

**SAMPLE QUESTION PAPER  
CLASS XII  
ENGLISH CORE**

**SET B**

**M.M-100**

**Time- 3 hr.**

**The question paper is divided in to three sections.**

**Section A: Reading 30 Marks**

**Section B: Advanced Writing Skills 30 marks**

**Section C: Literature, Text Books & Long Reading Texts 40 Marks**

**Instructions:-**

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

<b>SECTION A (READING) – 30 marks</b>		
<b>Q1.</b>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <ol style="list-style-type: none"> <li>1. <i>One of the greatest sailing adventures of the past 25 years was the conquest of the Northwest Passage, powered by sail, human muscle, and determination. In 100 days, over three summers (1986-88), Canadians Jeff MacInnis and Mike Beedell accomplished the first wind-powered crossing of the Northwest Passage.</i></li> <li>2. <b>In Jeff MacInnis's words...</b>Our third season. We weave our way through the labyrinth of ice, and in the distance we hear an unmistakable sound. A mighty bowhead whale is nearby, and its rhythmic breaths fill us with awe. Finally we see it relaxed on the surface, its blowhole quivering like a volcanic cone, but it senses our presence and quickly sounds. We are very disappointed. We had only good intentions - to revel in its beautiful immensity and to feel its power. Mike thinks how foolish it would be for this mighty beast to put any faith in us. After all, we are members of the species that had almost sent the bowhead into extinction with our greed for whale oil and bone. It is estimated that as many as 38,000 bowheads were killed off eastern Baffin Island in the 1800s; today there are about 200 left.</li> <li>3. The fascinating and sometimes terrifying wildlife keeps us entertained during our explorations. Bearded harp and ring seals greet us daily. The profusion of bird life is awesome; at times we see and smell hundreds of thousands of thick-billed murrets clinging to their cliffside nests. Our charts show we are on the edge of a huge shoal where the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain. At times these animals scare the living daylights out of us. They have a knack of sneaking up behind us and then shooting out of the water and belly flopping for maximum noise and splash. A horrendous splash coming from behind has a heart-stopping effect in polar bear country.</li> <li>4. We have many encounters with the "Lords of the Arctic," but we are always cautious, observant, and ever so respectful that we are in their domain. In some regions the land is totally devoid of life, while in others the pulse of life takes our breath away. Such is the paradox of the Arctic; It's wastelands flow into oasis' that are found nowhere else on the face of the earth. Many times we find ancient signs of Inuit people who lived here, superbly attuned to the land. We feel great respect for them; this landscape is a challenge at every moment.</li> <li>5. We face a 35 mile open water passage across Prince Regent Inlet on Baffin Island that will take us to our ultimate goal - Pond Inlet on Baffin</li> </ol>	<b>12</b>

Bay. The breakers look huge from the water's edge. Leaning into the hulls, like bobsledders at the starting gate, we push as hard as we can down the gravel beach to the sea. We catch the water and keep pushing until we have plunged waist deep, then drag ourselves aboard. Immediately, we begin paddling with every ounce of effort. Inch by agonizing inch, Perception moves offshore. Sweat pours off our bodies. Ahead of us, looming gray-white through the fog, we see a massive iceberg riding the current like the ghost of a battleship. There is no wind to fill our sails and steady the boat, and the chaotic motion soon brings seasickness. Slowly the wind begins to build. Prince Regent Inlet now looks ominous with wind and waves. The frigid ocean hits us square in the face and chills us to the bone.

6. We were on the fine edge. Everything the Arctic had taught us over the last 90 days was now being tested. We funneled all that knowledge, skill, teamwork, and spirit into this momentous crossing... If we went over in these seas we could not get the boat back up. Suddenly the wind speed plummeted to zero as quickly as it had begun.... Now we were being pushed by the convulsing waves toward sheer 2,000 foot cliffs. Two paddles were our only power. Sailing past glacier capped mountains, we approached the end of our journey. At 05:08 on the morning of our hundredth day, speeding into Baffin Bay, the spray from our twin hulls makes rainbows in the sun as we complete the first sail powered voyage through the Northwest Passage.
7. We have journeyed through these waters on their terms, moved by the wind, waves and current. The environment has always been in control of our destiny; we have only tried to respond in the best possible way. We've been awake for nearly 23 hours, but we cannot sleep. The joy and excitement are too great. Our Hobie Cat rests on the rocky beach, the wind whistling in her rigging, her bright yellow hulls radiant in the morning sunlight. She embodies the watchword for survival in the Arctic - **adaptability**. (aprox.838 words)

