

Series WYXZ1/1



Set No. 3

Q.P. Code 2/1/3

Roll No.

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



## ENGLISH (Language and Literature)

Time allowed : 3 hours

Maximum Marks : 80

- Please check that this question paper contains **15** printed pages.
- Q.P. 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 **11** questions.
- **Please write down the Serial Number of the question in the answer-book before attempting it.**
- 15 minutes 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 candidates will read the question paper only and will not write any answer on the answer-book during this period.



2/1/3

**101 C**

1

P.T.O.\*^

## General Instructions :

Read the instructions very carefully and strictly follow them :

(i) *This question paper comprises 11 questions. All questions are compulsory.*

(ii) *The question paper contains **THREE** sections –*

**Section – A : Reading Skills**

**Section – B : Grammar and Creative Writing Skills**

**Section – C : Literature**

(iii) *Attempt questions based on specific instructions for each **Part**.*

### Section – A

20

#### Reading Skills

1. Read the passage given below :

- (1) If you're like most kids, you may love snow. Not only can it get you out of school, but it's also fun to play with. Who doesn't love to sled and build snowmen ? Snow can also be dangerous, too. You may have heard your parents talk about how difficult it can be to drive in snow. Car accidents aren't the only dangers created by snow. If you're ever skiing in the mountains, you'll want to be aware of avalanches. An avalanche is a sudden flow of snow down a slope, such as a mountain. The amount of snow in an avalanche will vary based on many things, but it can be such a huge pile that it can bury the bottom of a slope in dozens of feet of snow.

- (2) Avalanches can be caused by many things. Some of them are natural. For example, new snow or rain can cause built up snow to loosen and fall down the side of a mountain. Earthquakes and the movement of animals have also been known to cause avalanches. Artificial triggers can also cause avalanches. For example, snowmobiles, skiers, gunshots and explosives have all been known to cause avalanches. Avalanches usually occur during the winter and spring, when snowfall is greatest. As they are dangerous to any living beings in their path, avalanches have destroyed forests, roads, railroads and even entire towns.
- (3) Warning signs exist that allow experts to predict – and often prevent – avalanches from occurring. When over a foot of fresh snow falls, experts know to be on the lookout for avalanches. Explosives can be used in places with massive snow build-ups to trigger smaller avalanches that don't pose a danger to persons or property. When deadly avalanches do occur, the moving snow can quickly reach over 80 miles per hour. Skiers caught in such avalanches can be buried under dozens of feet of snow. While it's possible to dig out of such avalanches, not all are able to escape.
- (4) If you get tossed about by an avalanche and find yourself buried under many feet of snow, you might not have a true sense of which way is up and which way is down. Some avalanche victims have tried to dig their way out, only to find that they were upside down and digging themselves farther under the snow rather than to the top ! Experts suggest that people caught in an avalanche try to “swim” to the top of the moving snow to stay close to the surface. Once the avalanche stops, do your best to dig around you to create a space for air, so you can breathe easier. Then, do your best to figure out which way is up and dig in that direction to reach the surface and signal rescuers.

Based on your understanding of the passage, answer the questions given below :

**10 × 1 = 10**

- (i) Complete the sentence by choosing an appropriate option :

Avalanche can be caused by \_\_\_\_\_.

- |                      |                    |
|----------------------|--------------------|
| (a) new snow or rain | (b) heavy winds    |
| (c) high altitude    | (d) global warming |

- (ii) Comment on warning signs exist which allows experts to predict avalanches in two sentences.

- (iii) Mention two reasons which destroyed the natural scenery.

- (iv) Select the option that conveys opposite of 'trigger' :

- |             |             |
|-------------|-------------|
| (a) provoke | (b) spark   |
| (c) cause   | (d) prevent |

- (v) The writer will agree with the given statement based on last paragraph –

- (a) People caught in the Avalanche can try to swim to the top.  
(b) Put on an oxygen mask.  
(c) Digging is not possible.  
(d) Should not come close to the surface.

