

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Examination 2024**  
**Marking Scheme – ENGLISH CORE (301)**  
**(QUESTION PAPER CODE – 1/1/3)**

**General Instructions: -**

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2. **“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”**
3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on the latest information or knowledge and / or are innovative, may be assessed for their correctness otherwise, and due marks may be awarded to them. In Competency based questions, please try to understand the given answer and even if reply is not from marking scheme but correct competency is shown by the candidate, due marks should be awarded.**
4. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.
5. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zeroed after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6. Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put ( ✓ ) while evaluating a wrong answer which gives an impression that answer is correct and no marks are awarded. **This is the most common mistake which evaluators are committing.**
7. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and encircled. This must be followed strictly.
8. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This must be followed strictly.

9. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “**Extra Question**”.
10. **If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.**
11. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
12. A full scale of marks (0-80 marks) as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.
13. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
14. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totalling of marks awarded on an answer.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totalling on the title page.
  - Wrong totalling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying / not same.
  - Wrong transfer of marks from the answer book to online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark ( ✓ ) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for incorrect answer.)
  - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
15. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. ‘Zero’ should be mentioned both in figures and words.
16. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions should be followed meticulously and judiciously.
17. The Examiners should acquaint themselves with the guidelines given in the “**Guidelines for Spot Evaluation**” before starting the actual evaluation.
18. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
19. The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners / Additional Head 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.

**MARKING SCHEME**  
**Senior Secondary School Examination, 2024**  
**ENGLISH CORE**      **(Subject Code–301)**  
[ Question Paper Code : 1/1/3 ]

**Maximum Marks : 80**

## **IMPORTANT INSTRUCTIONS:**

1. The answers given below are suggestive. Credit should be given for any relevant point which is not included in the value points listed below. However, any independent interpretation should be discussed with the HE before awarding marks.
2. No marks shall be deducted for exceeding the word-limit.
3. If a spelling error is recurring, it should be penalized only once.

	<ul style="list-style-type: none"> <li>- AI technologies assist teachers in the classroom</li> <li>- learning at home is based on virtual reality applications</li> <li>- provides personalization at scale.</li> </ul> <p><i>(any two)</i></p>	
(v)	<p><b>The phrase ‘stimulate execution’ in para 3 nearly means :</b></p> <p><b>(A) imitate creations</b></p> <p><b>(B) strategise destructions</b></p> <p><b>(C) shake inventions</b></p> <p><b>(D) motivate implementation</b></p>	
Ans.	(D) motivate implementation	1
(vi)	<p><b>With evidence from the text, explain in about 40 words, two ways in which AI will help in the healthcare sector.</b></p>	
Ans.	<ul style="list-style-type: none"> <li>- improve health outcomes and quality of life</li> <li>- clinical decision support, patient monitoring and coaching</li> <li>- automated devices to assist in surgery or patient care</li> <li>- robotics to support surgery</li> <li>- management of healthcare systems</li> <li>- mining social media to infer possible health risks</li> <li>- machine learning to predict patients at risk</li> </ul> <p><i>(any two)</i></p>	2
(vii)	<p><b>According to the passage, why does the author conclude that people’s relationships with machines will become more personalised ?</b></p>	
Ans.	<ul style="list-style-type: none"> <li>- adapt to individual personalities</li> <li>- adapt to ambitions and goals</li> <li>- help monitor peoples well-being</li> <li>- alert them to the impending risks</li> <li>- deliver services when needed or wanted</li> </ul> <p><i>(any two)</i></p>	2
(viii)	<p><b>Complete the following statement :</b></p> <p><b>AI will make the commercial supply chain smoother by _____</b></p>	
Ans.	facilitating delivery of online purchases through flying drones / self-driving trucks / robots	1
(ix)	<p><b>Read the five headlines given below (I -V) :</b></p> <p><b>I. AI WILL IMPACT EVERY ASPECT OF OUR LIVES</b></p> <p><b>II. AI WILL BE A BOON TO THE MEDICAL PRACTITIONERS</b></p>	