**1.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option**

**1x4=4**

1. The passage is about the
  - A. author's sailing adventure through the Northwest Passage
  - B. flora and fauna of the Arctic
  - C. survival skills needed while sailing
  - D. saving of the Arctic
2. "Lords of the Arctic," (Para 4) refers to the
  - A. wind breakers
  - B. icebergs
  - C. polar Bears
  - D. Innuits
3. The author's sailing vessel is named
  - A. Prince Regent
  - B. Hobie Cat
  - C. Perception
  - D. Arctic

	<p>4. 'We were on the fine edge' refers to</p> <p>A. the Prince Regent Inlet  B. the ominous sail  C. the frigid ocean  D. their expedition</p> <p><b>1.2 Answer the following questions briefly:</b></p> <p>1. Why does the author feel disappointed to see the bowhead whale disappear into the ocean?  2. How does his sailing partner rationalize it ?  3. What reason does the author give for a thriving wildlife in the Arctic?  4. What is the paradox of the Arctic?  5. How did certain skills help the author and his partner survive the adventure?  6. What is the author's sailing vessel an embodiment of?</p> <p><b>1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:</b></p> <p>a. abundance (Para 3)  b. threatening (Para 5)</p>	<p>(1x6=6)</p> <p>(1 x2 = 2)</p>
<p><b>Q2.</b></p>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <p>1. By the time a child is six or seven, she has all the essential avoidances well enough by heart to be trusted with the care of a younger child. And she also develops a number of simple techniques. She learns to weave firm square balls from palm leaves, to make pinwheels of palm leaves or frangipani blossoms, to climb a coconut tree by walking up the trunk on flexible little feet, to break open a coconut with one firm well-directed blow of a knife as long as she is tall, to play a number of group games and sing the songs which go with them, to tidy the house by picking up the litter on the stony floor, to bring water from the sea, to spread out the copra to dry and to help gather it in when rain threatens, to go to a neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.</p> <p>2. But in the case of the little girls, all these tasks are merely supplementary to the main business of baby-tending. Very small boys also have some care of the younger children, but at eight or nine years of age they are usually relieved of it. Whatever rough edges have not been smoothed off by this responsibility for younger children are worn off by their contact with older boys. For little boys are admitted to interesting and important activities only so long as their behavior is circumspect and helpful.</p> <p>3. Where small girls are brusquely pushed aside, small boys will be patiently tolerated and they become adept at making themselves useful. The four or five little boys who all wish to assist at the important, business of helping a grown youth lasso reef eels, organize themselves into a highly efficient working team; one boy holds the</p>	<p><b>10</b></p>

bait, another holds an extra lasso, others poke eagerly about in holes in the reef looking for prey, while still another tucks the captured eels into his lavalava. The small girls, burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef, discouraged by the hostility of the small boys and the scorn of the older ones, have little opportunity for learning the more adventurous forms of work and play.

4. So while the little boys first undergo the chastening effects of baby-tending and then have many opportunities to learn effective cooperation under the supervision of older boys, the girls' education is less comprehensive. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another. This is particularly apparent in the activities of young people: the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation. (473 words)

Adapted from: *Coming of Age in Samoa*, Margaret Mead (1928)

**2.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option** (1x2 = 2)

a. The primary purpose of the passage with reference to the society under discussion is to

- i. explain some differences in the upbringing of girls and boys
- ii. criticize the deficiencies in the education of girls
- iii. give a comprehensive account of a day in the life of an average young girl
- iv. delineate the role of young girls

b. The list of techniques in paragraph one could best be described as

- i. household duties
- ii. rudimentary physical skills
- iii. important responsibilities
- iv. useful social skills

**2.2 Answer the following as briefly as possible:** (1x6=6)

a. What is the prime responsibility of a girl child by the time she is six or seven?

b. What simple techniques does she learn at this stage?

c. What household chores is she responsible for?