- (vi) Select the option that corresponds to the following relation below :

You may not have an idea of which way is up and which way is down.

- (a) The crowd will gather at Gate No. 1 and disperse from Gate No. 2.  
(b) Due to the torrential rain, there was heavy flooding.  
(c) The guest felt uneasy and uncomfortable watching the child's performance.  
(d) The more the effort, the bigger the gain.

- (vii) The major causes which do not trigger avalanche :

- |                 |                   |
|-----------------|-------------------|
| (a) Earthquakes | (b) Snow fall     |
| (c) Heavy Rain  | (d) Plastic waste |

(viii) Explosives can be used in places \_\_\_\_\_. (complete the sentence)

(ix) The word 'deadly' in the (3) paragraph most nearly means :

- |                           |             |
|---------------------------|-------------|
| (a) likely to cause death | (b) harmful |
| (c) very boring           | (d) scary   |

(x) Select the most suitable title for the above passage :

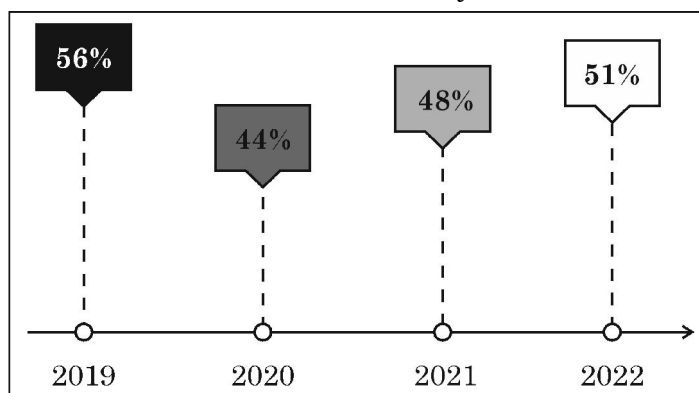
- |                |                         |
|----------------|-------------------------|
| (a) Avalanches | (b) Adventure with Snow |
| (c) Ice Games  | (d) Calamity            |

2. Read the passage given below :

10 × 1 = 10

- (1) Increasing traffic congestion every year is causing increasing air pollution, wasting time and productivity and diverse respiratory diseases. Moreover, the cost of solving or reducing traffic congestion is enormous. However, neglecting the traffic jam problem would increase the social problems among citizens.
- (2) The number of vehicles has increased considerably in the city in the past five years. Due to this increase, the city roads witness frequent traffic congestions, but above all, the vehicles emitting pollutants are affecting the environment adversely.
- (3) The Capital's vehicular population saw an addition of more than five lakh vehicles last year, registering an increase of over 4%, according to the Delhi Economic Survey 2020-21.
- (4) In spite of the largest road network, through metro and bus services in major cities the transport system is not being able to keep pace with the growing demand, consequently, more and more people use their private vehicles, leading to increased congestion on the roads. In spite of these challenges, people in India prefer road travel over air and other means of travel.
- (5) Citizens of Delhi/NCR have, time and again, pondered over the possibilities of how to reduce the traffic congestion in the city, especially during the peak hours. People should use public transport, the government must increase the facilities of public transport, people should avoid the unnecessary collection of vehicles and should use carpool and vehicle sharing.
- (6) What is required is proper implementation of corrective measures by citizens to get an organized traffic management system.

