

**Strictly Confidential: (For Internal and Restricted use only)****Senior Secondary School Examination 2025****Marking Scheme – ENGLISH CORE (301)****(QUESTION PAPER CODE – 1/2/1)****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 with 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.**
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 tick mark ( ✓ ) wherever answer is correct. For wrong answer “X” be marked. Evaluators will not put tick mark ( ✓ ) 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 marks are not 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, 2025**  
**ENGLISH CORE (Subject Code–301)**  
**[ Question Paper Code : 1/2/1 ]**

**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 penalised only once.

	<b>SUGGESTED VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION—A</b> <b>Reading Skills</b>	<b>22 marks</b>
	<b>NOTE:</b> The objective of the reading section is to focus on testing a candidate's ability to comprehend. 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.	
<b>Q1.</b>	<b>Answer the following questions, based on the above passage:</b>	<b>12 marks</b>
<b>(i)</b>	<b>How does the author prove in paragraph 1 that sense of humour is a double edged sword?</b>	
Ans.	Having a sense of humour might mean having the ability to entertain other people by making them laugh, but it can also mean having a quick wit that is frequently employed to criticize other people with snide comments.	1
<b>(ii)</b>	<b>Cite evidences from the passage to prove that sense of humour is a valuable tool to make someone's life better.</b>	
Ans.	Sense of humour: <ul style="list-style-type: none"> <li>- is an outlet for forbidden impulses</li> <li>- is a socially valued trait</li> <li>- is a skill to defuse tense, aggressive situations</li> <li>- helps in managing alliances and friendships</li> <li>- turns stiff and awkward situations into fun</li> <li>- is a device for connecting people who are operating on the same wavelength</li> <li>- is the Swiss Army Knife of social skills</li> </ul> <b>(any two)</b>	2
<b>(iii)</b>	<b>Complete the following sentence suitably with reference to paragraph 3. One significant advantage of humour is that it helps one _____.</b>	
Ans.	to give an outlet/vent to one's forbidden impulses/ to feel superior to other people	1
<b>(iv)</b>	<b>Provide ONE textual evidence with reference to paragraph 5, how a good sense of humour can be a great ice breaker.</b>	

Ans.	If we meet new people, sense of humour gives us an opportunity to engage in light-hearted banter/makes us skilled enough to turn a stiff and awkward situation into fun. (any one)	1
(v)	Select the correct option from those given in brackets to fill in the blank: According to evolutionary psychologists, people with a sense of humour can _____ (trigger/lighten) tense situation.	
Ans.	lighten	1
(vi)	Choose the correct option: “....humour can be a device for connecting people who are operating on the same wavelength.” By the phrase ‘same wavelength’ the author refers to (A) people of age group (B) people who belong to same line of profession. (C) people having similar interests and attitudes. (D) people who are working in the same organisation.	
Ans.	(C) people having similar interests and attitudes	1
(vii)	Complete the analogy with one word from paragraph 6: Advantage: benefit: _____ : anger (A) situation (B) stare (C) indignation (D) arsenal	
Ans.	(C) indignation	1
(viii)	In the line perhaps ‘it is indeed a single instrument, but it contains an arsenal of tools....’ What does the phrase ‘arsenal of tools’ refer to?	
Ans.	- sense of humour is the Swiss Army Knife of social skills. - collection of social skills with each skill designed for a unique social purpose	2
(ix)	Provide ONE textual evidence from the text which states lack of sense of humour may prove to be a handicap in one’s life.	
Ans.	A person with an undeveloped sense of humour lacks a social skill that puts him/her at a severe disadvantage in the hurly-burly of everyday social life.	1
(x)	An undeveloped sense of humour shows lack of a social skill that puts him or her at a disadvantage. Choose the correct option (A) or (B) which reaffirms the idea conveyed in the above extract. (A) Sense of humour elevates the status of a person in the social circle. (B) People with sense of humour are not taken seriously in the society.	
Ans.	(A) Sense of humour elevates the status of a person in the social circle.	1