	<p><b>III. SOCIAL RELATIONSHIPS WILL BE CONTROLLED BY AI</b></p> <p><b>IV. AI IS A MAJOR REASON FOR RISING UNEMPLOYMENT TODAY</b></p> <p><b>V. FACTORY OWNERS WILL NOT USE AI FOR FEAR OF ITS UNPREDICTABILITY</b></p> <p>Identify the option that displays the headline/s that does/do not correspond with occurrences in the passage.</p> <p>(A) only V</p> <p>(B) II and III</p> <p>(C) IV and V</p> <p>(D) III, IV and V</p>	
Ans.	Ans. (D) III, IV and V	1
<b>Passage 2</b>		
<b>Q.2.</b>	Answer the following questions, based on the above passage:	10 marks
<b>(i)</b>	<b>What are the two findings that the survey mentioned in paragraph 1 reveals ? Answer in about 40 words.</b>	
Ans.	<ul style="list-style-type: none"> <li>- measure levels of happiness</li> <li>- factors influencing overall well-being</li> <li>- financial security</li> </ul> <p><i>(any two)</i></p>	2
<b>(ii)</b>	<b>Explain in about 40 words the statement “It is also important to provide financial support so as to reduce some of the economic pressures.”</b>	
Ans.	<ul style="list-style-type: none"> <li>- financial security was identified as the primary source of happiness for 66%, followed by family support (89%)</li> <li>- enable them to achieve their full potential</li> <li>- young people need better resources to access counselling services/ mindfulness activities and support groups</li> <li>- any other relevant point</li> </ul> <p><i>(any two)</i></p>	2
<b>(iii)</b>	<b>Elaborate giving data, the statement “Stress has a significant impact on the happiness of today’s youth.”</b>	
Ans.	<ul style="list-style-type: none"> <li>- 65% reported feeling stress related to academic performance or workload</li> <li>- 25% reported feeling lonely</li> </ul> <p><i>(any one)</i></p>	1
<b>(iv)</b>	<b>Which of the following factors, with reference to the given passage, does not play a substantial role in the well-being of Indian youth ?</b>	



	<ul style="list-style-type: none"> <li>• To plan, organize and present ideas coherently.</li> </ul>					
<b>Q.3</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words :</b>	4 marks				
<b>NOTICE WRITING</b>						
	<p>Distribution of marks</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Format -1</b></td> <td style="width: 50%;"><b>Content – 2</b></td> </tr> <tr> <td><b>Expression: Grammar &amp; Spelling – ½</b></td> <td><b>Coherence of Ideas- ½</b></td> </tr> </table> <p>FORMAT - Name of issuing authority- organisation/ agency, NOTICE, heading, date of issue, signature / name, designation (bottom left)</p>	<b>Format -1</b>	<b>Content – 2</b>	<b>Expression: Grammar &amp; Spelling – ½</b>	<b>Coherence of Ideas- ½</b>	
<b>Format -1</b>	<b>Content – 2</b>					
<b>Expression: Grammar &amp; Spelling – ½</b>	<b>Coherence of Ideas- ½</b>					
<b>Q.3 (a)</b>	<b>Write a notice to invite class XI students to a special assembly to facilitate the sports stars of your school with badges of honour. Renowned cricketer Sahil Singla would be the Chief Guest at the occasion. Share necessary details about the event. You are Rohini/Rohan, President of the Student Council of Bal Mahal School, Roshni Nagar.</b>					
Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- special assembly for sports stars</li> <li>- badges of honour</li> <li>- chief guest</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(inputs given in the question to be included)</b></p>	4				
<b>OR</b>						
<b>Q.3 (b)</b>	<b>Write a notice to inform the house owners in your society about re-laying of the main sewage pipe running through the colony. Mention the temporary restrictions and the duration of the maintenance work. You are Saheb/Sahiba, Secretary, Goodwill Society, Sector 8, Tara Bagh.</b>					
Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- inform house owners</li> <li>- topic of discussion</li> <li>- temporary restrictions</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(inputs given in the question to be included)</b></p>	4				
<b>Q. 4</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words.</b>	4 marks				