- (i) Infer one reason for the following, based on information in paragraph 1.  
Reducing traffic congestion not easy.
- (ii) Select the appropriate option to complete the following sentence.  
The reasons for increased traffic congestion are \_\_\_\_\_.  
 1. use of private vehicles  
 2. increase in demand for cars  
 3. inability to keep pace with population control  
 4. travelling by public transport  
 5. emission by pollutants  
 (a) 4, 5 (b) 1, 15 (c) 1, 2 (d) 2, 3
- (iii) Complete the following analogy correctly with a word / phrase from the paragraph 5.  
 organized : chaotic :: lowest : \_\_\_\_\_  
 Clue : Just as organized is an antonym of chaotic, lowest is an antonym of \_\_\_\_\_.
- (iv) The vehicles emit pollutants which affect \_\_\_\_\_ badly.
- (v) Complete the following sentence.  
 Use of public transport will reduce \_\_\_\_.
- (vi) Select the correct option which states the methods of reducing traffic congestion.  
 1. start car pooling  
 2. add electric buses  
 3. increase in public modes of transport  
 4. increase car collection points  
 5. Increase taxation  
 (a) 1, 4, 5 (b) 3, 5 (c) 2, 3, 4 (d) 1, 3
- (vii) Analyse the status of traffic between the years 2019-2022.



**For the visually challenged candidates only.**

- (vii) What is required to get an organized traffic management system ?

(viii) Give the reasons for increase in vehicular congestion.

(ix) Fill in the blank by selecting the correct option.

There are \_\_\_\_\_ consequences of increasing vehicular congestion.

- |                |              |
|----------------|--------------|
| (a) beneficial | (b) adverse  |
| (c) implicit   | (d) explicit |

(x) Substitute the underlined word with ONE WORD similar in meaning in the following sentence.

Citizens of Delhi/NCR have time and time again pondered over the possibilities of how to reduce traffic congestion.

### Section – B

20

#### Grammar and Creative Writing Skills

3. Attempt any **Ten** of the following questions : **10 × 1 = 10**

(i) Fill in the blank by choosing the correct option to complete the online update.

The burglar \_\_\_\_\_ the house when the owners were away.

- |                |                |
|----------------|----------------|
| (a) broke up   | (b) broke away |
| (c) broke into | (d) broke down |

(ii) Read the conversation between the shopkeeper and the customer.

Complete the sentence by reporting the reply correctly :

The shopkeeper : Do you want to buy the bead necklace ?

The customer : I am looking for a more colourful one.

The shopkeeper asked the customer whether she would buy the bead necklace to which the customer responded \_\_\_\_\_.

(iii) Select the correct option to fill in the blank for the given line from the weather report.

The report read, “there \_\_\_\_\_ heavy rainfall due to western disturbances over the Arabian Sea”.

- |                 |             |
|-----------------|-------------|
| (a) should be   | (b) must be |
| (c) ought to be | (d) will be |

- The traffic situation in the city calls out immediate intervention by the traffic police.

Option No.	Error	Correction
a	traffic	traffics
b	out	for
c	immediate	later
d	by	with

- The athlete's performance in the international arena \_\_\_\_\_ a change in the Government's attitude towards sports.

- (vi) Fill in the blank by using the correct form of the word in the bracket for the given portion of the letter :

Dear Sir,

I \_\_\_\_\_ (will) like to draw your attention to the poor service provided by your technical team.

- Mother : Why do you want to go on a tour of historical monuments of the city ?

Daughter: I am curious to learn about the past and our rich heritage.

In response to the question about the reason to go on a tour of the historical monuments the daughter says \_\_\_\_\_.



- (viii) Identify the error in the given sentence and supply the correction :

The new machines are used to identify the differences among two types of grains.

Use the given format for your response :

Error	Correction

- (ix) Rakhi shared some information with Ramesh about her school camping trip. Report Ramesh's question.

What challenge did you face on your trek ?

- (x) Fill in the blank by choosing the correct option to complete the slogan by the Ministry of Education.

IS YOUR CHILD SITTING AT HOME

YOU \_\_\_\_\_ SEND YOUR CHILD TO SCHOOL

- (a) WILL (b) MIGHT  
(c) SHOULD (d) MUST

- (xi) Select the correct option to complete the narration of the dialogue between Anil and Sanjeev :

Anil : Where are you going ?

Sanjeev : To the airport.

Anil : May I drop you there as I'm going in that direction ?

Anil asked Sanjeev where he was going and offered to drop him as \_\_\_\_\_.

- (a) he could be going in that direction  
(b) he would be going in the direction  
(c) he is going in the direction  
(d) he was going in that direction

- (xii) Identify the error in the newspaper headline.

