualification</li> <li>references</li> <li>any other relevant details</li> </ul> NOTE: the resume can be part of the letter or as an enclosure                                                                                                                                               |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|   |   |   | <b>REPLY TO LETTER OF COMPLAINT</b><br><b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>reference to the complaint letter of Principal</li> <li>regret for the inconvenience</li> <li>reason for delay / less number sent</li> <li>accept responsibility</li> <li>recall damaged books - assurance to deliver books again without delay</li> <li>(any other relevant points)</li> </ul>                                                                                                                                               |         |
| 6 | 6 | – | <b>DEBATE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]                                                                                                                                                                                                                                                                                                                                                                                                                         | 5 marks |
|   |   |   | <b>REALITY TV DRAWS A FACTUAL PICTURE OF LIFE</b><br><b>Suggested Value Points</b><br><b>Note:</b> Student's views to be expressed either for or against the topic<br><b>For:</b> <ul style="list-style-type: none"> <li>participants not actors</li> <li>don't role-play characters</li> <li>not scripted</li> <li>spontaneous reactions</li> <li>learn to accept failure or success</li> <li>learn a sense of competition / respect differences</li> </ul> <b>Against:</b> <ul style="list-style-type: none"> <li>make believe world created</li> </ul> |         |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|   |   |   | <ul style="list-style-type: none"> <li>– exaggerated emotions</li> <li>– well-rehearsed /scripted</li> <li>– cater to sensationalism</li> <li>– results pre-decided</li> </ul> (any other relevant details)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |
| 6 | 6 | – | <b>SPEECH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 marks |
|   |   |   | <b>BEAUTY OF INDIA LIES IN ITS DIVERSITY</b><br><br><b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>– India –vast, beautiful country</li> </ul> Beauty lies in unity despite diversity in <ul style="list-style-type: none"> <li>– cultural</li> <li>– languages</li> <li>– religion</li> <li>– food etc.</li> </ul> (any 4 of the above)<br><br>(any other relevant point)                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| – | – | 6 | <b>DEBATE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 marks |
|   |   |   | <b>OLD AGE HOMES NOT REQUIRED IN India</b><br><br><b>Suggested Value Points</b><br><b>Note:</b> Student's views to be expressed either for or against the topic<br><br><b>For:</b> <ul style="list-style-type: none"> <li>– existence of joint family system - emotional interdependence</li> <li>– teaches children values of sharing / responsibility / caring / empathy</li> <li>– old age homes considered sign of rejection / shirking of responsibilities</li> <li>– children deprived of invaluable guidance and love</li> </ul> <b>Against:</b> <ul style="list-style-type: none"> <li>– need of the hour due to breakup of joint family system</li> <li>– generation gap</li> <li>– old age homes well equipped</li> <li>– all needs are taken care of including medical care</li> </ul> |         |

