

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

**General Instructions: -**

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

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

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

**Maximum Marks : 80**

**IMPORTANT INSTRUCTIONS:**

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

	<b>SUGGESTED VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION—A</b> <b>Reading Skills</b>	<b>22</b> <b>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.	
Q.1.	Answer the following questions, based on the above passage.	<b>12</b> <b>marks</b>
(i)	<b>What is the significance of owning a dog for a young adult who is striving for acceptance in society?</b>  (A) It means increased physical activity. (B) It builds a sense of responsibility. (C) It helps young adults get more sleep. (D) It is a source of unconditional love.	
Ans.	(D) It is a source of unconditional love.	1
(ii)	<b>A dog can encourage its owner to lead a healthier life by _____. Complete the above sentence appropriately, in about 40 words, with a characteristic or description.</b>	
Ans.	<ul style="list-style-type: none"> <li>- giving emotional support</li> <li>- keeping him happy</li> <li>- reducing anxiety and depression</li> <li>- helping in mental health issues</li> <li>- giving a sense of calm and comfort</li> </ul>	2

	- engaging him in physical activities (any two)	
(iii)	<b>Share evidence from the text, in approximately 40 words, to support the view that dogs provide a sense of calm and comfort to those struggling with mental health issues.</b>	
Ans.	- ability to sense their owner's emotions can be incredibly calming - having a dog as a companion can be a life changing experience - their presence is calming for the owner - support them to deal with anxiety and depression (any two)	2
(iv)	<b>Explain in about 40 words the statement that dogs are great ice-breakers .</b>	
Ans.	- dogs have a way of bringing people together - a great way to connect with others and form new friendships	2
(v)	<b>Which of the following activities help(s) young adults, owning a dog, build their sense of responsibility and self-discipline ?</b> (A) walking the dog daily (B) feeding it regularly (C) engaging the services of a dog trainer (D) Both (A) and (B)	
Ans.	(D) Both (A) and (B)	1
(vi)	<b>What does this article aim to do ?</b> (A) Explain the benefits of owning a dog. (B) Provide advice on how to get a dog. (C) Discuss how to take proper care of a dog. (D) Describe the experiences of dog owners.	
Ans.	(A) Explain the benefits of owning a dog.	1
(vii)	<b>Select the option that is similar in meaning to the phrase 'take on the world'.</b> (A) travel the world (B) accept a responsibility (C) to be pessimistic (D) have a global outlook	
Ans.	(B) accept a responsibility	1
(viii)	<b>What does the underlined part in the sentence "consider finding a <u>furry friend</u> to take on the world with you" refer to?</b>	

Ans.	dog as pet / companion / any hairy animal which gives companionship	1
(ix)	<b>What is the tone of the article ?</b> <b>(A) critical but supportive</b> <b>(B) indifferent and bored</b> <b>(C) positive and informative</b> <b>(D) humorous and casual</b>	
Ans.	(C) positive and informative	1
<b>Passage 2</b>		
<b>Q.2.</b>	<b>Answer the following questions, based on the above passage.</b>	<b>10 marks</b>
(i)	<b>Infer the advantage that aquatic or amphibious species have over human beings. Answer in about 40 words.</b>	
Ans.	<ul style="list-style-type: none"> <li>- due to a biological phenomenon- electroreception</li> <li>- ability to perceive and act upon electrical stimuli</li> <li>- shark's extraordinary precision- use electrical signals to identify and strike the prey</li> </ul> <b>(any two)</b>	2
(ii)	<b>A possible use for electroreception that will benefit humans is to :</b> <b>(A) use water as it is an efficient conductor of electricity.</b> <b>(B) act on electrical stimuli.</b> <b>(C) change electrical frequency to prevent it from being jammed.</b> <b>(D) jam electrical frequencies.</b>	
Ans.	(B) act on electrical stimuli. / (C) change electrical frequency to prevent it from being jammed.	1
(iii)	<b>Explain in about 40 words the use of electroreception between the weakly electric fish.</b>	
Ans.	<ul style="list-style-type: none"> <li>- when two electric fish meet in the ocean they use the same frequency.</li> <li>- each fish shifts the frequency of its discharge so that they are transmitting on different frequencies.</li> </ul>	2
(iv)	<b>Identify a young ray embryo from the following :</b> <b>(A) It fears electric signals.</b> <b>(B) It keeps its tail in constant motion.</b> <b>(C) It stations itself on land.</b> <b>(D) It disorients sharks.</b>	
Ans.	(B) It keeps its tail in constant motion.	1

