

**Series ONS**

**SET-1**

**Code No. 1/1**

**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*

### **General Instructions :**

- This paper is divided into three sections : **A, B and C.** All the sections are **compulsory**.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

1/1

1

**P.T.O.**

**SECTION - A**  
**(READING)**  
**(Marks : 30)**

**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.
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 Vijay 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 the options that follow :**

**1x4=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 :**

**1x6=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 : **1x2=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 materialised 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 spitted 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 passage complete the statements given below with the help of options that follow : 1x2=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 :**

**1x6=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 mahaut 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 :

**1x2=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 etc. 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 subheadings. Use recognisable 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)**  
**(Marks : 30)**

4. You are Karan Kumar/Karuna Bajaj, a leading lawyer practising in Surat. You want to buy an independent house at City Light Road to be used as office-cum-residence. Draft an advertisement in about 50 words for the classified columns of a local newspaper. You can be contacted at 45645678 4

**OR**

On 30<sup>th</sup> November your school is going to hold its annual sports day. You want Mr. Dhanraj Pillai, a noted hockey player to give away the prizes to the budding sportspersons of the school. Write a formal invitation in about 50 words requesting him to grace the occasion. You are Karuna/Karan, Sports Secretary, Sunrise Global School, Agra.



5. Along with air and water pollution, our cities are also under an attack of noise pollution. Marriage processions, DJs during wedding receptions, loud music from neighbourhood flats etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter in 120-150 words to the editor of a local newspaper describing the problem and making a request to the concerned authorities to solve it . You are Karan/Karuna, M 114, Mall Road, Delhi. **6**

**OR**

In all big cities road rage has become a serious problem. A minor scratch, a little push, or a small brushing past can lead to a scuffle sometimes resulting even in murder. Write a letter in 120-150 words to the Police Commissioner giving your views on the problem and its solutions. You are Karuna/Karan, M 114, Mall Road, Delhi.

6. 'Brain drain is not a bane for a developing country like India'. Write a debate in 150-200 words either for or against the motion. **10**

**OR**

Write a speech in 150-200 words on the topic, 'Discipline shapes the future of a student'. It is to be delivered in the morning assembly. You are Karuna/Karan.

7. Education has always been a noble profession. Our ancestors received their learning at gurukuls and ashrams. Even in the near past pathshalas (schools) were associated with places of worship. Today, education is fast becoming commercialised. Parents have to shell out a lot of money on coaching classes, tuition fees etc. Write an article in 150-200 words on 'The State of Education, Today'. You are Karan/Karuna. **10**

**OR**

According to 2011 census, literacy rate of hundred percent or around has been achieved by only a couple of states in India. Illiteracy is found mostly among the old and the deprived sections of society. What can the youth do to spread literacy in society ? Write an article in 150-200 words on 'Role of students in eradicating illiteracy'. You are Karuna/Karan.

**SECTION : C**

**(Literature : Text Books and Long Reading Text)**

**(Marks : 40)**

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

Now we will count to twelve  
and we will all keep still.

For once on the face of the Earth  
let's not speak in any language,  
let's stop for one second,  
and not move our arms so much.

- |                                                                    |   |
|--------------------------------------------------------------------|---|
| (a) What is the significance of the number 'twelve' ?              | 1 |
| (b) Which two activities does the poet want us to stop ?           | 1 |
| (c) What does the poet mean by 'let's not speak in any language' ? | 1 |
| (d) Describe the pun on the word, 'arms'.                          | 1 |

**OR**

..... I saw my mother,  
beside me,  
doze, open mouthed, her face  
ashen like that  
of a corpse and realised with  
pain .....

- |                                                                 |   |
|-----------------------------------------------------------------|---|
| (a) Who is 'I' ?                                                | 1 |
| (b) What did 'I' realise with pain ?                            | 1 |
| (c) Why was the realisation painful ?                           | 1 |
| (d) Identify and name the figure of speech used in these lines. | 1 |

9. Answer **any four** of the following questions in **30-40** words each : **3x4=12**

- (a) What does the reference to chappals in 'Lost Spring' tell us about the economic condition of the rag pickers ?
- (b) What do we learn about the crofter's nature from the story, 'The Rattrap' ?
- (c) How is 'Shakespeare wicked and the map a bad example' for the children of the school in a slum ?
- (d) What picture of male chauvinism (tyranny) do we find in the poem, 'Aunt Jennifer's Tigers' ?
- (e) How did the Governor, Oxford Prison describe Evans to the Secretary Examination Board ?
- (f) At the dining table why did Zitkala-Sa begin to cry when others started eating ?