	<p>Distribution of marks</p> <p><b>Format -1</b> <b>Content – 2</b></p> <p><b>Expression: Grammar &amp; Spelling – ½</b> <b>Coherence of Ideas- ½</b></p>	
	<b>FORMAL INVITATION</b>	
<b>Q.4 (a)</b>	<p><b>Draft an invitation card inviting friends to an exhibition-cum-sale of hand painted wooden trays and bowls. Include necessary details regarding the event. You are Anita/Anil.</b></p>	
<b>Ans.</b>	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- card form</li> <li>- chief guest</li> </ul> <p><b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b></p>	4
	<b>OR</b>	
	<b>FORMAL REPLY</b>	
<b>Q.4 (b)</b>	<p><b>You are Priya/ Pranjali. You have been invited to a cousin's engagement party. Write a response letter accepting the invitation and expressing your happiness for the young couple. Also offer any help that may be needed during the event.</b></p>	
<b>Ans.</b>	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- letter of acceptance</li> <li>- acknowledge the invitation</li> <li>- express thanks</li> <li>- accept invitation</li> </ul> <p><b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b></p>	4
<b>Q. 5</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.</b>	5 marks
	<p>Distribution of marks</p> <p><b>Format -1</b> <b>Content – 3</b></p> <p><b>Expression (Grammar &amp; Spelling) – ½</b> <b>Coherence of ideas - ½</b></p> <p>FORMAT – Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name</p>	

<b>JOB APPLICATION</b>	
<b>Q.5 (a)</b> <p>Recently you have come across an advertisement for the post of a Librarian in Lions Public School, Maya Nagar. Write a letter to the Principal of the school, along with your bio-data, expressing your interest in the advertised post. You are Amasha/Amesh.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>LIONS PUBLIC SCHOOL MAYA NAGAR</b></p> <p><b>invites applications for the post of School Librarian</b></p> <p><b>Last date of application : 31st March, 2024</b></p> <p><b>Qualifications : M.A. Lib.Sc./B.A. Lib.Sc.</b></p> <p><b>Experience : Minimum 5 years in a reputed school</b></p> </div> <p><b>Job Profile :</b></p> <ul style="list-style-type: none"> <li>• Managing digital database for cataloging</li> <li>• Awareness of latest books</li> <li>• Documentation</li> <li>• Research skills</li> <li>• Communication skills</li> <li>• Basic computer and digital skills</li> </ul> <p><b>Skills :</b></p>	
<p><b>Suggested value points:</b></p> <p><b>Covering Letter :</b></p> <ul style="list-style-type: none"> <li>- reference to the advertisement</li> <li>- suitability for the post</li> <li>- offer candidature</li> </ul> <p><b>Bio-Data / Resume / CV:</b></p> <ul style="list-style-type: none"> <li>- personal profile</li> <li>- qualifications</li> <li>- experience</li> <li>- skills</li> <li>- references</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• No marks to be deducted if the Resume/CV/Bio-data is included in the covering letter</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	5

	<b>OR</b>  <b>LETTER TO EDITOR</b>							
<b>Q.5 (b)</b>	<p>Recently you went to your native village to visit your grandparents. You saw that some of the children in the age group 5 - 14 years were working in the fields or simply loitering in the streets instead of going to school. Write a letter to the editor of a national daily expressing your concern over the situation and giving suggestions to improve the plight of these young children. You are Govinda/Gayatri, A-2, Link Road, Anand Bagh. You may use the following cues along with your ideas to write your letter.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Problems</b></p> <ul style="list-style-type: none"> <li>• young children not at school</li> <li>• children working as child labour in shops and streets</li> </ul> <p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>• encourage school education spread awareness</li> <li>• discourage prospective employers from employing children</li> <li>• stringent laws and effective implementation</li> <li>• creating inclusive and learner friendly environment</li> </ul> </div>							
<b>Ans.</b>	<p>Suggested value points</p> <p><b>(inputs given in the question to be included)</b></p> <p><b>(any other relevant point)</b></p> <p><b>(any three)</b></p>	5						
<b>Q. 6</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.</b>	5 marks						
	<b>ARTICLE WRITING</b>							
	<p>Distribution of marks</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%; text-align: center;"><b>Format - 1</b></td> <td style="width: 45%; text-align: center;"><b>Content – 3</b></td> </tr> <tr> <td style="text-align: center;"><b>Expression (Grammar &amp; Spelling) – ½</b></td> <td style="text-align: center;"><b>Coherence of ideas - ½</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">FORMAT – Title and byline</td> </tr> </table>	<b>Format - 1</b>	<b>Content – 3</b>	<b>Expression (Grammar &amp; Spelling) – ½</b>	<b>Coherence of ideas - ½</b>	FORMAT – Title and byline		
<b>Format - 1</b>	<b>Content – 3</b>							
<b>Expression (Grammar &amp; Spelling) – ½</b>	<b>Coherence of ideas - ½</b>							
FORMAT – Title and byline								