(v)	<b>Complete the sentence appropriately.</b> <b>A shark hunts with accuracy because _____.</b>	
Ans.	- of precision - it initially locks on its prey through a keen sense of smell - it tunes into electrical signals to ensure a precise strike on its target. (any one)	1
(vi)	<b>Why does a shark recede its eyes when it attacks ?</b>	
Ans.	for protection	1
(vii)	<b>In areas where shark attacks on humans are likely to occur, scientists :</b> (A) suggest putting barriers. (B) are exploring ways to create artificial electroreceptors. (C) suggest blinding them. (D) are exploring ways to warn swimmers.	
Ans.	(B) are exploring ways to create artificial electroreceptors.	1
(viii)	<b>State True or False. 1</b> <b>The title Understanding Electoreception and its Uses is Significant for Human Beings is appropriate for this passage.</b>	
Ans.	True	1
	<b>SECTION B</b> <b>Creative Writing Skills</b>	<b>18 Marks</b>
	<b><u>OBJECTIVE:</u></b> <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>	
<b>Q.3</b>	Attempt any <i>one</i> of the two, (a) or (b), in about 50 words.	<b>4 marks</b>
	<b>NOTICE WRITING</b>	
	Distribution of marks <b>Format -1</b> <b>Content – 2</b> <b>Expression: Grammar &amp; Spelling – ½</b> <b>Coherence of Ideas- ½</b> FORMAT - Name of issuing authority- organisation/ agency, NOTICE, heading date of issue, signature / name, designation (bottom left)	
<b>Q.3 (a)</b>	<b>You are Geeta/Gautam, the Head girl/Head boy of Blossom Public School,</b>	







	<p><b>Solace Public School Requires TGT MATH</b></p> <p><b>Qualifications :</b> MA Math, B.Ed. Minimum 2 years experience</p> <p><b>Job Profile :</b> Taking remedial classes Mentoring students for competitive exams Teaching classes 6 - 10 Organizing co-curricular activities</p> <p><b>Salary :</b> As per merit and school policy</p> <p><b>Apply within a week to Principal, Solace Public School, 5 Mayaganj, Panipur.</b></p>	
Ans.	<p><b>Suggested value points:</b></p> <p><b>Covering Letter :</b></p> <ul style="list-style-type: none"> <li>- reference to the advertisement</li> <li>- suitability for the post</li> <li>- offer candidature</li> </ul> <p><b>Bio-Data / Resume / CV:</b></p> <ul style="list-style-type: none"> <li>- personal profile</li> <li>- qualifications</li> <li>- experience</li> <li>- skills</li> <li>- references</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• No marks to be deducted if the Resume/CV/Bio-data is included in the covering letter</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	5
	<b>OR</b>	
	<b>LETTER TO THE EDITOR</b>	
Q.5 (b)	<p>The RWA of your colony organized a garbage disposal scheme at a nominal payment. Residents were requested to separate the garbage before placing it for pickup. However, the residents continue to remain indifferent. As a concerned resident, write a letter to the editor of your neighbourhood newsletter sharing your concern. You may use the given cues along with your ideas to compose the letter. You are Namita/Naman.</p>	



	<b>OR</b>	
	<b>REPORT WRITING</b>	
<b>Q.6 (b)</b>	<p>The mushrooming of fast-food outlets is creating a health hazard for the youth. School-going children are adopting unhealthy eating habits. Your school organized a 'Let's Eat Healthy Week'. As a student editor of the school magazine, write a report on the event. You are Tripti/Tushar. You may use the following cues along with your own ideas to compose the report. Invent necessary details.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>workshop on healthy eating by a renowned nutritionist</li> <li>poster making competition</li> <li>growing microgreens workshop</li> <li>healthy cooking simple recipes</li> <li>curating school canteen menu competition</li> <li>one act plays on effects of fast food</li> </ul> </div>	
<b>Ans.</b>	<p>Suggested value points :</p> <p>(inputs given in the question to be included)</p> <p>(any other relevant point)</p> <p>(any three)</p>	5
	<b>SECTION C</b> <b>Literature</b>	<b>40</b> <b>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 student's 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>Q.7</b>	Read the following extracts and answer the questions for any <b>one</b> of the given two, (a) or (b) :	
<b>Q.7 (a)</b>	<p><b>I saw my mother,</b>  <b>beside me,</b>  <b>doze, open mouthed, her face</b>  <b>ashen like that</b>  <b>of a corpse and realized with</b>  <b>pain</b>  <b>that she was as old as she</b></p>	6 x 1 = 6 marks