10. Answer the following question in **120-150** words : **6**

Every teenager has a hero/heroine to admire. So many times they become role models for them. What is wrong if Sophie fantasises about Danny Casey and is ambitious in life ?

**OR**

Our native language is part of our culture and we are proud of it. How does the presence of village elders in the classroom and M. Hamel's last lesson show their love for French ?

11. Answer the following question in **120-150** words : **6**

Both Derry and Lamb are victims of physical impairment, but much more painful for them is the feeling of loneliness. Comment.

**OR**

How did Jack end the Roger Skunk story ? How and why did Jo want to change it ?

- 12.** Attempt the following question in **120-150** words : **6**

How did Mrs. Hall show her excitement when Griffin came to stay at Coach and Horses ?

**OR**

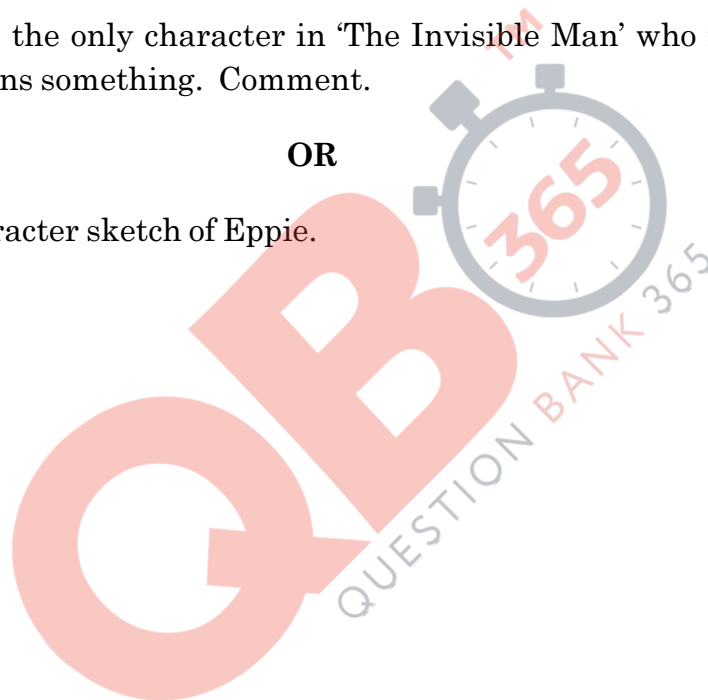
How do William Dane's deceit and Sarah's desertion affect Silas ?

- 13.** Attempt the following question in **120-150** words : **6**

Marvel is the only character in 'The Invisible Man' who interacts with Griffin and gains something. Comment.

**OR**

Attempt a character sketch of Eppie.



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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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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## 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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|     |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
|-----|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| (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 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>PROPERTY / FOR PURCHASE / or any other appropriate heading</p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>– details of requirement</li> <li>– location – City Light Road, Surat</li> <li>– type – independent house</li> <li>– special features – office-cum-residence</li> <li>– size</li> <li>– cost</li> </ul>                                                                                                                                                                                                                                                        |                              |