	Passage 2	
<b>Q2.</b>	<b>Answer the following questions, based on the above passage:</b>	<b>10 marks</b>
(i)	As per the survey, Indian youth is broadly focused on (A) skill development and entrepreneurship. (B) private sector jobs and technology. (C) higher education and career opportunities. (D) vocational diploma and public sector jobs.	
Ans.	(C) higher education and career opportunities.	1
(ii)	With reference to paragraph 3, what is the latest trend among Indian youth in preparing themselves for the job market?	
Ans.	There is an awareness of changing skills requirements and an interest in augmenting their skills/pursuing skill development programme (any one)	1
(iii)	With reference to the table, state one reason for entrepreneurship being the last preference among Indian youth.	
Ans.	- there is a strong desire for job security and opportunities for career advancement.	1
(iv)	Cite two evidences from the text to show that gender bias is still a hindrance in the progress of women in society.	
Ans.	- discriminating biases in hiring - have less paid work experience than their male counterparts - face greater barriers in pursuing skill development opportunities - no paid work experience - personal biases such as marital status, gender, age, or family background (any two)	2
(v)	Complete the following sentence suitably. The driving force for the Indian youth to join a skill development programme is _____.	
Ans.	more employment opportunities	1
(vi)	Paragraph 5 uses words 'competencies' and 'adoption'. Classify the following sentences which talks about 'competency' and which talks about 'adoption'. Sentence-1: Ria embraced new technology to gain global market for her paintings. Sentence-2: Ria displays her artistic skill through her paintings.	
Ans.	<b>Adoption</b> - Sentence-1: Ria embraced new technology to gain global market for her paintings. <b>Competency</b> - Sentence-2: Ria displays her artistic skill through her paintings.	1
(vii)	Cite two evidences from the text to show that Indian youth is adapting itself to the needs of the job market.	
Ans.	- There is an awareness of changing skills requirements - show interest in augmenting their skills - 76 percent of youth express interest in pursuing a skills development programme - Adopting new technology and digitization (any two)	2

(viii)	<p><b>Choose the correct option:</b></p> <p><b>The main roadblocks to employment opportunities for females are:</b></p> <p>i. Lack of interest</p> <p>ii. Marriage</p> <p>iii. Lack of opportunities</p> <p>iv. Over qualification</p> <p>v. Family background</p> <p>(A) i &amp; ii      (B) iii &amp; iv</p> <p>(C) ii, iii &amp; v      (D) iv &amp; v</p>	
Ans.	(C) ii, iii & v	1
	<p style="text-align: center;"><b>SECTION B</b></p> <p style="text-align: center;"><b>Creative Writing Skills</b></p>	<b>18 marks</b>
	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>to test the ability to think logically and express clearly</li> <li>to use a style appropriate to the given situation</li> <li>to plan, organize and present ideas coherently</li> </ul>	
Q3.	<b>Attempt ANY ONE of the two, (A) or (B), in about 50 words :</b>	4 marks
	<p>Distribution of marks</p> <p><b>Format -1      Content – 2      Expression – 1</b></p> <p>FORMAT - Name of issuing authority- organization / agency, NOTICE, heading, date of issue, signature / name, designation (bottom left)</p> <ul style="list-style-type: none"> <li>No mark for format if content is irrelevant or missing.</li> <li>Full credit of 1 mark if all aspects are mentioned.</li> <li>Partial credit of ½ mark if any of the aspects is missing.</li> </ul> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
	<b>NOTICE WRITING</b>	
(A)	<b>Your school is organizing a road safety awareness workshop for students of class IX - XII. As the head boy of your school, draft a notice informing the students about the workshop. Include other necessary details. You are Ashna/Ashish. Put your notice in a box.</b>	
Ans.	<p><b>Suggested value points:</b></p> <ul style="list-style-type: none"> <li>Name of the Event</li> <li>Date, Time, Venue</li> <li>Description of the workshop</li> <li>Participation details: targeted classes</li> <li>Contact information</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	4

	<b>OR</b>	
<b>(B)</b>	<b>Your school is organizing an Inter-House Science Model-Making- Competition. As President of the Science Club, draft a notice to inform all House members from IX - XII about the competition and specify the number of registrations invited per house. Include other necessary details. You are Mitali/Mukesh. Put your notice in a box.</b>	
Ans.	<b>Suggested value points</b> <ul style="list-style-type: none"> <li>- Name of the Event</li> <li>- Date, Time, Venue</li> <li>- Participation details: targeted classes</li> <li>- Registration details</li> <li>- Contact information</li> </ul> <b>(inputs given in the question to be included)</b>	4
<b>Q4.</b>	<b>Attempt ANY ONE of the two, (A) or (B), in about 50 words.</b>	4 marks
	Distribution of marks <b>Format -1      Content – 2      Expression – 1</b> FORMAT: <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul> EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	
	<b>FORMAL INVITATION</b>	
<b>(A)</b>	<b>Draft an invitation card on behalf of the Principal of J.B. Bhatia Public School for the launch of 'Yoga for Life' programme in the school. Mention a compelling highlight of the programme along with other necessary details.</b>	
Ans.	Format: Card, third person, in a box Suggested value points: <ul style="list-style-type: none"> <li>- host, line of invitation, event, day, date, time, venue</li> <li>- name and designation of the chief guest, R.S.V.P</li> <li>- an appropriate compelling highlight of the programme</li> </ul> <b>(inputs given in the question to be included)</b>	4
	<b>OR</b>	
	<b>FORMAL REPLY</b>	