Q.6 (a)	<p><b>You are Amrita/Amrit. You took part in a medical camp organized by your club in a remote village in your state. You are surprised to find that most of the people there have no awareness of basic health and hygiene. As a concerned citizen, you decide to take up their cause and write an article for a national daily to encourage youngsters to come forward and participate in such campaigns to create awareness in people. You can use your own ideas along with the cues given below.</b></p> <div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• setting up of Rural Public Health awareness centres by</li> <li>• State Governments</li> <li>• hold regular camps to spread awareness regarding the</li> <li>• issue</li> <li>• educate the youth to volunteer in this effort</li> <li>• focus on healthy habits of families</li> <li>• involve local panchayat</li> </ul> </div>							
Ans.	<p>Suggested value points</p> <p>(inputs given in the question to be included)</p> <p>(any other relevant point)</p> <p>(any three)</p>	5						
	<b>OR</b>							
	<b>REPORT WRITING</b>							
	<p>Distribution of marks</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;"><b>Format -1</b></td> <td style="width: 45%;"><b>Content – 3</b></td> </tr> <tr> <td><b>Expression (Grammar &amp; Spelling) – ½</b></td> <td><b>Coherence of ideas - ½</b></td> </tr> <tr> <td colspan="2">FORMAT – Title and byline</td> </tr> </table>	<b>Format -1</b>	<b>Content – 3</b>	<b>Expression (Grammar &amp; Spelling) – ½</b>	<b>Coherence of ideas - ½</b>	FORMAT – Title and byline		
<b>Format -1</b>	<b>Content – 3</b>							
<b>Expression (Grammar &amp; Spelling) – ½</b>	<b>Coherence of ideas - ½</b>							
FORMAT – Title and byline								
Q.6 (b)	<p>A group of college students put up a week-long street theatre festival highlighting the issue of digital addiction and how it affects human life socially and emotionally. As Rani/Rohit, local correspondent of the neighbourhood newsletter, write a report covering this event. Support your ideas with the following cues.</p> <div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• street theatre entertainment</li> <li>• conveyed relevant message in an engaging manner</li> <li>• interaction between players and the audience sharing</li> <li>• personal stories</li> <li>• local incidents were interwoven into the play</li> <li>• purpose to change attitudes and behaviour</li> <li>• daily reflection</li> </ul> </div>							

Ans.	Suggested value points  <b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b> <b>(any three)</b>	5
	<b>SECTION C</b> <b>Literature</b>	<b>40</b> <b>Marks</b>
	<b>NOTE:</b> The objective of this section is to test a candidate's ability to understand and interpret the prescribed text through short & long answer type questions. Long answer type questions have been set to test the students' understanding of the text and their ability to interpret, evaluate & respond to the issues raised therein. Hence, no particular answer can be accepted as the <b>only</b> correct answer. All presentations may be accepted as correct with consultation of the HE, if they have been duly supported by the facts drawn from the text. The student should be able to justify his / her viewpoint. <b>In the Inter textual questions reference to both the texts must be included.</b>	
Q.7	<b>Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :</b>	
(a)	<b>A thing of beauty is a joy forever</b> <b>Its loveliness increases, it will never</b> <b>Pass into nothingness; but will keep</b> <b>A bower quiet for us, and a sleep</b> <b>Full of sweet dreams, and health, and quiet breathing.</b>  <b>(A Thing of Beauty)</b>	<b>6 x 1</b> <b>= 6</b> <b>marks</b>
(i)	<b>Which of the following themes is best represented in the given extract ?</b> <b>(A) Beauty provides security and peace.</b> <b>(B) Beauty lies in possession of expensive things.</b> <b>(C) Beauty is synonymous with power and riches.</b> <b>(D) Beauty lies in our rich heritage and palaces and temples.</b>	
Ans.	(A) Beauty provides security and peace.	1
(ii)	<b>Complete the following sentence appropriately.</b> <b>A thing of beauty never passes into nothingness because it is _____.</b>	
Ans.	eternal/ joy forever/ everlasting	1
(iii)	<b>'Quiet bower' means a pleasant, shady, quiet place under trees or in the woods. This creates a sense of _____.</b>	
Ans.	peace and harmony / good health / sweet dreams / quiet breathing	1
(iv)	<b>State whether the given statement is True or False with reference to the extract.</b>	