**Suggested Abbreviations:**

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

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
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|   |   |   | <ul style="list-style-type: none"> <li>– contact details</li> <li>– any other relevant details</li> </ul> <p>(due credit should be given for economy of words used)</p>                                                                                                                                                                                                                                                             |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| 4 | – | 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>Suggested value points</b><br>[FORMAL INVITATION] <ul style="list-style-type: none"> <li>– what</li> <li>– date, time, venue</li> <li>– request to grace the occasion</li> <li>– confirmation of acceptance</li> <li>– any other relevant details</li> </ul> <p>(NOTE: marks to be awarded even if written in card form)</p>                                                                                                     |         |
| – | 4 | – | <b>ADVERTISEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                |         |
|   |   |   | <b>Format – Heading</b>                                                                                                                                                                                                                                                                                                                                                                                                             | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | 2 marks |
|   |   |   | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 mark  |
|   |   |   | <b>SITUATION WANTED / JOB WANTED</b> or any other appropriate heading<br><br><b>Suggested value points</b> <ul style="list-style-type: none"> <li>– qualification and experience</li> <li>– nature of job sought</li> <li>– remuneration acceptable</li> <li>– preference of job in India</li> <li>– contact details</li> <li>– any other relevant details</li> </ul> <p>(due credit should be given for economy of words used)</p> |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| – | 4 | – | <b>NOTICE</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|   |   |   | <b>Format</b><br>The format should include: ISSUING AUTHORITY / NOTICE/ TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he                                                                                                                                                                                                                                                                | 1 mark  |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
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|   |   |   | has used capital letters for writing a notice <b>within</b> or <b>without a box</b> .                                                                                                                                                                                                                                                                                                                                                                                    |         |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 marks |
|   |   |   | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1 mark  |
|   |   |   | CHEMISTRY NOTES MISPLACED<br><b>Suggested value points</b><br>– what – chemistry notes lost<br>– probable time and place<br>– description of lost item<br>– reward if any<br>– contact details<br>– any other relevant details                                                                                                                                                                                                                                           |         |
| 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 THE EDITOR– NOISE POLLUTION</b><br><b>Suggested value points</b><br>problems<br>– sufferers - old, patients, students etc.<br>– affects both health and behaviour<br>– damage to psychological health<br>– causes hypertension, high stress levels, hearing loss, disturbed sleep<br>– other harmful effects<br>– lack of urban planning increases exposure to unwanted sounds<br>– request to authorities to solve problem<br>(any other relevant details) |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|   |   |   | <b>LETTER TO POLICE COMMISSIONER –ROAD RAGE</b><br><b>Suggested Value Points</b><br>problems of road rage<br>– extremely aggressive behaviour<br>○ verbal<br>○ physical                                                                                                                                                                                                                                                                                                  |         |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
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|   |   |   | <ul style="list-style-type: none"> <li>extreme cases – murder</li> <li>spontaneous / impulsive action</li> </ul> <p>solutions</p> <ul style="list-style-type: none"> <li>be a polite driver</li> <li>avoid confrontations</li> <li>keep driving environment calm</li> <li>find alternate routes if necessary</li> <li>implement stricter traffic laws</li> <li>use surveillance technology</li> </ul> <p>(any 4)</p> <p>(any other relevant points)</p>                                                                                                                                                                                         |         |
| – | 5 | – | <p>LETTER TO THE EDITOR– IMPORTANCE OF MEDICAL TOURISM FOR INDIA</p> <p><b>Suggested value points</b></p> <p>importance of medical tourism for India</p> <ul style="list-style-type: none"> <li>cost effective and efficient medical sector</li> <li>skilled physicians and nursing practitioners</li> <li>world class medical facilities and infrastructure</li> <li>comprehensive solution for all medical needs</li> <li>alternative treatment and therapies</li> <li>earns foreign exchange</li> <li>improves relations with other countries</li> <li>enhances image of India</li> </ul> <p>(any 3)</p> <p>(any other relevant details)</p> |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
|   |   |   | <p>LETTER OF COMPLAINT</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>details of the flat purchased</li> </ul> <p>problems</p> <ul style="list-style-type: none"> <li>seepage in walls and ceilings</li> <li>wall paint peeling off</li> <li>leaking sanitary fittings</li> <li>lift getting stalled etc.</li> </ul> <ul style="list-style-type: none"> <li>request to solve problems immediately</li> </ul> <p>(any other relevant points)</p>                                                                                                                                                                |         |
| 6 | 6 | – | <b>DEBATE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4 marks |
|   |   |   | <p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½]</p> <p>coherence and relevance of ideas and style [2½]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5 marks |