(B)	<b>You are Mrs. Savita Manjrekhar, a professor in English. You are invited to be one of the judges for the inter-school debate competition by the Principal of J.M. Public School, Cochin. Write a formal letter expressing your inability to accept the invitation.</b>	
Ans.	Format: Formal letter Suggested value points - express thanks - acknowledge the invitation (mention event, date, time, venue) - refusal with reason - convey best wishes <b>(inputs given in the question to be included)</b>	4
Q5.	<b>Attempt ANY ONE of the two, (A) or (B), in 120 - 150 words.</b>	5 marks
	Distribution of marks <b>Format -1      Content – 2      Expression - 2</b> FORMAT –Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul> EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	
	<b>JOB APPLICATION</b>	
(A)	<b>You are Ajay of 36, N.J. Colony, Pune. You read the given advertisement and wish to apply for the post advertised. Write this job application along with your bio-data.</b> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>Bloom Public School, Bhopal</b></p> <p style="text-align: center;"><b>Requires</b></p> <p><b>Hockey Coach - Graduates with B.P.Ed degree preferred. Minimum 4 years experience.</b></p> <p><b>Skills - Well versed in defence techniques, knowledge of physical and psychological performance development. Ability to foster team culture and promote sportsmanship. Prepare students for state/national championships.</b></p> <p><b>Write to The Principal, Bloom Public School, Bhopal</b></p> </div>	
Ans.	Suggested value points: <b>Covering Letter :</b>	5



	<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 details</li> <li>- qualifications</li> <li>- experience</li> <li>- skills / hobbies / achievements</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>	
	OR	
	<b>LETTER TO EDITOR</b>	
(B)	<p><b>Social literacy is increasingly recognized as a crucial 21st century skill for young individuals. Write a letter to the editor of a local daily discussing the benefits of providing social literacy education to children. Also, suggest effective ways to raise awareness about the importance of this education among parents. You may use some of the given cues along with your own ideas to draft the letter. You are a counsellor, Reena Sharma of 36, M.V. Apartments, Pune.</b></p> <div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• What is social literacy?</li> <li>• What is the role of school in imparting social literacy to young students?</li> <li>• What are the benefits of social literacy?</li> <li>• How is social literacy connected to career advancement?</li> </ul> </div>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- statement of the issue</li> <li>- social skills-ability to form good relationships</li> <li>- role of schools-promote collaborative learning, team-building skills,etc</li> <li>- benefits-fosters strong relationships, improves academic performance, personality development, etc.</li> <li>- career development-acquire leadership qualities, problem-solving skills, etc</li> </ul> <p><b>(inputs given in the question to be included)</b></p> <p><b>(any other relevant point)</b></p> <p><b>(any four)</b></p>	5

<b>Q6.</b>	<b>Attempt ANY ONE of the two, (A) or (B), in 120 - 150 words.</b>	<b>5</b> marks
	Distribution of marks Format -1      Content – 2      Expression - 2 <b>Format -1 -</b> Title and byline <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul> EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	
	<b>ARTICLE WRITING</b>	
<b>(A)</b>	<b>Write an article on the commercialisation of festivals, analyzing the reasons for commercialisation and its impact on the younger generation. You may use some of the given cues along with your own ideas. You are Vinita Yadav of XII B.</b> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• impact of globalization on celebration of festivals.</li> <li>• sanctity &amp; essence of festivals.</li> <li>• role of Media in commercializing festivals.</li> <li>• suggest ways in which individuals and communities can work together to preserve tradition and culture in the celebration of festivals.</li> </ul> </div>	
<b>Ans.</b>	Suggested value points: <ul style="list-style-type: none"> <li>- impact of globalization/focus on consumerism</li> <li>- sanctity and essence of festivals - destroyed by commercialization, erosion of values, etc.</li> <li>- role of media in commercializing festivals –promoting sales</li> <li>- community celebrations to preserve traditions and culture</li> </ul> <b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b> <b>(any four)</b>	<b>5</b>
	<b>OR</b>	
	<b>REPORT WRITING</b>	
<b>(B)</b>	<b>You are Suraj, reporter of The Times of India. You are sent to cover the Mango Festival organized at the farmer's market.</b> <b>Write a comprehensive report detailing the activities at the festival. Include descriptions of the events, participation details, the overall impact of these activities on the local community.</b> <b>You may organise your report by following-</b> <b>Who – What – When – Where – Why - How</b>	

Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- Name of event</li> <li>- day, date, venue</li> <li>- chief guest, invitees</li> <li>- description of activities/ events such as mango eating competition etc.</li> <li>- participation details and feedback</li> </ul> <p>(inputs given in the question to be included)</p> <p>(any other relevant point)</p>	5
	<b>SECTION C</b> <b>Literature</b>	<b>40 Marks</b>
	<p><b>NOTE:</b> The objective of this section is to test a candidate's ability to understand and interpret the prescribed text through short &amp; 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 &amp; 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.</p> <p><b>In the Inter textual questions reference to both the texts must be included.</b></p>	
<b>Q7.</b>	<b>Read the following extracts and answer the questions for ANY ONE of the given two, (A) or (B) :</b>	
(a)	<p><b>It is in the news that all these pitiful kin Are to be bought out and mercifully gathered in To live in villages, next to the theatre and the store. Where they won't have to think for themselves anymore, While greedy good-doers, beneficent beasts of prey, Swarm over their lives enforcing benefits That are calculated to soothe them out of their wits, And by teaching them how to sleep they sleep all day Destroy their sleeping at night the ancient way.</b></p> <p style="text-align: right;"><i>(A Roadside Stand)</i></p>	1 x 6 = 6 marks
(i)	<p>(i) The expression 'It is in the news' suggests</p> <p>(A) it is good news for the roadside stand owners.</p> <p>(B) an important decision has been taken by the government.</p> <p>(C) the roadside stand owners have protested against the government.</p> <p>(D) that the news was not there in the newspaper.</p>	
Ans.	(B) an important decision has been taken by the government	1

(ii)	<p><b>Read the Assertion and the Reason below, with reference to the given extract.</b>  <b>Assertion :</b> The poet complains that the rural people are exploited by the people in power.  <b>Reason :</b> The rural people reposed blind faith in the false promises of the people in power.</p> <p><b>Choose the correct option regarding their relationship.</b>  <b>(A)</b>Both the Assertion and the Reason are true and the Reason is the correct explanation.  <b>(B)</b>Both the Assertion and the Reason are true, but the Reason is not the correct explanation of the Assertion.  <b>(C)</b>The Assertion is true, but the Reason is false.  <b>(D)</b>The Assertion is false, but the Reason is true.</p>	
Ans.	(A) Both the assertion and reason are true and the reason is the correct explanation	1
(iii)	<p><b>Complete the following suitably :</b>  <b>In the line 'that are calculated to soothe them out of their wits', the phrase 'soothe them out of their wit' refers to_____</b></p>	
Ans.	<p>Cheating/deceiving/manipulating/duping them  <b>(any one)</b></p>	1
(iv)	<b>Bring out the irony in the expression 'they won't have to think for themselves'.</b>	
Ans.	<p>No one thinks about them / they are exploited by everyone/ those who offer to think are thinking about themselves only/ they are forced to think for themselves.</p>	1
(v)	<p><b>Select the correct option from those given in brackets, to fill in the blank.</b>  <b>The poet uses the expression 'greedy good-doers' to_____ (criticize/ appreciate) the intention of the powerful people.</b></p>	
Ans.	Criticize	1
(vi)	<p><b>Complete the following suitably.</b>  <b>The tone of the poet in the above extract is_____.</b></p>	
Ans.	<p>critical/ sarcastic/ disapproving  <b>(any one)</b></p>	1
	<b>OR</b>	
(B)	<p><b>If we were not so single-minded  about keeping our lives moving,  and for once could do nothing,  perhaps a huge silence  might interrupt this sadness  of never understanding ourselves with death.  Perhaps the Earth can teach us  as when everything seems dead  and later proves to be alive.  Now I'll count up to twelve  And you keep quiet and I will go.</b></p> <p style="text-align: right;"><b>(Keeping Quiet)</b></p>	1x6=6 marks