Attractive packages for different Tourist destination – Mizoram, Kashmir, Kerala, Goa.

Use the given format for your response :

Error	Correction

4. (a) You want to surprise your family by taking them abroad during the summer vacation.

5

Write a letter to the Manager of “Tour the World” Majestic Complex, Mount Road, Chennai – 600 002 asking details of places to visit, hotels, cost, etc. You are Vivek/Viveka living in Usman Road, T-Nagar. Write the letter in about 100-120 words.

**OR**

4. (b) Auto rickshaws and vans overcrowded with precariously seated children, is not an uncommon sight in cities today. Write a letter to the editor of a newspaper highlighting this dangerous practice and urging authorities to take steps to curb this. Write the letter in 100-120 words as Sushant/Sunanda of Rani Bagh, Delhi.

5

5. (a) With the help of the given table, write an analytical paragraph in about 100 words on ‘Rising Prices’.

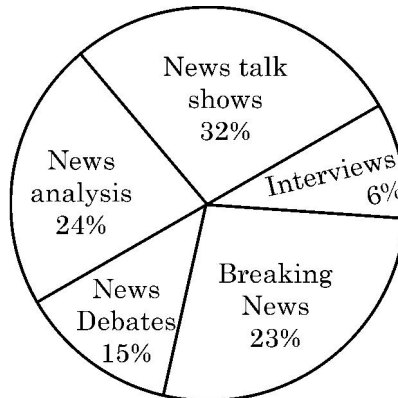
5

Food Items	Feb.'20	Feb.'21	Feb.'22
Groundnut oil (per litre)	90	105	125
Rice (per kg)	30	40	60
Flour (per kg)	28	31	35
Toor Dal (per kg)	54	65	80

**OR**

5. (b) The increase in the number of news channels is indicative of their growing popularity in terms of viewership.

5



Write a paragraph analyzing their above given pie chart on what viewers like watching in news channels. (100 – 120 words)

**For Visually Challenged Candidates Only**

5. (b) Rehanna is to write an analytical paragraph on 'Hazards of Smoking'. Using your own ideas and the information given below, write the paragraph in 100-120 words.

Smoking – drains out income of an average earner – affect health badly – vital organs are affected – harmful for passive smokers – need to educate people – Role of media in creating awareness.

**Section – C**

40

**Literature**

6. Attempt any **one** of the given extracts :

- (a) Let me put this more clearly, since no one will believe that a thirteen-year old girl is completely alone in this world. And I'm not. I have loving parents and a sixteen years old sister, and there are almost thirty people I can call friends. I have a family, loving aunts and a good house. No, on the surface I seem to have everything, except my one true friend. All I think about when I am with friends is having a good time. I can't bring myself to talk about anything, but ordinary everyday things.

5 × 1 = 5

- (i) On the surface, it appears that Anne the thirteen year old girl \_\_\_\_\_.
- (ii) How can we infer that the speaker felt alone in the world ?
  - (a) She had a family of many people.
  - (b) She had loving parents.
  - (c) She had thirty friends.
  - (d) She craves for a true friend.
- (iii) Anne and her friends talked about \_\_\_\_\_.
  - (a) their problematic parents (b) their financial problems
  - (c) common everyday things (d) the commuting problems
- (iv) Complete the analogy by selecting the suitable word from the text :  
alone : friends : : nothing :
- (v) Select the option that correctly captures the usage of the idiom 'bring myself' from the extract :
  - (a) to do something willingly (b) to do something unwillingly
  - (c) a charitable act (d) an involuntary act

**OR**

6. (b) Mrs. Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits and that the stranger had somehow caused these to enter into her furniture. **5 × 1 = 5**
- (i) Mrs. Hall tripped because \_\_\_\_\_.
    - (a) the floor was oily.
    - (b) she was standing on a chair.
    - (c) she was in a state of panic.
    - (d) the door was slammed.
  - (ii) Mrs. Hall suspected everything in the room was put under a spell of witchcraft by \_\_\_\_\_.
  - (iii) Fill in the blank with **one** word only :  
Mrs. Hall was afraid that spirits had entered her \_\_\_\_\_.
  - (iv) According to the extract, the feeling of Mrs. Hall can be best described as
 