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|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
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|   |   |   | <p>BRAIN DRAIN IS NOT A BANE FOR A DEVELOPING COUNTRY LIKE INDIA</p> <p><b>Suggested Value Points</b></p> <p><b>Note:</b> Student's views to be expressed either for or against the topic</p> <p><b>FOR</b></p> <ul style="list-style-type: none"> <li>– brings prestige</li> <li>– opportunity for talented individuals</li> <li>– work force gets recognised abroad</li> <li>– forex remitted back helps family</li> <li>– increases tourist income in India</li> <li>– promotes globalisation</li> <li>– promotes competition</li> <li>– enhances socio – cultural – economic relationship</li> </ul> <p><b>AGAINST</b></p> <ul style="list-style-type: none"> <li>– intelligent people drifting away</li> <li>– foreign countries benefitted</li> <li>– erosion of cultural values</li> <li>– loss of talent</li> <li>– national loss because of expenses incurred on their education</li> </ul> <p>(any other relevant details)</p> |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
| 6 | 6 | – | <b>SPEECH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 mark  |
|   |   |   | <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 marks |
|   |   |   | <p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ ]</p> <p>coherence and relevance of ideas and style [2½]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5 marks |
|   |   |   | <p>DISCIPLINE SHAPES THE FUTURE OF A STUDENT</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– discipline key to success</li> <li>– inculcates sense of duty and obedience</li> <li>– bedrock of character</li> <li>– essential in all walks of life</li> <li>– absence leads to chaos and confusion</li> <li>– should be inculcated early in life</li> <li>– promotes restraint</li> <li>– builds self-confidence</li> <li>– balances personality</li> <li>– inculcates good work ethics</li> </ul> <p>(any 4)</p> <p>(any other relevant details)</p>                                                                                                                                                                                                                                                                                                                                                  |         |
| – | – | 6 | <b>DEBATE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|   |   |   | <b>Format</b> (opening address and conclusion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 mark  |

|   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
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|   |   |   | <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 |
|   |   |   | <p>THE INTERNET CANNOT REPLACE A CLASSROOM TEACHER</p> <p><b>Suggested Value Points</b><br/> <b>Note:</b> Students' views to be expressed either for or against the topic</p> <p>FOR</p> <ul style="list-style-type: none"> <li>– teachers touch lives in immeasurable ways</li> <li>– teachers have positive impact</li> <li>– technology not a replacement</li> <li>– online information may not be authentic</li> <li>– cannot replace relationships between students and teachers</li> <li>– internet doesn't take into account learning differences of students of different needs</li> <li>– teachers give knowledge and wisdom – the internet only information</li> </ul> <p>(any 4)</p> <p>AGAINST</p> <ul style="list-style-type: none"> <li>– the internet provides different viewpoints on one topic from all over the world</li> <li>– has more information</li> <li>– provides answers to all questions</li> <li>– can enhance classroom discussions</li> <li>– is unbiased when grading</li> <li>– students can learn at their own pace – even off campus</li> <li>– process of evaluation faster</li> <li>– technology needs no breaks</li> <li>– economical</li> <li>– helps students of remote and inaccessible areas</li> <li>– does not have to follow time schedules</li> </ul> <p>(any 4)</p> <p>(any other relevant details)</p> |         |
|   |   |   | 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 |
|   |   |   | <p>WATER, A VALUABLE ASSET, CONSERVATION AT HOME AND AT SCHOOL</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>– fresh, clean water –limited resource / scarce resource</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |



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|   |   |   | <ul style="list-style-type: none"> <li>– people should strive to conserve water</li> <li>– saves money</li> <li>– can save water at home by making smart choices</li> <li>– save water from contamination</li> <li>– steps               <ul style="list-style-type: none"> <li>○ use water judiciously</li> <li>○ create awareness</li> <li>○ follow water conservation / rainwater harvesting / recycling</li> </ul> </li> </ul> <p>(any 4)</p> <p>(any other relevant details)</p>                                                                                                                                                                                                                                                                         |         |
| 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>THE STATE OF EDUCATION TODAY</b><br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>– produces large number of unemployed graduates</li> <li>– lacks basic communication and problem solving skills</li> <li>– education becoming commercialised</li> <li>– flourishing coaching centres and tutorials</li> <li>– rote-learning curbs creativity and originality</li> <li>– marks-oriented</li> <li>– real purpose lost</li> <li>– students victims of unrealistic, pointless, mindless rat race</li> <li>– need to redefine the purpose of education</li> <li>– inadequate number of schools</li> <li>– inadequate infrastructure</li> <li>– poor student-teacher ratio</li> </ul> <p>(any 4)</p> <p>(any other relevant point)</p> |         |
|   |   |   | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|   |   |   | <b>ROLE OF STUDENTS IN ERADICATING ILLITERACY</b><br><b>Suggested value points:</b> <ul style="list-style-type: none"> <li>– devote time to teach illiterates during vacation</li> <li>– adopt the motto, 'each one, teach one'</li> <li>– seek help from educational institutes, National Literacy Mission, NGOs and social groups</li> <li>– participate in twinning programmes - interaction between government and public schools</li> <li>– create awareness through school programmes, media, theatre</li> </ul> <p>(any 4)</p> <p>(any other relevant points)</p>                                                                                                                                                                                      |         |

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| – | 7 | – | <p>THE IMPORTANCE OF PUBLIC TRANSPORT (any other suitable heading )</p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>– eases congestion, reduces emissions</li> <li>– saves money and energy</li> <li>– reduces global warming</li> <li>– saves fuel</li> </ul> <p>(any other relevant point)</p>                                                                                                                                                                                                                                                                                             |  |
|   |   |   | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|   |   |   | <p>GENDER DISCRIMINATION IN SOCIETY (any other suitable heading)</p> <p><b>Suggested value points:</b></p> <p>Causes</p> <ul style="list-style-type: none"> <li>– patriarchal set up</li> <li>– low level of literacy</li> <li>– poverty</li> <li>– social customs, beliefs and practices (dowry etc.)</li> </ul> <p>Solutions</p> <ul style="list-style-type: none"> <li>– quotas for women in parliament and political parties etc.</li> <li>– create awareness through media</li> <li>– enact and enforce laws protecting women</li> <li>– sharing domestic responsibilities</li> </ul> <p>(any other relevant points)</p> |  |
| – | – | 7 | <p>IMPORTANCE OF YOGA TO STUDENTS</p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>– improves concentration</li> <li>– reduces stress</li> <li>– reduces behavioural problems</li> <li>– keeps mind healthy</li> <li>– decreases physical ailments</li> <li>– improves interpersonal relationships</li> <li>– reduces depression</li> <li>– calms mind</li> </ul> <p>(any 4)</p> <p>(any other relevant point)</p>                                                                                                                                                                            |  |
|   |   |   | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|   |   |   | <p>ADVERTISEMENTS AS A SOURCE OF INFORMATION</p> <p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>– way of communication between companies /NGOs / Government and customers</li> <li>– provides information of <ul style="list-style-type: none"> <li>o price</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                              |  |