	<b>The quality of a thing ensures that its beauty lasts forever.</b>	
Ans.	True	1
(v)	<b>Based on the rhyme scheme in lines 3 and 4 of the given extract, which word will rhyme with them?</b>  (A) please (B) sweep (C) help (D) self	
Ans.	(B) sweep	1
(vi)	<b>The use of the word 'health' in the extract suggests that beautiful things will give us a happier and more wholesome life. It creates a powerful image of _____.</b>  (A) rejuvenation (B) attachment (C) long life (D) eternity	
Ans.	(A) rejuvenation	1
<b>OR</b>		
Q.7 (b)	<b>Aunt Jennifer's tigers prance across a screen, Bright topaz denizens of a world of green. They do not fear the men beneath the tree; They pace in sleek chivalric certainty.</b>  (Aunt Jennifer's Tigers)	6 x 1 = 6 marks
(i)	<b>Which of the following are symbolized by the 'tigers' in the extract above ?</b>  <b>I. masculine world</b> <b>II. feminine world</b> <b>III. world of bold, fearless creatures</b> <b>IV. world of beautiful handicrafts</b>  (A) I, II and III (B) II, III and IV (C) III and IV (D) I, III and IV	
Ans.	(D) I, III and IV	1
(ii)	<b>State whether the given statement is True or False.</b>  <b>The creator of the tigers was fearless and assertive like the tigers.</b>	
Ans.	False	1

(iii)	<p><b>Complete the following sentence.</b>  <b>The use of the word ‘topaz’ suggest that the image of the tiger on the screen is _____.</b></p>	
Ans.	bright yellow colour / real / perfect creation	1
(iv)	<p><b>‘Tigers do not fear the men beneath the tree’ because they are</b>  <b>(A) tamed</b>  <b>(B) in a cage</b>  <b>(C) fearless</b>  <b>(D) kings of the jungle</b></p>	
Ans.	(C) fearless	1
(v)	<p><b>Based on the poem’s rhyme scheme evident in lines 1 and 2, which of the following will rhyme?</b>  <b>mean, akin, cream</b></p>	
Ans.	mean	1
(vi)	<p><b>Chivalric certainty refers to which poetic device ?</b>  <b>(A) Alliteration</b>  <b>(B) Metaphor</b>  <b>(C) Simile</b>  <b>(D) Repetition</b></p>	
Ans.	(A) Alliteration / (B) Metaphor	1
Q.8	<p><b>Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :</b></p>	
(a)	<p><b>Derry : I ... there .... I thought this was an empty place. I didn’t know there was anybody here....</b>  <b>Mr. Lamb : That’s all right. I’m here. What are you afraid of, boy? That’s all right.</b>  <b>Derry : I thought it was empty .... An empty house</b>  <b>Mr. Lamb : So it is. Since I’m out here in the garden. It is empty. Until I go back inside. In the meantime, I’m out here and likely to stop. Not a day to be indoors.</b>  <b>Derry : [Panic] I’ve got to go.</b></p>	4 x 1 = 4 marks
(i)	<p><b>Derry was stammering because of :</b></p>	
	<p><b>(A) a speech defect.</b>  <b>(B) excitement.</b>  <b>(C) anger.</b></p>	

	<b>(D) fear.</b>	
Ans.	(D) fear.	1
(ii)	<b>Complete the sentence appropriately.</b> <b>Derry insisted on going back because _____.</b>	
Ans.	was taken by surprise when he saw Mr. Lamb / panicked after seeing Mr. Lamb / thought it was an empty house <i>(any other relevant point)</i>	1
(iii)	<b>Mr. Lamb was trying to tell Derry that :</b> <b>(A) it was a matter of perception.</b> <b>(B) Derry could stay with him.</b> <b>(C) he spent all his days in the garden.</b> <b>(D) he was fond of company.</b>	
Ans.	(A) it was a matter of perception. / (B) Derry could stay with him.	1
(iv)	<b>From the extract, one can infer that Mr. Lamb was a/an :</b> <b>(A) compassionate man.</b> <b>(B) mysterious character.</b> <b>(C) new neighbour.</b> <b>(D) unreasonable man.</b>	
Ans.	(A) compassionate man.	1
	<b>OR</b>	
Q.8 (b)	<b>Anyway, here's what happened at Grand Central. One night last summer I worked late at the office. I was in a hurry to get uptown to my apartment so I decided to take the subway from Grand Central because it's faster than the bus.</b>  <b>Now I don't know why this should have happened to me. I'm just an ordinary guy named Charley, thirty-one years old, and I was wearing a tan gabardine suit and a straw hat with a fancy band; I passed a dozen men who looked just like me.</b>	4 x 1 = 4 marks
	<b>(The Third Level)</b>	
(i)	<b>List any two details about how Charley was dressed up.</b>	
Ans.	- tan gabardine suit - a straw hat with a fancy band	1
(ii)	<b>Charley decided to use the subway because it was :</b> <b>(A) quicker.</b> <b>(B) cheaper.</b> <b>(C) more fashionable.</b> <b>(D) safer.</b>	