(1) stunned	(2) happy
(3) awestruck	(4) nervous
(5) outraged	(6) agitated

 Select the correct option :
    - (a) (2) and (4) (b) (3) and (6)
    - (c) (5) and (6) (d) (1) and (6)

- (v) 'Spirits' in the above lines means the same as
- |            |                |
|------------|----------------|
| (a) ghosts | (b) conscience |
| (c) ego    | (d) attitude   |

7. Attempt any **one** of the given two extracts :

- (a) Though to distinguish beasts of prey

**5 × 1 = 5**

A novice might nonplus,

The crocodiles you always may

Tell from the Hyena thus :

Hyenas come with merry smiles;

But if they weep they're crocodiles.

- (i) Select the appropriate option to complete the sentence, according to the extract :

Crocodiles can be identified by their \_\_\_\_\_.

- |            |              |
|------------|--------------|
| (a) tears  | (b) attitude |
| (c) smiles | (d) attacks  |

- (ii) State whether the following statement is True or False :

Hyenas are famous for weeping.

- (iii) 'Novice' in line 2 means the same as :

- |                 |              |
|-----------------|--------------|
| (a) learner     | (b) beast    |
| (c) tender foot | (d) beginner |

- (iv) In this extract the poet has presented two different behavioural traits of animals. They are \_\_\_\_\_.

- (v) The poet uses 'A novice might nonplus' instead of the novice might get confused. How does this usage impact the poem ?

- |                                   |
|-----------------------------------|
| (a) adds an incorrect option.     |
| (b) it is associated with beasts. |
| (c) it rhymes and adds humour.    |
| (d) it simplifies the meaning.    |

**OR**

7. (b) He stalks in his vivid stripes

5 × 1 = 5

The few steps of his cage,  
On pads of velvet quiet,  
In his quiet rage

He should be lurking in shadow  
Sliding through long grass  
Near the water hole  
Where plump deer pass.

- (i) Complete the sentence appropriately.  
The vivid stripes refer to the \_\_\_\_\_.  
(ii) Which word from the extract is the opposite of 'loud' ?  
(iii) The use of the phrase 'pads of velvet' means  
(a) neck (b) tail  
(c) skin (d) paws  
(iv) State whether the following statement is True or False :  
The confinement of the cramped space of the cage has restricted the tiger's steps.  
(v) The tiger was lurking in shadow \_\_\_\_\_  
(a) to catch its prey (b) as the cage was dark  
(c) as the velvet was quiet (d) as he was in a rage

8. Attempt any **four** out of the **five** questions given below in **40-50** words each.

4 × 3 = 12

- (a) What did Pranjol and Rajvir do during the journey ? Why ?  
(b) Who read the letter sent by Lencho ? What did he do then ?  
(c) Where is Coorg located ? Write any two characteristics of the people of Coorg ?  
(d) How did the other pets celebrate Custard getting rid of the pirate ?  
(e) What does Kisa Gotami ask for when she goes from house to house after she speaks with Buddha ? Does she get it ? Why ? Why not ?

9. Attempt any **two** out of the **three** questions given below in **40-50** words each : **2 × 3 = 6**
- (a) Why does Anil not hand over Hari Singh to the police ?
  - (b) What opinion did Mr. Weiherer, Ebright's Social Science teacher have about him ?
  - (c) What was Mr. Herriot's strict advice ? Did Mrs. Pumphrey agree to his advice ?
10. Answer any **one** of the following questions in **100-120** words : **6**
- (a) Whenever we want to achieve something, difficulties always come in our way. What did Valli have to do to go and ride in a bus ?
  - (b) Through the story of Kisa Gotami, what did the Buddha try to preach to the common man ?
11. Answer any **one** of the following questions in **100-120** words : **6**
- (a) Education is always a great asset in the life of a woman. How did Bholi, an educated girl, face the challenge posed by Bishamber's greed ?
  - (b) Those who are satisfied with what they have are happy in life. Those who aspire more than what they can afford ruin their life. Matilda was one such person. If she were content with her life she would have led a happy life. Elaborate on the basis of the chapter 'The Necklace.'
-