(i)	<b>Complete the following suitably. The poet uses the expression 'single minded' to refer to _____.</b>	
Ans.	man's selfish attitude/his focus on moving ahead	1
(ii)	<b>Why does the poet refer to silence as a welcoming interruption?</b>	
Ans.	- silence helps us find better solution/makes our life better/gives space for introspection/leads to understanding / gives a break in our chaotic life and ends the sadness of not understanding  (any one)	1
(iii)	<b>Read the Assertion and the Reason below, with reference to the given extract.</b> <b>Assertion: The poet personifies Earth as a teacher.</b> <b>Reason : We learn from the Earth that pausing doesn't mean the end.</b> <b>Choose the correct option regarding their relationship.</b> <b>(A)Both the Assertion and the Reason are true, and the Reason is the correct explanation of the Assertion.</b> <b>(B)Both the Assertion and the Reason are true, but the Reason is not the correct explanation of the Assertion.</b> <b>(C)The Assertion is true, but the Reason is false.</b> <b>(D)The Assertion is false, but the Reason is true.</b>	
Ans.	(A) Both the Assertion and the Reason are true, and the Reason is the correct explanation of the Assertion	1
(iv)	<b>Complete the following suitably.</b> <b>By the expression "keeping our lives moving" the poet refers to ____.</b>	
Ans.	moving ahead in life/mindlessly moving ahead/making progress,moving ahead without thinking of the consequences  (any one)	1
(v)	<b>Choose the correct option :</b> <b>The intention of the poet in the above extract is</b> <b>(A) to make us aware of the importance of Earth.</b> <b>(B) to criticize our single mindedness.</b> <b>(C) to highlight the reason for our sadness.</b> <b>(D) to highlight the importance of sustaining peace and silence.</b>	
Ans.	(D) to highlight the importance of sustaining peace and silence	1
(vi)	<b>What is the significance of the last line of the extract 'you keep quiet and I will go'?</b>	

Ans.	The poet wants readers to take responsibility/practice introspection and silence/follow his advice for a better world	1
<b>Q8.</b>	<b>Read the following extracts and answer the questions for ANY ONE of the given two, (A) or (B) :</b>	
<b>(A)</b>	<p><b>When I heard this, I didn't want to laugh any more, and I felt terribly sad. How could they believe that it was disgusting if one of us held that package in his hands, even though the Vadai had been wrapped first in a banana leaf, and then parcelled in paper ? I felt so provoked and angry that I wanted to touch those wretched Vadais myself straight away. Why should we have to fetch and carry for these people. I wondered. Such an important elder of ours goes meekly to the shops to fetch snacks and hands over reverently, bowing and shrinking, to this fellow who just sits there and stuffs them into his mouth. The thought of it infuriated me.</b></p> <p style="text-align: right;"><i>(Memories of Childhood)</i></p>	1x4=4 Marks
<b>(i)</b>	<b>'I felt terribly sad'. The reason for the speaker's sadness is because it was an act of _____</b>	
Ans.	<p>discrimination /humiliation/disrespect</p> <p>( any other relevant word)</p> <p>(any one)</p>	1
<b>(ii)</b>	<p><b>Choose the correct option :</b></p> <p><b>'The thought of it infuriated me' with reference to the above line, what do you think is the impact of the incident on the speaker ?</b></p> <p><b>(A) The speaker was sympathetic and helpless.</b></p> <p><b>(B) The speaker was angry and condemning.</b></p> <p><b>(C) The speaker was excited to see the incident.</b></p> <p><b>(D) The speaker was very impressed and motivated.</b></p>	
Ans.	(B)The speaker was angry and condemning.	1
<b>(iii)</b>	<p><b>Complete the sentence suitably :</b></p> <p><b>'I wanted to touch those wretched Vadais myself'</b></p> <p><b>The above expression indicates the speaker's _____ .</b></p>	
Ans.	<p>anger/outrage/frustration/revolt/disgust</p> <p>( any other relevant word)</p> <p>(any one)</p>	1

(iv)	Select the correct option from those given in brackets, to fill in the blank : The incident made the speaker realize that the discrimination was_____.(dehumanizing/elevating)	
Ans.	dehumanizing	1
	<b>OR</b>	
(B)	<p><b>Mr. Lamb : When I go down the streets, the kids shout ‘Lamey Lamb’. But they will come into the garden, into my house; it's a game. They're not afraid of me. Why should they be? Because I'm not afraid of them, that's why not.</b></p> <p><b>Derry : Did you get your leg blown off in the war ?</b></p> <p><b>Mr. Lamb : Certainly</b></p> <p><b>Derry : How will you climb on a ladder and get the crab apples down, then?</b></p> <p><b>Mr. Lamb : Oh, there's a lot of things I've learned to do and plenty of time for it. Years. I take it steady.</b></p> <p style="text-align: right;"><i>(On the Face of it)</i></p>	1x4=4 marks
(i)	Complete the following suitably : 'Years. I take it steady'. The above line speaks of the speaker's_____.	
Ans.	patience/determination/will-power/courage/self-belief (any one)	1
(ii)	Derry, how will you climb on a ladder ? What does Derry hint at in the above query?	
Ans.	Lamb’s handicap/tin leg/physical disability (any one)	1
(iii)	<p>‘When I go down the streets, the kids shout Lamey Lamb.’ The attitude of the speaker expressed in the above line is _____.</p> <p>(A) his habit of finding fault.</p> <p>(B) he is timid and faint hearted.</p> <p>(C) his acceptance of reality and positive attitude.</p> <p>(D) his indifferent and careless attitude.</p>	
Ans.	(C) his acceptance of reality and positive attitude.	1
(iv)	Fill in the blank suitably : Mr. Lamb's handicap has not _____his attitude towards life.	
Ans.	changed/ dampened/ shadowed	1