Ans.	(A) quicker.	1
(iii)	<b>Complete the following sentence appropriately.</b> <b>Landing at the third level was due to Charley's flight of _____.</b>	
Ans.	imagination / fantasy / stairs	1
(iv)	<b>Which time frame is represented through the kind of outfit mentioned in the extract ?</b> <b>(A) pre world war era</b> <b>(B) the present times</b> <b>(C) the eighteenth century</b> <b>(D) in the future</b>	
Ans.	(B) the present times	1
<b>Q.9</b>	<b>Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :</b>	
(a)	<b>They have lived here for more than thirty years without an identity, without permits but with ration cards that get their names on voters' lists and enable them to buy grain. Food is more important for survival than identity. 'If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain', say a group of women in tattered saris when I asked them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents.</b>  <b>(Lost Spring)</b>	6 x 1 = 6 marks
(i)	<b>The ragpickers have been living there for _____ decades.</b> <b>(A) three</b> <b>(B) four</b> <b>(C) two</b> <b>(D) five</b>	
Ans.	(A) three	1
(ii)	<b>Why do these people have ration cards ?</b>	
Ans.	- get their names on voters' lists / enable them to buy grain.	1
(iii)	<b>What do you infer about their lifestyle from the phrase ' pitch their tents'?</b>	
Ans.	wherever they find food / refugees from Dhaka / poverty stricken / nomads <i>(any other relevant point)</i>	1
(iv)	<b>In spite of the hardships, they are not willing to go back to their homeland because _____.</b>	
Ans.	food is more important for survival than identity / no food there	1
(v)	<b>The women had a/an _____ approach towards life.</b>	

	(A) idealistic (B) passive (C) indifferent (D) practical	
Ans.	(D) practical	1
(vi)	<b>What does the term 'go to bed without an aching stomach' indicate?</b>	
Ans.	not to go hungry / have food and go to sleep	1
	<b>OR</b>	
<b>Q.9 (b)</b>	<p>Their spontaneous demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British.</p> <p>The official felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians.</p> <p>The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.</p>	6 x 1 = 6 marks
	(Indigo)	
(i)	<b>The result of the demonstration was that _____.</b>	
Ans.	government was baffled / official felt powerless / concrete proof of Indian might	1
(ii)	<p><b>The participants of the spontaneous demonstration were :</b></p> <p>(A) Gandhi's lawyers. (B) people of Champaran. (C) Indigo landowners. (D) Indian soldiers.</p>	
Ans.	(B) people of Champaran.	1
(iii)	<p><b>Gandhi cooperated with the British by :</b></p> <p>(A) not going to the court. (B) remaining quiet when he was accused. (C) helping to manage the mob of people. (D) leaving Champaran for Delhi.</p>	
Ans.	(C) helping to manage the mob of people.	1
(iv)	<b>The statement 'Apparently, the authorities wished to consult their superiors' was indicative of the Britisher's _____</b>	
Ans.	bafflement / might, hitherto dreaded and unquestioned could be challenged by Indians / official felt powerless without Gandhi's cooperation	1
(v)	<p><b>With reference to the extract, the word 'baffled' most nearly means :</b></p> <p>(A) strengthened. (B) disgusted.</p>	