**MARKING SCHEME**  
**ENGLISH (Language and Literature)**

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**SECTION A**

**(Reading)**

**(20 marks)**

**Note:**

- (i) The Reading Section focuses on testing a candidate's ability to comprehend.**
- ii) Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.**

**1. Guidance**

- 1 mark for correct answer
- No partial credit

**1. Value Points:**

- (i) (a) New snow or rain
- (ii) when more than a foot of snow falls avalanches can be predicted. It allows them to be on a lookout and take preventive measures
- (iii) any 2 of the following options:  
Earthquake / avalanche / explosions / snowmobiles/ skiers/ gunshots
- (iv) (d) prevent
- (v) (a) People caught in the avalanche can try to swim to the top.
- (vi) (a) gather/disperse

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- (vii) (d) Plastic waste
- (viii) in places where massive snow builds up (to trigger smaller avalanches that don't pose too much danger).
- (ix) (a) likely to cause death
- (x) Avalanches

## **2. Guidance**

- 1 mark for correct answer
- No partial credit

## **2. Value Points:**

- (i) The cost of solving or reducing traffic congestion is enormous.
- (ii) (c) 1 and 2
- (iii) peak
- (iv) the environment
- (v) traffic congestion
- (vi) (d) 1 and 3
- (vii)
  - Higher in 2019
  - Went down in 2020
  - Slight increase in 2021 and further increase in 2022

### **For visually impaired**

- (vii) Proper implementation of corrective measures by citizens
- (viii) Population increase, people find it easier and comfortable to travel by their own vehicles and by road. (award 1 mark for any 1 or a combination of reasons.

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- (ix) (b) adverse.
- (x) thought / wondered (any other synonym may be accepted)

## SECTION B

20 Marks

### (Grammar and Creative Writing Skills)

- Award 1 mark for complete answer
- No partial credit

#### 3. Value Points:

- (i) broke into
- (ii) that she was looking for a more colourful one
- (iii) (d) will be
- (iv) (b)

Error	Correction
out	for

**No mark to be deducted if the format is not given**

- (v) (b) brought about
- (vi) would
- (vii) that she is curious to learn about the past and our rich heritage
- (viii)

Error	Correction
among	between

**No mark to be deducted if the format is not given**

- (ix) Ramesh asked Rakhi what challenge she had faced on her trek.
- (x) should / must
- (xi) (d) he was going in that direction

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(xii) (c)

Error	Correction
Destination	Destinations

**No mark to be deducted if the format is not given**

#### 4. Creative Writing Skill

#### Letter

5

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<b>Format</b> Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted - <i>Yours truly</i> —editor & <i>Yours sincerely</i> - formal /business)			
<b>FORMAT – 1 mark</b> <b>NOTE</b> - full credit if all aspects included. Partial credit (½ mark) if one/two aspects are missing. No credit if more than two aspects are missing. If there is no content in a letter, no marks are to be awarded for format.			
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are to be awarded at a <b>level lower</b> .			
<b>CONTENT – 2 marks</b>			
<b>Value Points</b>  <b>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</b>  <b>2 marks</b> <ul style="list-style-type: none"> <li>✓ All points included</li> <li>✓ Well-developed with sustained clarity</li> </ul> <b>1½ marks</b> <ul style="list-style-type: none"> <li>✓ Almost all points incorporated</li> <li>✓ Reasonably well-developed</li> </ul> <b>1 mark</b> <ul style="list-style-type: none"> <li>✓ Some points incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul> <b>½ mark</b> <ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>			
<b>ORGANISATION OF</b>			