	<p><b>d.</b> In what way is a boy’s life different?</p> <p><b>e.</b> What qualities ensure that the boys move on to a higher responsibility?</p> <p><b>f.</b> Why do girls have little opportunity for learning the more adventurous forms of work and play?</p> <p><b>g.</b> In what way is the girls’ education less comprehensive?</p> <p><b>h.</b> How is this apparent?</p> <p><b>2.3 Find words from the passage which mean the same as the following:</b></p> <p><b>a.</b> brusquely (para 3)  <b>b.</b> scorn (para 3)</p>	(1x2=2)
Q3.	<p><b>Read the following passage carefully:</b></p> <ol style="list-style-type: none"> <li>1. It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management. “Time management” refers to the way that you organize and plan how long you spend on specific activities. Good time management requires an important shift in focus from activities to results: <b>being busy isn’t the same as being effective.</b> (Ironically, the opposite is often closer to the truth.) Spending your day in a frenzy of activity often achieves less, because you’re dividing your attention between so many different tasks. Good time management lets you work smarter – not harder – so you get more done in less time.</li> <li>2. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. It improves productivity and efficiency. Your reputation as a professional grows. The stress levels dip and the a world of opportunities opens up for you. Your career advances and important goals are reached.</li> <li>3. Failing to manage your time effectively can have some very undesirable consequences. Deadlines are missed and the work flow is not only inefficient but of poor quality. It dents your reputation as a professional and your career is in in danger of being stalled. As a result your stress level shoots up.</li> <li>4. Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, can be a barrier to your success. Think back to your last workday, and consider for a minute the many interruptions that occurred. There may have been phone calls, emails, hall way conversations, colleagues stopping by your office, or anything else that unexpectedly demanded your attention and, in doing so, distracted you from the task at-hand. Because your day only has so many hours in it, a handful of small interruptions can rob you of the time you need to achieve your goals and be successful in your work and life. More than this, they can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work. The key to controlling interruptions is to know what they are and whether they are necessary,</li> </ol>	(8 )

	and to plan for them in your daily schedule. (403 words)	
	a. On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary.	5
	b. Write a summary of the above in 80 words using the notes.	3
	<b>SECTION B (ADVANCED WRITING SKILLS) – 30 marks</b>	
<b>Q4.</b>	In a recent survey it was found that your city has the highest rate of pollution in the country. Innumerable vehicles on the road and lack of green cover have made the air unfit to breathe. Draft a poster in about 50 words, creating awareness about the need to keep your city clean and green.. You are Rakhsita/Rohit of MVN Public School.  OR  Your school is organizing a SPICMACAY programme on the occasion of the World Dance Day wherein the renowned Bharatanatyam dancer, Geeta Chandran would be giving a lecture demonstration. As the President, Cultural Society of your school, draft a notice in about 50 words, informing the students about the same. You are Rakhsita/Rohit of MVN Public School.	4
<b>Q 5.</b>	Your school recently launched a GPRS system in the school buses which will enable the parents to keep track of their children while they are travelling in the bus. The service, however, is not smooth and is facing a lot of problems. As the Transport Incharge of DML Public School, Delhi, write a letter in about 120-150 words to the Manager, Forumloft, 21 Park Street, Delhi, complaining about the same.  OR  Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/Naresh, Manager, DML Public School, Delhi	6
<b>Q 6.</b>	Although students have been using cell phones consistently in their daily lives for almost a decade, schools continue to resist allowing the devices into the classroom. Schools generally grapple with new technologies, but cell phones' reputation as a nuisance and a distraction has been hard to dislodge. Using information given below prepare a speech in about 150-200 words in favour of or against the cell phone being allowed in schools.  <ul style="list-style-type: none"> <li>• encourage the non-educational use of devices in school</li> <li>• they will be a significant distraction for teachers and students</li> <li>• a potential tool for cheating</li> <li>• could encourage cyberbullying</li> <li>• other hand BYOD-Bring Your Own Device is gaining momentum as a learning tool.</li> <li>• can be cost effective.</li> <li>• banning any type of technology may foster inequity</li> <li>• develop rules for how students physically handle the device in the class.</li> </ul>	10