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|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|   |   |   | <ul style="list-style-type: none"> <li>people of same age enjoy living together</li> <li>sharing experiences</li> </ul> (any other relevant details)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| – | – | 6 | <b>SPEECH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 marks |
|   |   |   | <b>IMPORTANCE OF PRAYER IN THE MORNING AT SCHOOL</b><br><br><b>Suggested Value Points</b> <ul style="list-style-type: none"> <li>starts day on positive note</li> <li>promotes spiritual well being</li> <li>improves concentration</li> <li>builds meditative, reflective spirit / calm mind</li> <li>upholds value system</li> </ul> (any other relevant point)                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| 7 | 7 | 7 | <b>ARTICLE WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|   |   |   | <b>Format</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 marks |
| 7 | – | – | <b>PRINT MEDIA AND TV NEWS</b><br><br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>equal importance – each has its own benefits</li> </ul> <b>TV</b> <ul style="list-style-type: none"> <li>caters to larger and more inclusive audience (visually impaired / deaf &amp; dumb etc.</li> <li>immediate news – live presentations / reports</li> <li>formats engage interest of people of all ages</li> <li>discussions</li> </ul> <b>Print Media</b> <ul style="list-style-type: none"> <li>time tested, traditional</li> <li>encourages reading habits</li> <li>leisure activity for senior citizens</li> <li>editorial thought provoking</li> <li>provides comfort to technologically incompetent</li> <li>devoid of sensationalism</li> </ul> (any other relevant details)<br><br>(any 4 points) |         |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|   |   |   | ROLE OF INDIVIDUALS IN SOCIETY TO KEEP OUR ENVIRONMENT CLEAN<br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>– instil good habits from childhood</li> <li>– keep immediate surroundings clean</li> <li>– initiate community awareness programmes</li> <li>– follow efficient garbage disposal methods</li> <li>– remain vigilant – inform authorities in case of any violation of rules</li> <li>– comply with government policies</li> </ul> (any 4)<br>(any other relevant details)                                                                                                                                                                                                                                                                                                                               |  |
| – | 7 | – | ROLE OF PUBLIC AND POLICE IN CURBING CRIME AGAINST WOMEN<br><b>Suggested value points:</b><br>Public <ul style="list-style-type: none"> <li>– both individual and collective responsibility</li> <li>– change mind set through awareness programmes</li> <li>– vigilant – take responsibility</li> <li>– intervene when necessary</li> <li>– role of media</li> <li>– government policy</li> </ul> Police <ul style="list-style-type: none"> <li>– adopt humane / understanding / compassionate attitude</li> <li>– in service training to inspire confidence of public</li> <li>– should be supportive:               <ul style="list-style-type: none"> <li>- increase helplines / more patrolling</li> </ul> </li> <li>– increase women in the police force/ all women police stations</li> </ul> (any 4)<br>(any other relevant details) |  |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|   |   |   | STUDENTS AND THEIR SOCIAL RESPONSIBILITIES<br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>– both individual and collective</li> <li>– spread literacy</li> <li>– spread awareness about health, cleanliness and social issues</li> <li>– protest against corruption / wrong social practices</li> <li>– volunteer in community service programmes</li> </ul> (any 4)<br>(any other relevant details)                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| – | – | 7 | HOW CAN WE STOP BEING CRUEL TO ANIMALS<br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>– adopt stray animals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

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|     |     |     | <ul style="list-style-type: none"> <li>– set up animal welfare organisations / homes for stray animals</li> <li>– government policies – stricter enforcement</li> <li>– schools to educate about endangered species through participative workshops</li> <li>– ensure no harm done to animals in films</li> <li>– volunteer to assist RWA in management of stray animals</li> </ul> <p>(any 4)</p> <p>(any other relevant details)</p>                                                                                                                                                                                                         |        |
|     |     |     | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |
|     |     |     | <p><b>HOW TO PROMOTE TOURISM IN India</b></p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>– advertise India's diversity / rich heritage</li> <li>– improve infrastructure / transportation facilities</li> <li>– maintain cleanliness</li> <li>– ensure safety / security of tourists / no harassment</li> <li>– enforce stringent laws</li> <li>– provide attractive packages</li> <li>– appoint trained tourist guides</li> <li>– address corrupt / unofficial practices at the tourist sites</li> <li>– set up more information / help booths</li> </ul> <p>(any 4)</p> <p>(any other relevant points)</p> |        |
|     |     |     | <p><b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b></p> <p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>                                                                                                                                                                                                                                                        |        |
| 8   | 8   | 8   | <p>[This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]</p> <p><b>Value points:</b></p>                                                                                                                                                                                                                                                                                                                                                   |        |
| (a) | (a) | (a) | <ul style="list-style-type: none"> <li>– by keeping quiet / counting upto twelve / halting all activities / doing nothing / thinking nothing</li> </ul> <p>(any 1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1 mark |
| (b) | (b) | (b) | <ul style="list-style-type: none"> <li>– total, absolute, comprehensive silence / every person on earth has become quiet / exhaustive / all encompassing silence / unusual exotic moment</li> </ul> <p>(any 1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | 1 mark |
| (c) | (c) | (c) | <ul style="list-style-type: none"> <li>– we are in a mad rush / engaged in destructive activities /</li> <li>– keep total silence / reflect and introspect / understand ourselves</li> </ul> <p>(any 1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 mark |
| (d) | (d) | (d) | <ul style="list-style-type: none"> <li>– death / threaten ourselves with death / victory without survivors</li> </ul> <p>(any 1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 mark |