|     |     |     |                                                                                                                                                                                                                                                                                                                                                                              |                                      |
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|     |     |     | <ul style="list-style-type: none"> <li>○ products</li> <li>○ social welfare schemes</li> </ul> (any other relevant points)                                                                                                                                                                                                                                                   |                                      |
|     |     |     | <b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b><br><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. |                                      |
| 8   | 8   | 8   | [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.]<br><b>Value points:</b>                                                                                            |                                      |
| (a) | (a) | (a) | <ul style="list-style-type: none"> <li>– the twelve divisions in the clock / measure of time</li> <li>– twelve months in the year</li> <li>– at twelve o'clock the hands in the clock unite suggesting amity and unity</li> <li>– twelve zodiac signs cover all people</li> </ul> (any 1)                                                                                    | 1 mark                               |
| (b) | (b) | (b) | – not to speak in any language and not to move our arms so much                                                                                                                                                                                                                                                                                                              | 1 mark                               |
| (c) | (c) | (c) | <ul style="list-style-type: none"> <li>– pleads to be silent and introspect</li> <li>– sudden silence an opportunity to introspect</li> <li>– different languages symbolise differences</li> <li>– silence would break barriers between communities</li> <li>– silence symbolic of amity and brotherhood</li> </ul> (any 1)                                                  | 1 mark                               |
| (d) | (d) | (d) | – arms refer to weapons and the arms in the human body                                                                                                                                                                                                                                                                                                                       | 1 mark                               |
|     |     |     | OR                                                                                                                                                                                                                                                                                                                                                                           |                                      |
| (a) | (a) | (a) | – poet / Kamala Das / poetess / narrator / daughter                                                                                                                                                                                                                                                                                                                          | 1 mark                               |
| (b) | (b) | (b) | – realised with pain that mother nearing old age / mom's death / separation from mother                                                                                                                                                                                                                                                                                      | 1 mark                               |
| (c) | (c) | (c) | <ul style="list-style-type: none"> <li>– the mother's approaching death was a hard fact for her to accept</li> <li>– thoughts of separation from her mother made the poet sad</li> </ul> (any 1)                                                                                                                                                                             | 1 mark                               |
| (d) | (d) | (d) | <ul style="list-style-type: none"> <li>– simile</li> <li>– 'ashen like that of a corpse'</li> </ul>                                                                                                                                                                                                                                                                          | $\frac{1}{2} + \frac{1}{2} = 1$ mark |
| 9   | 9   | 9   | Short answer type questions<br>Distribution of marks:<br><b>Content:</b>                                                                                                                                                                                                                                                                                                     | 2 marks                              |
|     |     |     | <b>Expression</b><br>(deduct $\frac{1}{2}$ a mark for two or more grammatical/spelling mistakes)                                                                                                                                                                                                                                                                             | 1 mark                               |

|     |     |     |                                                                                                                                                                                                                                                                                                                                                                                          |         |
|-----|-----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|     |     |     | <b>Value points:</b>                                                                                                                                                                                                                                                                                                                                                                     |         |
| (a) | –   | –   | <ul style="list-style-type: none"> <li>– no money to buy chappals</li> <li>– poor and impoverished</li> <li>– engaged as rag pickers</li> <li>– hand-to-mouth existence</li> <li>– exploited, have no work to do, no house to live in</li> <li>– unhygienic conditions of the slum dwellers</li> <li>– negligence and apathy of the affluent people in society</li> </ul> <p>(any 2)</p> | 3 marks |
| –   | (a) | –   | <ul style="list-style-type: none"> <li>– the crofter felt proud of the cow that gave him enough milk to support him</li> <li>– to convince the peddler</li> <li>– was lonely / happy to share his confidences generously with the peddler</li> <li>– trusting</li> </ul> <p>(any 2)</p>                                                                                                  | 3 marks |
| –   | –   | (a) | <ul style="list-style-type: none"> <li>– after his successful attempts in Lake Wentworth and Warm Lake became confident and understood that ‘all we have to fear is fear itself’</li> <li>– during near death experience at YMCA pool</li> </ul>                                                                                                                                         | 3 marks |
| (b) | –   | –   | <ul style="list-style-type: none"> <li>– generous</li> <li>– loved company</li> <li>– loved to talk</li> <li>– hard working</li> <li>– trusting</li> <li>– gullible</li> <li>– compassionate</li> <li>– lonely</li> </ul> <p>(any 2 with evidence from the lesson)</p>                                                                                                                   | 3 marks |
| –   | (b) | –   | <ul style="list-style-type: none"> <li>– experience of fear and death and its conquest made him live intensely</li> <li>– conquering fear made him realise true value of life and helped him enjoy every moment of life</li> <li>– learnt ‘all we have to fear is fear itself’</li> <li>– made him more confident and determined</li> </ul> <p>(any 2)</p>                               | 3 marks |
| –   | –   | (b) | <ul style="list-style-type: none"> <li>– mistook peddler for an old comrade</li> <li>– ironmaster was happy he found his comrade with whom he could spend Christmas eve</li> <li>– loneliness of ironmaster made him desperate to invite the man home</li> <li>– because of condition in which he had found the peddler</li> </ul> <p>(any 2)</p>                                        | 3 marks |
| (c) | (c) | (c) | <ul style="list-style-type: none"> <li>– both represent a beautiful world and high values which slum children have never experienced</li> <li>– slum children cannot relate to them</li> <li>– tempt them to steal</li> </ul> <p>(any 2)</p>                                                                                                                                             | 3 marks |