<b>Q 9.</b>	<p>Answer any <b><u>four</u></b> of the following in about 30 -40 words each:</p> <ol style="list-style-type: none"> <li>How was M. Hamel dressed differently that day? Why?</li> <li>Mention any two long term consequences of the drowning incident on Douglas.</li> <li>How does the poem, 'An Elementary School Classroom in a Slum', portray the children?</li> <li>According to Keats, what moves the pain and suffering away from human life?</li> <li>How did the Tiger King's Diwan prove to be resourceful?</li> <li>How does Evans escape from the jail?</li> </ol>	<b>3x4=12</b>
<b>Q 10.</b>	<p>Answer any <b><u>one</u></b> of the following questions in about 120-150 words :</p> <p>Edla is able to bring about a change of heart in the Pedlar. Justify this with reference to the story, 'The Rattrap'. What qualities helped her bring about this transformation?</p> <p style="text-align: center;">OR</p> <p>Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran?</p>	<b>6</b>
<b>Q 11.</b>	<p>Answer any <b><u>one</u></b> of the following questions in about 120-150 words :</p> <p>What efforts were made by Dr . Sadao and Hana to save the life of the injured man?</p> <p style="text-align: center;">OR</p> <p>Do you think Jack shared an affinity with Roger Skunk? Explain.</p>	<b>6</b>
<b>Q 12.</b>	<p>Answer any <b><u>one</u></b> of the following questions in about 120-150 words:</p> <p>How do both the thefts determine Marner's interaction with the people of Raveloe?</p> <p style="text-align: center;">OR</p> <p>What disadvantages does Griffin face because of his invisibility?</p>	<b>6</b>
<b>Q 13.</b>	<p>Answer any <b><u>one</u></b> of the following questions in about 120-150 words</p> <p>Not only does Eppie have golden hair but she also has a heart of gold. Justify by giving instances from the novel.</p> <p style="text-align: center;">OR</p> <p>Griffin is the model of science without humanity. Justify with reference to the Invisible Man.</p>	<b>6</b>

**MARKING SCHEME  
CLASS XII  
ENGLISH CORE  
SET B**

**Time- 3 hr.**

**M.M-100**

<b>SECTION A (READING) – 30 marks</b>		
<b>Q1</b>	1.1 1 D 2 C 3 B 4 B	<b>(1x4 = 4)</b>
	1.2 1. senses their presence and quickly sounds/author disappointed because they only had good intentions/sad to know the whale doesn't trust humans 2. Mike thinks how foolish it would be for this mighty beast to put any faith in them. After all, they are members of the species that had almost sent the bowhead into extinction with the greed for whale oil and bone. 3. on the edge of a huge shoal where the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain 4. In some regions the land is totally devoid of life, while in others the pulse of life takes our breath away/ It's wastelands flow into oasis' that are found nowhere else on the face of the earth 5. knowledge, skill, teamwork, and spirit 6. adaptability	<b>(1x6=6)</b>
	1.3 1. profusion 2. ominous	<b>(1x2= 2)</b>
<b>Q2.</b>	2.1  a) i b) iv	<b>(1x2 = 2)</b>
	2.2 a. baby tending b. walking up the trunk on flexible little feet/to break open a coconut with one firm well-directed blow of a knife as long as she is tall/ to play a number of group games and sing the songs which go with them(any 2) c. to tidy the house by picking up the litter on the stony floor/ to bring water from the sea/ to spread out the copra to dry and to help gather it in when rain threatens/ to go to a neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.(any 2) d. at eight or nine years of age they are usually relieved of baby tending and are given more interesting and important	<b>(1x6=6)</b>

	<p>activities.</p> <p>e. their behavior is circumspect and helpful.</p> <p>f. burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef/ discouraged by the hostility of the small boys and the scorn of the older ones.</p> <p>g. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another.</p> <p>h. the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation.</p> <p><b>2.3</b>  <b>a.</b> abruptly  <b>b.</b> ridicule</p>	(1x2= 2)
Q3.	<p>Note making and summary</p> <p>NOTES</p> <p>Title: Evolution of Bharatnatyam 1 mark</p> <p>Abbreviations</p> <p>Content</p> <p><b>1.What is Time Management</b></p> <p>1.1 Dance an expression of the divine</p> <p>1.2 eternal rhythms of the universe</p> <p>1.3 symbolised in the cosmic dance of Lord Shiva.</p> <p>1.4 Once sustained and nurtured in temples as part of a rich and vibrant temple tradition</p> <p>1.5 classical dance in South India a dynamic, living tradition</p> <p>1.6 continuously renewed over centuries</p> <p><b>2. Benefits</b></p> <p>2.1 Greater productivity and efficiency.</p> <p>2.2 A better professional reputation.</p> <p>2.3 Less stress.</p> <p>2.4 Increased opportunities for advancement.</p> <p>2.5 Greater opportunities to achieve important life and career goals</p> <p><b>3. Consequences of poor time management</b></p> <p>3.1 Missed deadlines.</p> <p>3.2 Inefficient work flow.</p> <p>3.3 Poor work quality.</p> <p>3.4 A poor professional reputation and a stalled career.</p> <p>3.5 Higher stress levels.</p> <p><b>4</b> Interruptions at work</p> <p>4.1 key barrier to time management</p>	<p>8</p> <p>1</p> <p>1</p> <p>3</p>