	(C) frightened. (D) confused.	
Ans.	(D) confused.	1
(vi)	<b>Whose 'might' did this demonstration question?</b>	
Ans.	might of the British / government / officials	1
<b>Q. 10</b>	<b>Answer any <i>five</i> of the following six questions in 40-50 words each :</b>	<b>5 x 2 = 10 marks</b>
	Distribution of marks:-	
	<b>CONTENT – 1</b>	
	<b>SPELLING AND GRAMMAR- ½</b>	<b>COHERENCE OF IDEAS- ½</b>
(i)	<b>What inference can you draw about Sophie's relationship with her father from the story 'Going Places'?</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- Sophie wanted her father's approval / support</li> <li>- father always showed disdain /disapproval of her stories</li> <li>- Sophie did not share friendly or loving relationship with father</li> <li>- father was realistic and practical while Sophie was imaginative and a day dreamer</li> <li>- father was aggressive and Sophie tried to avoid facing him</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2
(ii)	<b>We miss a thing when we are in fear of losing it. Substantiate this statement with two examples from 'The Last Lesson', how the people in the story suddenly realised how precious their language was to them.</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- everyone looked sad and regretful about not learning French</li> <li>- M. Hamel talked of importance of French language / brought new copies which looked like little flags</li> <li>- Franz felt sorry for not learning lessons / realized books as old friends</li> <li>- village people sat quietly in the back benches</li> <li>- old Hauser, former Mayor and Former Postmaster were present</li> <li>- old Hauser had tears in his eyes and his voice trembled with emotions</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2

(iii)	<b>What did the peddler say in his defence when it was clear that he was not the person the ironmaster thought him to be ?</b> <b>(The Rattrap)</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- made no attempt to hide / cheat</li> <li>- never pretended to be anything but a poor trader</li> <li>- had pleaded and obeyed to be allowed to stay in the forge</li> <li>- was ready to put on his rags and go away</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2
(iv)	<b>What does “The God That Failed” refer to?</b> <b>(Poet and Pancakes)</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- low priced paperback student edition to commemorate 50<sup>th</sup> anniversary of the Russian revolution</li> <li>- failure of communism</li> <li>- name of the book written by six eminent writers including Stephen Spender</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2
(v)	<b>What according to Umberto Eco is the belief that most journalists and publishers have ?</b> <b>(The Interview)</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- believe that people like trash / easy reading and don't like difficult reading experiences</li> <li>- puzzled by the success of the serious novel ‘The Name of the Rose’</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2
(vi)	<b>It is said that the ‘Face is a minor of one’s emotions.’ Why did the poet ‘smile and smile’?</b> <b>(My Mother at Sixty-six)</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- wanted to hide her own emotions from her mother</li> <li>- reassured herself and her mother</li> <li>- concealed her fear and anxiety of losing her mother</li> <li>- tried to put up a brave front</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any one)</b></p>	2
Q. 11	<b>Answer any two of the following three questions in 40-50 words each :</b>	2 x 2 = 4

		marks
	Distribution of marks:-  <b>CONTENT – 1</b>  <b>SPELLING AND GRAMMAR- 1/2</b> <b>COHERENCE OF IDEAS- 1/2</b>	
(i)	<b>What confusion does the Dewan have when the Tiger King broaches the topic of his marriage ?</b>  (The Tiger King)	
Ans.	Suggested value points-  - thought the King wanted to marry him - thought the King wanted to marry a tiger / bring a tiger queen  <b>(any other relevant point)</b>  <b>(any one)</b>	2
(ii)	<b>“My Antarctic experience was full of such epiphanies,” says Tishani Doshi.</b> <b>Which experience does she consider the best and why?</b>  <b>(Journey to the End of the Earth)</b>	
Ans.	Suggested value points-  - climbing down the gangplank and walking on the frozen ocean - walking on stark whiteness that spread out forever - 180 meters of living, breathing salt water underneath them - watching Crabeater seals stretching and sunning themselves on ice  <b>(any other relevant point)</b>  <b>(any one)</b>	2
(iii)	<b>Zitkala-Sa says, “Eating by formula wasn’t the hardest trial in that first day.”</b> <b>What does she mean by “Eating by formula” ?</b>  <b>(Memories of Childhood)</b>	
Ans.	Suggested value points-  - pattern of eating - ringing the bells to regulate eating - first bell to move into the dining room, second bell to draw chair and start praying, third bell to sit and use cutlery / fork and knife to eat  <b>(any other relevant point)</b>  <b>(any one)</b>	2
Q. 12	<b>Answer any one of the following two questions in 120-150 words :</b>	5 marks
	Distribution of marks:-  <b>CONTENT – 3</b> <b>FLUENCY – 1</b>  <b>SPELLING – 1/2</b> <b>GRAMMAR- 1/2</b>	