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|-----|-----|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| (d) | (d) | (d) | <ul style="list-style-type: none"> <li>– shows constraints of married life a woman experiences</li> <li>– uncle's wedding band, sits heavily upon Aunt Jennifer's hand symbolises oppressive band of patriarchal society</li> <li>– male dominated society seems to show no concern for Aunt's suffering or even her death, society seems in no way affected by it</li> <li>– Aunt Jennifer forced to live in accordance with rules laid down by her husband</li> <li>– shows lack of freedom</li> </ul> <p>(any 2)</p> | 3 marks |
| (e) | (e) | –   | <ul style="list-style-type: none"> <li>– Evans not a violent person</li> <li>– pleasant sort of chap</li> <li>– one of the stars at Christmas concert</li> <li>– good at imitations</li> <li>– congenital kleptomaniac</li> </ul> <p>(any 2)</p>                                                                                                                                                                                                                                                                        | 3 marks |
| –   | –   | (e) | <ul style="list-style-type: none"> <li>– German teacher doubtful of Evan's language ability</li> <li>– Evans could not even understand basic pleasantries in German</li> </ul>                                                                                                                                                                                                                                                                                                                                          | 3 marks |
| (f) | –   | –   | <ul style="list-style-type: none"> <li>– not used to eating by formula (sat down when others stood up and vice versa)</li> <li>– disturbed by noise and bedlam of languages</li> <li>– Matron staring at her</li> <li>– felt out of place / embarrassed</li> </ul>                                                                                                                                                                                                                                                      | 3 marks |
| –   | (f) | –   | <ul style="list-style-type: none"> <li>– bitter cold day, snow covered ground</li> <li>– large bell rang for breakfast</li> <li>– annoying clatter of shoes disturbed peace</li> <li>– constant clash of harsh noises and an undercurrent of many voices murmuring an unknown tongue</li> <li>– marched into dining room</li> <li>– were given tight fitting clothes which Zitkala-Sa found immodest</li> </ul> <p>(any 2)</p>                                                                                          | 3 marks |
| –   | –   | (f) | <ul style="list-style-type: none"> <li>– fixed procedure for breakfast</li> <li>– first bell to pull the chairs</li> <li>– at second bell all had to sit down</li> <li>– at third bell all started eating with forks and knives, she felt out of place started crying</li> </ul>                                                                                                                                                                                                                                        | 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]                                                                                                                                                                                                                                                                                                                                                                                       | 3 marks |

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|    |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
|----|----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|    |    |    | <p><b>[NOTE:</b> This question can have two possible answers, accept any one with relevant arguments in support of it]</p> <p><b>Value points:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|    |    |    | <ul style="list-style-type: none"> <li>– teenagers – boundless enthusiasm and ambition</li> <li>– in Sophie’s case:</li> </ul> <p><b>wrong</b></p> <ul style="list-style-type: none"> <li>– she’s poor</li> <li>– cut out for biscuit factory</li> <li>– lacks all needed resources to fulfil her fantasies</li> <li>– she’s a dreamer, not realistic</li> <li>– lies to her family</li> </ul> <p><b>nothing wrong</b></p> <ul style="list-style-type: none"> <li>– she’s like all teenagers</li> <li>– lives in a dream world</li> <li>– shows ambitions</li> <li>– wants to move ahead and rise in life</li> <li>– wants to be a model and to have a boutique</li> <li>– wants to lead a sophisticated life</li> </ul>                                    |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
|    |    |    | <ul style="list-style-type: none"> <li>– old men of the village sitting quietly at the back of classroom</li> <li>– were sad as well as sorry for not having gone to school more often</li> <li>– came to thank the master for forty years of faithful service and to show respect for a country that was theirs no more</li> <li>– regretted neglecting their language</li> <li>– M. Hamel explained everything patiently</li> <li>– appealed to people to preserve ‘French’</li> <li>– holding on to their language will keep them united</li> <li>– spoke about beauty of French language</li> <li>– was overwhelmed with emotions</li> <li>– wrote Viva la France on the board in spite of Prussian soldiers marching outside</li> </ul> <p>(any 3)</p> |         |
| 11 | 11 | 11 | Distribution of marks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|    |    |    | <p><b>Content:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3 marks |
|    |    |    | <p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1½]</p> <p>coherence and relevance of ideas and style [1½]</p> <p><b>Value Points:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3 marks |
|    |    |    | <ul style="list-style-type: none"> <li>– Mr Lamb and Derry – having different sorts of physical disabilities</li> <li>– Mr Lamb had a tin leg</li> <li>– Derry – acid burnt face</li> <li>– both suffered alienation from society</li> <li>– not accepted by society</li> <li>– loneliness caused constant pain for Derry but Mr Lamb reconciled</li> <li>– both expected a kind and considerate behaviour from others</li> <li>– do not want sympathy</li> </ul>                                                                                                                                                                                                                                                                                           |         |