	<p>4.2 break your focus</p> <p>4.3 have to spend time re-engaging with the thought processes needed to successfully complete complex work.</p> <p>4.4 key to controlling interruptions</p> <p>4.4.1 know what they are</p> <p>4.4.2 whether they are necessary</p> <p>4.4.3 plan for them in your daily schedule.</p> <p>Summary</p>	
<b>Q4.</b>	<p><b>POSTER</b> Marking: 4 marks</p> <p>Title : Pass the Lung Test(or any other appropriate title) 1 mark</p> <p>Content: 2 marks</p> <ul style="list-style-type: none"> <li>• reasons for pollution</li> <li>• remedial measures to be taken</li> <li>• name of issuing authority</li> <li>• Any other relevant information</li> </ul> <p>Expression-grammatical accuracy, spellings 1 mark</p> <p style="text-align: center;"><b>OR</b></p> <p><b>NOTICE</b> Format 1 mark The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box. Content 2 marks Expression 1 marks Suggested value points : – SPICMACAY presentation by Geeta Chandran – eligible for which classes – Time, date, venue</p>	<b>4</b>
<b>Q5.</b>	<p><b>LETTER WRITING</b> [Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable. In the job application the bio-data may be written separately or within the letter. ] Format 2 marks (1. sender's address, 2. date, 3. receiver's address, 4. subject heading,5. salutation, 6. complimentary close.) Content 2 marks Expression 2 marks Grammatical accuracy, appropriate words and spellings [1] Coherence and relevance of ideas and style [1]</p>	<b>6</b>

	<p>Suggested value points: (LETTER OF COMPLAINT)</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- What is the complaint about</li> <li>- List the problems in the GPRS system</li> <li>- Ask for redressal of complaint</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Suggested value points: (LETTER PLACING AN ORDER)</p> <ul style="list-style-type: none"> <li>- reference to advertisement</li> <li>- information to be given: item to be ordered, brand name, model no., quantity</li> <li>- requirements : discount, mode of payment, delivery date <ul style="list-style-type: none"> <li>— Attachments like DD etc.</li> </ul> </li> </ul>	
<b>Q6.</b>	<p><b>SPEECH</b> Format -topic introduction, addressing the audience, thank you 1 mark Content – use hints, addressing the issue, current situation, reasons in favour or against, possible suggestions 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spelling [2½ ] Coherence and relevance of ideas and style [2½]</p>	<b>10</b>
<b>Q7.</b>	<p><b>REPORT WRITING</b> Format 1 mark Title and reporter’s name,(date and place - optional) Content 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] Suggested Value Points – what – when – where – who (which ever applicable) – detailed description of the activities – any other relevant detail</p> <p style="text-align: center;"><b>OR</b></p> <p>Suggested value points: – what – when – where – who (which ever applicable) – detailed description of the activities</p>	<b>10</b>
	<b>SECTION C</b> <b>LITERATURE – 40 marks</b>	
<b>Q8.</b>	[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the	<b>4</b>