<b>IDEAS -1 mark</b>	
<b>1 mark-- Consistent to frequent display of the listed parameters.</b> <ul style="list-style-type: none"> <li>Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending</li> <li>Carefully structured content with organised paragraphing presented cohesively.</li> <li>Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>	
<b>½ mark – Limited display of listed parameters.</b> <ul style="list-style-type: none"> <li>Inconsistent style, expression sometimes awkward, layout barely accurate.</li> <li>Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.</li> <li>Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.</li> </ul>	
<b>ACCURACY -1 mark</b>	
<b>1 mark</b> <ul style="list-style-type: none"> <li>Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication.</li> </ul>	
<b>½ mark</b> <ul style="list-style-type: none"> <li>Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>	
<b>No credit</b> <ul style="list-style-type: none"> <li>Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>	

5

**ANALYTICAL PARAGRAPH WRITING****5 marks**

<b>ANALYTICAL PARAGRAPH WRITING</b>		
<b>Content -2</b>	<b>Organisation of ideas -2</b>	<b>Accuracy 1</b>
<b>NOTE FOR GIVEN DESCRIPTORS---</b> Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at a <b>level lower</b> .		
<b>CONTENT – 2 marks</b>		
<b>2 marks</b> <ul style="list-style-type: none"> <li>✓ All points included</li> <li>✓ Well-developed with sustained clarity</li> </ul>		
<b>1½ marks</b>		

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<ul style="list-style-type: none"><li>✓ Almost all points incorporated</li><li>✓ Reasonably well-developed</li></ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"><li>✓ Some points incorporated</li><li>✓ Fair attempt at developing ideas with some impact on clarity of response</li></ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"><li>✓ Most of the points of the given task not incorporated</li><li>✓ Limited awareness of task development</li></ul>
<b>ORGANISATION OF IDEAS -2 marks</b>
<p><b>2 marks</b></p> <ul style="list-style-type: none"><li>• Highly effective style capable of conveying the ideas convincingly</li><li>• Carefully structured content with an organised single paragraph, presented cohesively.</li><li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li></ul>
<p><b>1 ½ marks</b></p> <ul style="list-style-type: none"><li>• Frequent clarity of expression most of the times.</li><li>• Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas.</li><li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li></ul>
<p><b>1 mark</b></p> <ul style="list-style-type: none"><li>• Inconsistent style, expression sometimes awkward.</li><li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion.</li><li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li></ul>
<p><b>½ mark</b></p> <ul style="list-style-type: none"><li>• Expression unclear.</li><li>• Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li><li>• Very limited vocabulary or copying from the question.</li></ul>

**1 mark**

- ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.

**Section C**  
**(Literature)**

**(40 Marks)**

**6. Guidance:**

- **One mark for each correct answer**
- **No partial credit**

**Reference to context**

**1×5=5**

**6. (a) Value Points:**

- (i) has everything
- (ii) (d) she craves for a true friend.
- (iii) (c) common everyday things
- (iv) everything
- (v) (b) to do something willingly

**OR**

**(b) Value Points:**

- (i) (c) she was in a state of panic
- (ii) spirits / the scientist (Griffin)
- (iii) furniture (the word 'her' is missing in 2/1/1, no mark to be deducted for lack of a determiner here)
- (iv) (d) 1 and 6

2/1/3

(v) (a) ghosts

**7. Guidance:**

- **One mark for each correct answer**
- **No partial credit**

**7. Reference to context**

**1×5=5**

**(a) Value Points:**

- (i) (a) tears
- (ii) False
- (iii) (d) beginner
- (iv) smiling of the hyena and the crying of the crocodile
- (v) (c) It rhymes and adds humour.