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|     |     |     | OR                                                                                                                                                                                                                                      |         |
| (a) | (a) | (a) | – great men / warriors / emperors / writers / thinkers<br>(any 1)                                                                                                                                                                       | 1 mark  |
| (b) | (b) | (b) | – built beautiful statues / tombs / lovely tales / heroic tales / stories<br>about their grandeur<br>(any 1)                                                                                                                            | 1 mark  |
| (c) | (c) | (c) | – an endless fountain of immortal drink                                                                                                                                                                                                 | 1 mark  |
| (d) | (d) | (d) | – it stands for beauty / everlasting beauty / tombs stand for death /<br>one can find beauty even in death / beauty also spiritual<br>(any 1)                                                                                           | 1 mark  |
| 9   | 9   | 9   | Short answer type questions ( <b>Prose</b> )<br>Distribution of marks:<br><b>Content:</b>                                                                                                                                               | 1 mark  |
|     |     |     | <b>Expression</b><br>(deduct ½ a mark for two or more grammatical/spelling<br>mistakes)                                                                                                                                                 | 1 mark  |
|     |     |     | <b>Value points:</b>                                                                                                                                                                                                                    |         |
| (a) | –   | –   | – no longer free<br>– earns 800/- per month – gets 3 meals a day<br>– lost carefree look<br>– carries steel canister instead of plastic bag<br>– no longer his own master<br>(any 2)                                                    | 3 marks |
| –   | (a) | –   | – lot of noise in the forge due to work being done<br>– blacksmith did not notice it was dark / did not hear peddler open<br>gate and sneak in<br>(any 2)                                                                               | 3 marks |
| –   | –   | (a) | – Gandhi – total stranger – ready to help peasants and go to jail<br>– lawyers were locals / had taken money<br>– desertion at this point would have been shameful                                                                      | 3 marks |
| (b) | –   | –   | – swam 2 miles across the lake to Stamp Act Island<br>– terror returned briefly<br>– Douglas laughed and mocked away terror and continued to swim                                                                                       | 3 marks |
| –   | (b) | –   | – earlier British insisted that Indian farmers plant 15% indigo and<br>surrender entire crop as rent<br>– after emergence of synthetic indigo – new agreements<br>– asked farmers to pay compensation for release from 15%<br>agreement | 3 marks |
| –   | –   | (b) | – wants to break free from family tradition of bangle making / wants<br>to become motor mechanic<br>– dares to rebel and dream                                                                                                          | 3 marks |
| (c) | (c) | (c) | – fingers fluttering; finds ivory needle hard to pull<br>– in death - terrified hands will be ringed with ordeals                                                                                                                       | 3 marks |

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| (d) | (d) | (d) | poverty expressed through<br>– description of classroom<br>– description of children<br>– description of slum<br>(any 2)                                                                                                                                                                                                                                                                                                                                                 | 3 marks |
| (e) | –   | –   | – as part of escape plan for Evans<br>– to carry the blood into the examination room                                                                                                                                                                                                                                                                                                                                                                                     | 3 marks |
| –   | (e) | –   | – Evans had plan B<br>– when he was recaptured, he escaped once again with help of accomplices                                                                                                                                                                                                                                                                                                                                                                           | 3 marks |
| –   | –   | (e) | – puzzled by semi inflated rubber tube<br>– comment - asked if he was thinking of going for a swim                                                                                                                                                                                                                                                                                                                                                                       | 3 marks |
| (f) | –   | –   | – dilemma between patriotism and professional ethics / humanitarian instincts                                                                                                                                                                                                                                                                                                                                                                                            | 3 marks |
| –   | (f) | –   | – to send private assassins to kill prisoner in his sleep<br>– quietly dispose off body                                                                                                                                                                                                                                                                                                                                                                                  | 3 marks |
| –   | –   | (f) | – servants disapproved<br>– gardener said- if master healed what the gun and sea did, they would take revenge<br>– cook and Yuni showed fierce look of resistance<br>– servants felt since Dr Sadao had lived in America, he had leanings towards Americans                                                                                                                                                                                                              | 3 marks |
|     |     |     | Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.] |         |
| 10  | 10  | 10  | Distribution of marks:<br><b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 marks |
|     |     |     | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value points:</b>                                                                                                                                                                                                                                                                                                                | 3 marks |
|     |     |     | Yes<br>– everyone has a right to dream<br>– important for progress – live a better life<br>No<br>– dreams devoid of practicality<br>– difficult to break free from socio-economic conditions                                                                                                                                                                                                                                                                             |         |
|     |     |     | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|     |     |     | – last French lesson<br>– M Hamel / Franz / elders full of regret                                                                                                                                                                                                                                                                                                                                                                                                        |         |