	<p>questions based on the given stanza. In other words it attempts to test their reading comprehension ONLY.] Value points: a) The earth teaches us how new life springs from dead remains and how there is life under apparent stillness. <b>1</b> b) The poet wants to achieve peace by counting upto twelve. He wants us to introspect in a moment of silence. <b>1</b> c) Keeping quiet doesn't mean being idle. It means that we should avoid all such activities, which are hurting the nature and, in turn, us. <b>2</b></p> <p style="text-align: center;"><b>OR</b></p> <p>(a) sign of nervousness/disturbed <b>1</b> (b) Find even the ivory needle hard to pull. <b>1</b> (c) It is a symbol of bondage/she feels shackled. <b>1</b> (d) She is in a state of turmoil. <b>1</b></p>	
<b>Q9.</b>	<p>Short answer type questions ( Answer any Four) Questions are to be answered in 30-40 words. Distribution of marks: Content: 2 mark Expression: 1 mark (deduct ½ mark for two or more grammatical/spelling mistakes)</p> <p>a.</p> <ul style="list-style-type: none"> <li>• wearing green coat, frilled shirt, black silk cap</li> <li>• announced last lesson in French, German to be taught</li> <li>• Proud of being French</li> <li>• upset by occupation of Alsace by Germans</li> <li>• attached to town, school, people.</li> </ul> <p>b.</p> <ul style="list-style-type: none"> <li>• felt terrified near water/</li> <li>• feared water,</li> <li>• spoiled holidays,</li> <li>• couldn't go swimming, fishing or canoeing</li> </ul> <p>c.</p> <ul style="list-style-type: none"> <li>• The slum children in an elementary school look pathetic.</li> <li>• They are undernourished and diseased.</li> <li>• They are used to dark, dirty, narrow cramped areas closed in by a grey sky</li> <li>• They are pale and unhealthy.</li> <li>• Their unkempt and dull hair has been compared to rootless weeds.</li> <li>• One of the girls is apparently burdened with the miseries of poverty.</li> <li>• One of the boys has inherited his father's disease and has</li> </ul>	<b>3x4=12</b>

	<p>stunted growth.</p> <ul style="list-style-type: none"> <li>• Another student is sitting unnoticed and he is yearning to play outdoors.</li> </ul> <p>d.</p> <ul style="list-style-type: none"> <li>• In spite of all the sufferings, a beautiful thing helps us to remove the cover of gloom or darkness from our lives.</li> <li>• The things of beauty are the sun, the moon, old and new trees, daffodils, clear rills, musk roses that bloom among the thick forest ferns.</li> </ul> <p>e.</p> <ul style="list-style-type: none"> <li>• After he has killed 99 tigers, no more tigers are left.</li> <li>• After some time there are indications of the presence of a tiger in the forests of a village.</li> <li>• He goes there but does not find the tiger.</li> <li>• Then he asks the Chief Minister to find the tiger or he would remove him from his job.</li> <li>• The Diwan had hidden in his house an old tiger which had been brought from the People’s Park in Madras.</li> <li>• He takes that 100<sup>th</sup> tiger to the forest to be killed by the king.</li> </ul> <p>f.</p> <ul style="list-style-type: none"> <li>• Evans decided to appear for O-level Examination in German/</li> <li>• Governor sought permission from the Board/</li> <li>• Mc Leery the parson from St. Mary Mags came to invigilate. In reality he was an accomplice of Evans and had imprisoned the real parson.</li> <li>• In the cell the two exchange places/ made possible because Evans had covered himself in a blanket.</li> <li>• At the end of the exam Evans walks out a free man disguised as the parson</li> </ul>	
<b>Q10.</b>	<p>[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p> <p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p>	<b>6</b>

	<ul style="list-style-type: none"> <li>• Edla’s kindness and hospitality awakens his conscience</li> <li>• The ironmaster’s daughter treats him with respect and shows compassion and understanding towards his condition.</li> <li>• She does not force herself upon him but tries to persuade him to spend Christmas eve with them.</li> <li>• He reposes trust in her due to her friendliness.</li> <li>• Later she persuades her father not to send the man away when his identity is revealed as they had invited him and promised him Christmas cheer.</li> <li>• She also tells him that he is welcome again next year if he wishes so.</li> <li>• This brings about a change in the man and he is reformed.</li> <li>• Realizes that there is a way out of the trap</li> <li>• Returns the money through Edla</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Exploitation of indigo farmers by British Landlords.</li> <li>• Farmers resorted to legal help to fight cases against the landlords</li> <li>• Not too many got encouraging results and also, this could only get them short term benefits</li> <li>• Farmers terrorized and crushed under the exploitation by landlords.</li> <li>• Gandhiji-practical and farsighted approach-felt that if the downtrodden farmers could be released from fear, rest everything would fall into place.</li> <li>• Started an exercise in empowering the farmers and giving them lessons in courage through his own example.</li> <li>• Dealt with all the clever moves of the Britishers fearlessly and boldly without getting intimidated by their orders.</li> <li>• Felt that lessons in courage would remain with the farmers all their lives and would never be taken advantage of/ exploited.</li> </ul>	
<b>Q11.</b>	[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues	<b>6</b>

raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

Distribution of marks:

Content 3 marks

Expression 3 marks

Grammatical accuracy, appropriate words and spellings [1½]

Coherence and relevance of ideas and style [1½]

- Being a doctor, Sadao realized that the American was in need of urgent medical attention and thus prevailed upon Hana not only to allow him to bring the man into the house but also to disclose the fact to the servants.
- The baby's maid, Yumi, refused to clean up a white man and Hana had no choice but to do so herself.
- Though Hana had never seen an operation and had never before administered anesthesia, she was able to assist her husband in the operation.
- Sadao successfully managed to remove the bullet that had lodged itself close to the kidney.
- He made all efforts to keep the American alive.
- made arrangements for the American to escape.
- He assisted him in all the ways that he could, giving him boat, rations, Japanese clothes and even a torchlight with which he could indicate in case his supplies ran out or if he did not find a Korean fishing boat to rescue him from the island where he was to seek refuge.
- In the meantime, Sadao had carefully monitored the enemy's progress and was convinced that he was strong enough to take this chance and save his life.
- They parted as friends and the American remarked that it was a second time that Sadao had saved his life.

**OR**

- Jo's constant question and her non acceptance of Jacks' ending of the story appears to be a threat to his authority
- He believes that adults know best!
- Jack feels threatened by Jo's attitude and when he finds that she is restless after he has come downstairs, he uses the ultimate weapon of adult authority-does she want him to spank her, he asks.
- Reminded of his own upbringing-Mother is always right

	<ul style="list-style-type: none"> <li>the message is clear- adults know best</li> </ul>	
<b>Q12.</b>	<ul style="list-style-type: none"> <li>Theft in lantern yard destroys Marner's faith in humanity</li> <li>moves to Raveloe</li> <li>leads a lonely frugal existence</li> <li>does not interact with the people of Raveloe</li> <li>spends all his time weaving and making gold</li> <li>Theft at Raveloe makes him seek out the people of the village</li> <li>once again seeks solace in company</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>He soon discovered that being invisible had as many drawbacks as advantages.</li> <li>People ran into him and stepped on him.</li> <li>He had to be continually on guard as to the movements and positions of others in order to avoid accidental contact.</li> <li>although people could not see him, dogs could detect him with their keen sense of smell.</li> <li>As he had to remain naked, he was soon uncomfortable.</li> <li>Also, he could not eat, as food was visible until it was fully assimilated into his system.</li> <li>At one point, he had run up the steps of a house in order to avoid a unit of a marching Salvation Army band. While he waited, two youngsters spotted the prints of his bare feet in the mud. Soon a crowd of people had gathered to look at the "ghost prints." He leapt over the railing and ran through a bunch of back roads to avoid the press.</li> </ul>	<b>6</b>
<b>Q13.</b>	<ul style="list-style-type: none"> <li>A child with golden-curl hair and the biological daughter of Godfrey Cass and Molly Farren, she toddles into Silas Marner's cottage when her mother is dying.</li> <li>She grows up to be a good natured child caring for Marner, in fact changing his heart and turning him into a good man.</li> <li>She finally refuse to let Godfrey and Nancy adopt her, claiming that she knew no other father than Marner and that she was going to marry a working class man.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Griffin begins his road to decline in college when he becomes so obsessed with his experiments that he hides his work lest anyone else should receive credit.</li> <li>When he runs out of money, he kills his own father-</li> <li>He goes from scientist to fanatic when he begins to focus all</li> </ul>	<b>6</b>

	<p>of his attention merely on the concept of invisibility and neglects to think about the consequences of such a condition.</p> <ul style="list-style-type: none"><li>• The evil that he could commit does not occur to him until after he has swallowed the potion and seen the reaction of the landlord and others.</li><li>• Griffin at no time expresses any remorse for his behavior or for the crimes, which he merely describes as “necessary.”</li><li>• His only regret is frustration over not having thought about the drawbacks of invisibility.</li><li>• For nearly a year, he works on trying to perfect an antidote;</li><li>• when time runs out for that activity, he first tries to leave the country, and then, that plan failing, tries to find an accomplice for himself so he can enjoy his invisibility and have all the comforts of life as well.</li><li>• He goes from obsession to fanaticism to insanity.</li></ul>	
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