**OR**

**(b) Value Points:**

- (i) stripes of a tiger
- (ii) quiet
- (iii) (d) paws
- (iv) True
- (v) (a) to catch its prey

**8. Answer any *four* of the following.**

**4×3=12**

**Guidance:**

**Content: Award 2 marks for complete answer**

**Award 1 mark for partial answer**



**Expression - 1 mark if answer organised effectively**

**Deduct ½ mark if more than 3 grammatical / spelling**

**Mistakes**

(a) **Value Points:**

- Pranjol – either read detective stories or listened to Rajvir. Rajvir enjoyed greenery outside and shared his knowledge about tea with Pranjol.
- Pranjol had lived in the tea garden since childhood so he was not very interested – Rajvir found the experience unique and exciting.

(b) **Value Points:**

- Postmaster read

i. became serious – impressed with Lencho's faith in God

ii. decided to help him

iii. asked for and collected contribution from post office employees  
– himself – put it in envelope with a letter with God written.

(any two of these three will be accepted)

(c) **Value Points:**

- Located midway between Mysore and coastal town of Mangalore

i. people fiercely independent

ii. brave

iii. martial traditions

iv. very hospitable.

v. people of Greek and Arab descend

(any two of these five will be accepted)

**(d) Value Point:**

**Mustard the dog licked him, Ink the cat, Blink the mouse danced around him in circles**

**(e) Value Point:**

Asks for a handful of mustard seeds from a house where no loved one has ever died.

No – as there was no house in which a loved one had not died.

**9. Answer any two of the following:**

**2 × 3=6**

**Guidance:**

**Content: Award 2 marks for complete answer**

**Award 1 mark for partial answer**

**Expression - 1 mark if answer organised effectively**

**Deduct ½ mark if more than 3 grammatical / spelling**

**Mistakes**

**(a) Value Point:**

Anil was a kind man/ He wanted to give a second chance to Hari/ Anil knew this will fill Hari's heart with faith in goodness otherwise he would have become a hardened criminal.

**(any two will be accepted)**

**(b) Value Point:**

2/1/3

Believed Ebright to be competitive in a good sense / was hard working / put in extra efforts in everything he did / not interested in Prizes/ good at managing time.

**(any two will be accepted)**

(c) **Value Point:**

- Advised Mrs Pumphrey to give dog less to eat / cut down on sweets / give him plenty of exercise. **(any two will be accepted)**
- Mrs Pumphrey agreed but didn't act on it.

10. **Answer any *one* of the following in about 100-120 words.**

**6**

**Content 3**

**Expression 2**

**Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

**Descriptors for Content (with reference to value points) – 3 marks**

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence

2/1/3

- Limited awareness of the task
- Limited justification or relevant arguments/evidence

**Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

**Descriptors for accuracy – 1 mark**

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

(a) **Value Points:**

Valli was discreet, wanted to do the bus ride without her mother's knowledge, planned meticulously – watched the bus, its schedule, listened to people's conversation about their journey – fare – saved – money collected 60 paise. Resisted temptation to spend money (Any other relevant point)

(b) **Value Points:**

Death is common to all – Kisa's only son died – could not accept – asked for help – approached Buddha – asked her to procure handful of mustard seeds – condition – should bring seeds from a house where no one has ever died – could not find any such house – disappointed – watched city lights flickering – realised that death is inevitable. (Any other relevant point)

11. **Answer any *one* of the following in about 100-120 words. 6 marks**

**Content 3**

**Expression 2**

**Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

**Descriptors for Content (with reference to value points) – 3 marks**

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task

2/1/3

- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

**Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
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**Descriptors for accuracy – 1 mark**

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

(a) **Value Points:**

Education gave Bholi the confidence to reject the marriage. Importance of education in one's life – the transformation – change in the quality of life. Bholi received encouragement from a teacher – got good education

Bishambar's greed – Bholi's courage – bold step – confidence. (Any other relevant point)

(b) **Value Points:**

Money is responsible for not only bringing happiness but also misery – greed leads to destruction – essential to be satisfied with what one gets – Mrs. Loisel wanted lavish life – borrowed necklace from friend – lost it – Loiseles spent all their savings and 10 years to repay the loan taken to replace the lost necklace – all this because of overambitious nature. (Any other relevant point)