	(any one)	
<b>Q9.</b>	<b>Read the following extracts and answer the questions for ANY ONE of the given two, (A) or (B) :</b>	
<b>(A)</b>	<p>Those were the days of mainly indoor shooting, and only five percent of the film was shot outdoors. I suppose the sets and studio lights needed the girls and boys to be made to look ugly in order to look presentable in the movie. A strict hierarchy was maintained in the make-up department. The chief make-up man made the chief actors and actresses ugly, his senior assistant 'second' hero and heroine, the junior assistant the main comedian and so forth. The players who played the crowd were the responsibility of the office boy. (Even the make-up department of the Gemini Studio had an 'office boy')</p> <p>On the days when there was crowd-shooting, you could see him mixing his paint in a giant vessel and slapping it on the crowd players. The idea was to close every pore on the surface of the face in the process of applying make-up.</p>	1x6=6 Marks
<b>(i)</b>	<b>What does the writer mean by the phrase 'indoor shooting' in the first line of the extract ?</b>	
Ans.	Shooting inside the studio	1
<b>(ii)</b>	<b>Pick up one sentence from the extract that reflects the sarcastic tone of the writer.</b>	
Ans.	<ul style="list-style-type: none"> <li>- “studio lights needed the girls and boys to be made to look ugly”</li> <li>- “The chief make-up man made the chief actors and actresses ugly”</li> <li>- “mixing his paint in a giant vessel and slapping it on the crowd”</li> <li>- “The idea was to close every pore on the surface of the face in the process of applying make-up”</li> </ul> <p>(any one)</p>	1
<b>(iii)</b>	<b>The hierarchy in the make-up department puts the 'office boy' in the _____ (lowest/top) rung of the ladder.</b>	
Ans.	lowest	1
<b>(iv)</b>	<b>Complete the following suitably :</b>  <b>On the days when there was a 'crowd-shooting'. By the phrase crowd-shooting, the author refers to _____</b>	
Ans.	participation of many or a large number of people / actors (any one)	1
<b>(v)</b>	<b>Choose the correct option :</b> <b>".....mix his paint in a giant vessel and slapping it on the crowd players."</b>	



	<p>The choice of words like 'paint' and 'slapping' by the author reflects _____.  <b>(A) author's intention to degrade the office boy's role in the make-up department.</b>  <b>(B) the office boy's lack of seriousness.</b>  <b>(C) author's sarcastic and humorous writing style.</b>  <b>(D) author's dislike of the office boy.</b></p>	
Ans.	(C) author's sarcastic and humorous writing style.	1
(vi)	<p><b>Choose the correct option :</b>  <b>What does the following line from the extract showcase ?</b>  <b>"A strict hierarchy was maintained in the make-up department ."</b>  <b>(A)The office boy took all the decisions in the make-up department.</b>  <b>(B)A system of ranks according to importance of work was followed.</b>  <b>(C)Everyone was given an equal share of work in the department.</b>  <b>(D)Nepotism was prevalent in the make-up department.</b></p>	
Ans.	(B) A system of ranks according to importance of work was followed.	1
(B)	<p><b>My Last French Lesson !Why, I hardly knew how to write !I should never learn any more !I must stop there, then !Oh, how sorry I was for not learning my lessons, for seeking birds 'eggs or going sliding on the Saar ! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up and M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.</b>  <b>Poor man ! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.</b>  <b>(The Last Lesson)</b></p>	1x6=6 marks
(i)	<p><b>Choose the correct option :</b>  <b>What is the tone of the speaker in the expression 'I hardly knew how to write .... how sorry I was for not learning my lessons' ?</b>  <b>(A)confused (B)regretful</b>  <b>(C)surprised (D)happy</b></p>	
Ans.	(B)regretful	1
(ii)	<p><b>Choose the correct option :</b>  <b>The speaker refers to 'seeking birds' egg' and 'sliding on the Saar' as</b>  <b>(A) part of his routine</b>  <b>(B) his daily routine</b>  <b>(C) source of distraction from learning</b>  <b>(D) fun time with friends</b></p>	
Ans.	(C) source of distraction from learning	1
(iii)	<p><b>What is reflected through the shift in the speaker's perception of his books through his expression of calling them his 'old friends' rather than considering them as 'nuisance'?</b></p>	