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|    |    |    | <ul style="list-style-type: none"> <li>– Derry dislike being pointed at, nicknamed, mocked at or made fun of; Mr Lamb reconciled</li> <li>– Derry sensitive about mother kissing only on other cheek (any 3)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|    |    |    | <ul style="list-style-type: none"> <li>– ended story by saying that Mommy Skunk took little skunk to the wizard and changed the smell back to its original stinky one</li> <li>– mother knew what was right for Roger Skunk</li> </ul> <p>according to Jo</p> <ul style="list-style-type: none"> <li>– it was a ‘stupid mommy’</li> <li>– couldn’t digest the statement that little skunk’s mother hit the wizard on his head and restored his original smell</li> <li>– mother had no right to deprive skunk of its happiness</li> <li>– was happy that skunk earned a lot of friends by changing smell</li> <li>– suggested another ending where mother would be hit by the wizard</li> <li>– wanted mother to be punished</li> </ul> |         |
|    |    |    | <b>Q12 &amp; Q 13 – Long Reading Text</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
|    |    |    | <b>[NOTE: accept any answer that correlates with the novel and seems relevant]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
| 12 | 12 | 12 | <b>Distribution of marks:</b><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]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3 marks |
|    |    |    | <b>Value Points:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
|    |    |    | <ul style="list-style-type: none"> <li>– did not ask for his name and particulars</li> <li>– saw to it that the guest is well looked after</li> <li>– asked for his clothes, coat and hat</li> <li>– prepared his lunch, brought it to him</li> <li>– although her guest wanted to be left alone, she went on endeavouring to talk to him</li> </ul> <p>(any 3)</p>                                                                                                                                                                                                                                                                                                                                                                     |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
|    |    |    | <ul style="list-style-type: none"> <li>– Silas was disillusioned by the way he was framed</li> <li>– decided there was no God</li> <li>– Sarah broke off and married William a month later; he became a loner</li> <li>– did not socialise with people around him</li> <li>– he left his town and church and migrated to Raveloe</li> <li>– he started looking older than his age</li> <li>– children were afraid of him and people regarded him with a mixture of suspicion and curiosity</li> <li>– he was a good honest man whose knowledge of medicinal herbs was used to cure people of Raveloe</li> </ul> <p>(any 3)</p>                                                                                                          |         |

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|    |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
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| 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|    |    |    | <ul style="list-style-type: none"> <li>– Marvel gives Griffin the slip and takes his note books and money to Port Burdock</li> <li>– there he seeks police protection</li> <li>– gains a lot after Griffin's death</li> <li>– after finding treasure trove comes to settle near Port Stowe</li> <li>– starts a little inn and names it 'The Invisible Man'</li> <li>– every evening he will sit surrounded with people and narrate the story, fetching him a guinea a night</li> <li>– three manuscripts in his custody</li> </ul> (any 3)               |         |
|    |    |    | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|    |    |    | Character sketch of Eppie <ul style="list-style-type: none"> <li>– Silas Marner's adopted daughter</li> <li>– fills the void left in his heart after betrayal of William, Sarah and the theft of gold</li> <li>– daughter of Godfrey Cass and Molly Farren</li> <li>– beautiful, lively, loves Silas unconditionally</li> <li>– when she discovers her father and the wealth / status attached to it, she chose to stay with Silas</li> <li>– Silas changes from a recluse to a loving person</li> <li>– Eppie married Aaron Winthrop</li> </ul> (any 3) |         |