(a)	<p><b>M. Hamel in “The Last Lesson” and Gandhiji in “Indigo” were both concerned about the state of education in the face of oppression. Write a speech to be shared with your peers on the importance of education. You may use cues from the two texts.</b></p>	
Ans.	<p>Suggested value points-</p> <p><b>The Last Lesson</b></p> <ul style="list-style-type: none"> <li>- M. Hamel’s dedication towards education</li> <li>- talked about language as a key to freedom</li> <li>- helps people realize how precious their own language is to them</li> <li>- education instills resilience</li> </ul> <p><b>Indigo</b></p> <ul style="list-style-type: none"> <li>- Gandhi – understood exploitation happened due to illiteracy</li> <li>- opened primary schools in six villages</li> <li>- appealed for teachers</li> <li>- attempted to alleviate the distress of people</li> <li>- provides capability to be free from fear</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any three)</b></p>	5
	<b>OR</b>	
(b)	<p><b>Write a paragraph focusing on how the poems “Keeping Quiet” and “My Mother at Sixty-six” illuminate different facets of human introspection and the significance of quiet reflection in understanding oneself.</b></p>	
Ans.	<p>Suggested value points-</p> <p><b>Keeping Quiet</b></p> <ul style="list-style-type: none"> <li>- rejuvenation of life</li> <li>- mutual understanding and universal brotherhood</li> <li>- no association with death</li> <li>- learning to avoid harmful activities</li> <li>- learning lessons from Earth to preserve and nurture life</li> </ul> <p><b>My Mother at Sixty Six</b></p> <ul style="list-style-type: none"> <li>- helps understand complex subtleties of human relationship</li> <li>- childhood fear of separation</li> <li>- reflection on ageing – contrast to youth and energy</li> <li>- significance of parting words and smile</li> <li>- trying to reassure one self</li> </ul>	5

	(any other relevant point) (any three)	
Q. 13	Answer any <i>one</i> of the following two questions in 120-150 words :	5 marks
	Distribution of marks:- <b>CONTENT – 3</b> <b>SPELLING – 1/2</b> <b>FLUENCY – 1</b> <b>GRAMMAR- 1/2</b>	
(a)	<b>Dr. Sadao is disturbed and in a dilemma since he has decided to help the enemy soldier. Describe his conflict and the challenges faced in the form of a diary entry.</b>	
Ans.	<p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- conflict between duty as a patriot and duty as a doctor</li> <li>- could not ignore the wounded soldier even though he was an enemy / American prisoner of war</li> <li>- all the house helps were scared / refused to help the enemy and left work</li> <li>- wrote a letter to the chief of police but did not send it</li> <li>- informed General Takima in detail about the incident</li> <li>- was assured of assassination of the soldier</li> <li>- waited in vain for three nights</li> <li>- decided to help him escape to a nearby island</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	5
	<b>OR</b>	
(b)	<b>In the story “The Third Level”, reality and fantasy are interwoven. Justify.</b>	
Ans.	<p>Suggested value points-</p> <p><b>Reality</b></p> <ul style="list-style-type: none"> <li>- post world war II scenario of 20<sup>th</sup> century</li> <li>- wants to escape from reality</li> <li>- took subway, reached 3<sup>rd</sup> level</li> <li>- only two levels exist at the Grand Central Station</li> <li>- Sam, his psychiatrist calls it a waking dream wish fulfillment</li> <li>- buys old style currency from all his money</li> <li>- keeps looking for 3<sup>rd</sup> level but never finds it again</li> <li>- Sam goes missing – finds Sam’s letter in grandfather’s collection of first day covers</li> </ul>	5

	<p><b>Fantasy</b></p> <ul style="list-style-type: none"><li>- Charley's imaginative description of the 3<sup>rd</sup> level</li><li>- old locomotive, smaller rooms , fewer ticket windows and train gates, Old looking information booth</li><li>- open gas flame lights, brass spittoons on the floor, pocket gold watch with cover</li><li>- "The World" news paper edition dated 11<sup>th</sup> June 1894</li><li>- use of old style currency notes</li><li>- old dressing style of men and women</li></ul> <p><b>(any other relevant point)</b></p> <p><b>(any three)</b></p>	
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