Ans.	shift from regret to realization of the importance of his books	1
(iv)	<b>Select the correct option from those given in brackets to fill in the blank : "It was because they were sorry too...." They were sorry for(not following the government order/ not learning their language)</b>	
Ans.	not learning their language	1
(v)	<b>What is inferred from the expression 'the country that was theirs no more'?</b>	
Ans.	country is enslaved/conquered/Prussians' occupation/loss of freedom (any one)	1
(vi)	<b>What does M. Hamel's ruler reflect about his image ?</b>	
Ans.	strict/strict disciplinarian/hard task master	1
<b>Q 10</b>	<b>Answer ANY FIVE of the following six questions in 40-50 words each :</b>	5 x 2 = 10 marks
	Distribution of marks:- Content – 1      Expression – 1	
(i)	<b>"One of these days you're going to talk yourself into a load of trouble;" her father said aggressively. What do you learn about Sophie's father from these lines? (Going Places)</b>	
Ans.	suggested value points: - his concern for his daughter - strict - practical - aggressive  (any one)	2
(ii)	<b>'A thing of beauty is a joy forever.' Explain with reference to the poem. (A Thing of Beauty)</b>	
Ans.	suggested value points: • is a source of everlasting joy • is something that withstands time • 'never passes into nothingness' • that we cherish forever • 'endless fountain of immortal drink'  (any one)	2

(iii)	<b>How did Franz plan to turn the commotion in the classroom to his favour?</b>	
Ans.	suggested value points: He was late and hence planned to reach his desk without being noticed.	2
(iv)	<b>How do the expressions 'polished traffic' and a stand that 'pathetically pled' depict the contrasting worlds that co-exist in the poem 'A Roadside Stand'?</b>	
Ans.	suggested value points: - 'Polished traffic' - sophisticated people of the city in their cars/rich urban people - 'pathetically pled' refers to the miserable living condition of the rural people/owners of the roadside stand - the rural-urban divide/difference between rich and poor/economic disparity of the society  (any one)	2
(v)	<b>'What I want should not be confused'. What clarification does Pablo Neruda give to his readers? (Keeping Quiet)</b>	
Ans.	Suggested value points: - keeping quiet does not imply death or idleness/ inactivity but means living a meaningful life with introspection - 'life is what it is about'  (any one)	2
(vi)	<b>'But the game he is watching so intently is out of his reach.' What are the factors that have made their game inaccessible to Saheb? (Lost Spring)</b>	
Ans.	suggested value points: Tennis is an expensive game. Saheb's poverty makes it unaffordable/out of reach	2
<b>Q 11</b>	<b>Answer ANY TWO of the following three questions in 40-50 words each :</b>	2 x 2 = 4 marks
	Distribution of marks:- Content – 1      Expression – 1	
(i)	<b>What is so ironical about Sam reaching the third level?</b>	
Ans.	suggested value points: - Sam despite being the psychiatrist reached the third level - Sam dismissed Charley's experience of the third level as 'waking-dream wish fulfilment/ a means of escape from stressful world/modern world full of fear, war, worry, insecurity/ harsh realities of modern life. But, in the end, he claimed to have reached the third level/ asked him to keep searching	2