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|----|----|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|    |    |    | <ul style="list-style-type: none"> <li>– losing their identity</li> <li>– had spent time procrastinating / had taken their mother tongue for granted</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| 11 | 11 | 11 | Distribution of marks:<br><b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value Points:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 marks |
|    |    |    | Derry <ul style="list-style-type: none"> <li>– scared of meeting people and facing rejection</li> <li>– very sensitive about people's comments</li> <li>– upset at parents' over protectiveness</li> <li>– negative about everything</li> <li>– indulges in self-pity</li> <li>– hates sympathy</li> <li>– deep inner desire to be accepted</li> </ul> Mr Lamb <ul style="list-style-type: none"> <li>– positive / sees beauty in everything including .....</li> <li>– doesn't let physical handicap prevent him from living life to the fullest</li> <li>– very friendly / welcoming</li> <li>– understands Derry's problems</li> <li>– practical – knows that one's life is in one's hand and people are important</li> <li>– strong – does not let people's comments hurt him</li> <li>– any other relevant point</li> </ul> |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|    |    |    | <ul style="list-style-type: none"> <li>– parents know best – adults experienced, mature / elders are always right</li> <li>– importance of yielding to parents</li> <li>– skunk's mother really loved baby skunk wanted to bring him up with real values</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
|    |    |    | <b>Q12 &amp; Q 13 – Long Reading Text</b><br><b>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| 12 | 12 | 12 | Distribution of marks:<br><b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value Points:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3 marks |
|    |    |    | <ul style="list-style-type: none"> <li>– Griffin returned in invisible state, noticed Mrs &amp; Mr Hall were investigating his room</li> <li>– he frightened them away</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |

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|----|----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|    |    |    | <ul style="list-style-type: none"> <li>– clothes suddenly gathered themselves into bundles and tossed themselves over the bottom rail</li> <li>– chair flew towards Mrs Hall</li> <li>– legs of chair brought to rest against her back propelling her out of the room</li> <li>– door slammed and locked</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|    |    |    | <ul style="list-style-type: none"> <li>– Silas spent time weaving</li> <li>– keeps his mind occupied to prevent him from brooding over William's betrayal</li> <li>– a weavers profession - a one man show made Silas a lonely man</li> <li>– Silas came to love the glitter of gold coins</li> <li>– every night after work sat down to enjoy the companionship of gold</li> <li>– when his gold was stolen, became panic-stricken and horrified</li> <li>– attracted by golden locks of the little child</li> <li>– believed it was his gold coins</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| 13 | 13 | 13 | Distribution of marks:<br><b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br>(deduct ½ a mark for two or more grammatical/spelling mistakes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3 marks |
|    |    |    | <b>Value points:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
|    |    |    | Griffin character sketch<br><ul style="list-style-type: none"> <li>– scientist gone astray</li> <li>– menace</li> <li>– robs father who commits suicide – Griffin shows no remorse</li> <li>– landlord tried to break in with eviction orders</li> <li>– Mr Bunting robbed and Mr Cuss beaten, clothes taken</li> <li>– no ethics, uses people to his advantage / looks down upon common people</li> <li>– Griffin sets room on fire</li> <li>– devoid of any sense of humanity, short tempered</li> <li>– ruthless</li> </ul> in Drury Lane<br><ul style="list-style-type: none"> <li>– costume shop – proprietor locked all the doors pocketing the keys</li> <li>– Griffin struck the old man on the head, gagged</li> <li>– physically strong man, injures opponents – only concerned with himself - violent</li> </ul> against Kemp<br><ul style="list-style-type: none"> <li>– Griffin vows to kill him – behaves as a vindictive God, smashing windows</li> <li>– Col Adye shot at by Griffin</li> <li>– went from obsession to fanaticism - greed - insanity</li> </ul> (any 4) |         |

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|  |  |  | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|  |  |  | <ul style="list-style-type: none"><li>– tall stout man of sixty, frowning face untidily dressed</li><li>– signs of habitual neglect about him</li><li>– self-possession and authoritativeness of voice and carriage</li><li>– speaks in ponderous coughing fashion, lives an idle life</li><li>– richest man in Raveloe</li><li>– lazy, complacent, selfish and short tempered</li><li>– father of Godfrey and Dunstan</li><li>– seems to care more for his money than his sons</li><li>– allows them to do whatever they please as long as they do not involve his tenants in any way</li><li>– kept his sons at home in idleness – fell short in their upbringing</li><li>– long after wife's death he condescended to preside in the parlour of the Rainbow - shows his arrogance. Fed dogs beef while commoners lined up for ale</li><li>– sharp tongue</li><li>– banishes Dunstan</li><li>– bully – pushes Godfrey in talking to Nancy about marriage</li></ul> <p>(any 4)</p> |  |