	(any one)	
(ii)	<b>What image of the Tiger King is revealed in the diamond ring episode?</b>	
Ans.	<b>Suggested Value Points:</b> Corrupt/selfish/irresponsible/foolish King/ruler (any one)	2
(iii)	<b>"In that short time, we've managed to create quite a rukus." What does Tishani Doshi refer to by 'rukus'?</b>	
Ans.	suggested value points: - man's activities leading to commotion/disorder on earth/depletion of resources - man's dominance over nature/exploitation of resources - rapid increase in human population battling with other species for limited resources - unmitigated burning of fossil fuels (any one)	2
<b>Q 12</b>	<b>Answer ANY ONE of the following two questions in 120-150 words :</b>	<b>5 marks</b>
	Distribution of marks:- Content – 3      Expression – 2 EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	
(A)	<b>'Where there is a will, there is a way.' The above saying aptly describes the character of Douglas from 'Deep Water' and Mukesh from 'Lost Spring'. Compare and contrast their characters in terms of their courage, determination, and the pursuit of their goals.</b>	
Ans.	suggested value points: - both Douglas and Mukesh displayed their will and courage to pursue their goals. Douglas - determined to overcome his childhood aversion to water and fear after the California beach incident and misadventure in the Y.M.C.A pool - strategically planned to hire instructor to revive his swimming skills - patient in learning step-by-step - tested himself alone to gain confidence in the pool and other water bodies, etc - displayed perseverance and willpower - Douglas had the resources, was not restricted and was educated - Mukesh	5

	<ul style="list-style-type: none"> <li>- courageous to think differently</li> <li>- dared to change family legacy-become motor mechanic</li> <li>- not discouraged by obstacles</li> <li>- had the willpower to walk long distance to the garage to pursue his goal</li> <li>- realistic in his ambition-did not think of flying a plane</li> <li>- Mukesh belonged to a poor and illiterate community</li> <li>- Mukesh was hampered by lack of resources and the legacy he had to carry</li> <li>- <b>(any three – at least one from each character)</b></li> </ul> <p><b>(any other relevant point)</b></p>	
	<b>OR</b>	
<b>(B)</b>	<b>Kamala Das in 'Keeping Quiet' and Keats in 'A Thing of Beauty' depict nature as a source of inspiration and strength to man. Analyse both the poems in terms of the above perspective.</b>	
Ans.	<p>suggested value points:</p> <p><b>Keeping Quiet</b></p> <ul style="list-style-type: none"> <li>- Earth inspires Man to take a break for rejuvenation/ better life</li> <li>- gather strength from within himself to make a difference</li> <li>- end misunderstandings and start afresh for a better future</li> </ul> <p><b>A Thing of Beauty</b></p> <ul style="list-style-type: none"> <li>- nature is an everlasting source of happiness</li> <li>- gives strength and inspiration to Man to face the struggles of life</li> <li>- nature removes the pall of darkness from our lives</li> <li>- things of beauty give solace to Man</li> <li>- wreathing a flowery band connects us with Earth</li> </ul> <p>Answer with reference to 'My Mother at Sixty-six' by Kamala Das also to be duly considered.</p> <p><b>(any three – at least one from each part)</b></p> <p><b>(any other relevant point)</b></p>	5
<b>13</b>	<b>Answer ANY ONE of the following two questions in 120-150 words:</b>	5 marks
	<p>Distribution of marks:-</p> <p>Content – 3      Expression – 2</p> <p><b>EXPRESSION</b> - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
<b>(A)</b>	<b>The element of dilemma, between humanity and Patriotism elevates the character of Dr. Sadao in 'The Enemy'. Support your answer with evidence from the text.</b>	5

Ans.	<p>suggested value points:</p> <ul style="list-style-type: none"> <li>- was a responsible doctor as well as loyal citizen</li> <li>- displayed his compassion to treat American soldier</li> <li>- rose above prejudices</li> <li>- faced opposition/disobedience of servants</li> <li>- handled Hana's hesitation/fears/anxiety</li> <li>- risked his career and family to save the soldier</li> <li>- helped the American soldier escape on humanitarian grounds</li> <li>- had planned to inform the authorities through a letter</li> <li>- kept the General informed about his presence</li> <li>- agreed to his plan to send private assassins</li> <li>- informed General about the soldier's escape to show his loyalty</li> <li>- his concern, humanity, compassion superseded patriotism.</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	
	<b>OR</b>	
<b>(B)</b>	<p><b>How did Tishani Doshi's visit to Antarctica as part of the 'Students on Ice' Programme make her realise the importance of preserving the Earth?</b> <b>(Journey to the End of the Earth)</b></p>	
Ans.	<p>suggested value points:</p> <p>Visit to Antarctica</p> <ul style="list-style-type: none"> <li>- makes her realise intensity of ecological deterioration/destruction/climate change</li> <li>- helps her understand the past, present and future of the Earth</li> <li>- helps her to understand the reasons for environmental damage</li> <li>- helps her to evaluate the impact of humans on the Earth - population, urbanisation, burning of fossil fuels, etc.</li> <li>- recognises that the threat of global warming is real</li> <li>- understands that 'little changes in environment have big repercussions'</li> <li>- 'take care of the small things and the big things fall into place'</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	5

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