	<p>looked but soon put that thought away, and looked out at Young Trees sprinting, the merry children spilling out of their homes.</p> <p style="text-align: right;">(My Mother at Sixty-six)</p>	
(i)	<p>The phrase 'ashen like that of a corpse' gives the impression that the mother is</p> <p>(A) frustrated                      (B) depressed (C) dead                              (D) weak</p>	
Ans.	(D) weak	1
(ii)	<p>State whether the following statement is True or False, with reference to the extract.</p> <p>"The mother was suffering from some fatal disease."</p>	
Ans.	False	1
(iii)	<p>Which of the following themes is best represented in the given extract ?</p> <p>(A) Life is short and one must enjoy it (B) Ageing and Mortality (C) Sleeping and Playing (D) Art of Parenting</p>	
Ans.	(B) Ageing and Mortality	1
(iv)	<p>Pick the option in which the word 'spilling' is used in the same sense as in the extract.</p> <p>(A) Rahul was responsible for spilling the beans by telling everyone the secret. (B) He opened the bag, spilling all its contents on the table. (C) Try to keep that crowd from spilling onto the main street. (D) The cat spilled all the milk.</p>	
Ans.	(C) Try to keep that crowd from spilling onto the main street.	1
(v)	<p>The phrases 'Young Trees sprinting' and 'merry children spilling' represent</p> <p>(A) Youth (B) Old age (C) Disease (D) Travel</p>	
Ans.	(A) Youth	1

(vi)	Complete the sentence appropriately. 'She was as old as she looked.' The repetition of the word 'as' suggests that _____.	
Ans.	it is a simile / the mother was as old/ pale/ weak/ as her age reflected.	1
<b>OR</b>		
Q.7 (b)	<p><b>What I want should not be confused with total inactivity.</b></p> <p><b>Life is what it is about;</b></p> <p><b>I want no truck with death.</b></p> <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 and of threatening ourselves with death.</b></p> <p style="text-align: right;"><b>(Keeping Quiet)</b></p>	6 x 1 = 6 marks
(i)	<p><b>Which of the following themes is best represented in the given extract ?</b></p> <p><b>(A) Silence alleviates sadness of our life.</b></p> <p><b>(B) Life and death are part of our existence.</b></p> <p><b>(C) We must keep our lives moving.</b></p> <p><b>(D) Life is stressful and monotonous.</b></p>	
Ans.	(A) Silence alleviates sadness of our life.	1
(ii)	<p><b>State whether the following statement is True or False, with reference to the extract.</b></p> <p><b>The poet feels that quiet productivity in place of all activities is desirable.</b></p>	
Ans.	True	1
(iii)	<p><b>The sadness being referred to (line 9) is due to :</b></p> <p><b>(A) failure to understand ourselves.</b></p> <p><b>(B) failure to understand others.</b></p> <p><b>(C) loss of peers in life.</b></p> <p><b>(D) inability to achieve what we desire.</b></p>	
Ans.	(A) failure to understand ourselves.	1
(iv)	<p><b>The poem has been written from the point of view of a/an :</b></p> <p><b>(A) environmentalist.</b></p>	

	<b>(B) feminist.</b> <b>(C) social activist.</b> <b>(D) linguist.</b>	
Ans.	(A) environmentalist. / (C) social activist.	1
(v)	<b>Based on the rhyme scheme, which of the following does not rhyme with line 1 ?</b> <b>(A) cruised</b> <b>(B) complaint</b> <b>(C) mused</b> <b>(D) bruised</b>	
Ans.	(B) complaint	1
(vi)	<b>Complete the sentence appropriately.</b> <b>In 'Life is what it is about', the poet is talking about _____ .</b>	
Ans.	life as an ongoing process, cycle of life	1
<b>Q.8</b>	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
<b>Q.8 (a)</b>	<b>Read the following extract and answer the questions that follow :</b> <b>To make sure, I walked over to a newsboy and glanced at the stack of papers at his feet. It was <i>The World</i>; and <i>The World</i> hasn't published for years. The lead story said something about President Cleveland. I found that front page since, in the Public Library files, and it was printed June 11, 1894.</b> <b>I turned toward the ticket window knowing that here- on the third level at Grand Central- I could buy tickets that would take Louisa and me anywhere in the United States we wanted to go.</b> <p style="text-align: right;"><b>(The Third Level)</b></p>	4 x 1 = 4 marks
(i)	<b>Why does the narrator resort to wishful day-dreaming and want to travel back in time ?</b>	
Ans.	this shows the writer's discontent with the present time / his wish to escape monotony / stress and anxiety / his wish to escape insecurity, fear and worry	1
(ii)	<b>The year 1894 holds so much importance because _____.</b>	
Ans.	it was a peaceful world/ pre world war period / there was stability and calm	1
(iii)	<b>The World, the news about President Cleveland what do they hint at ?</b> <b>(A) The narrator used to like reading the newspaper.</b> <b>(B) The narrator fantasises about past events.</b>	

	<p><b>(C) The narrator wants to escape to a world that was unaffected by the two World Wars.</b></p> <p><b>(D) The narrator tends to forget things.</b></p>	
Ans.	(C) The narrator wants to escape to a world that was unaffected by the two World Wars.	1
(iv)	<b>Give one reason why the writing style of the extract can be called autobiographical.</b>	
Ans.	The writer uses personal pronoun i.e. 'I' and connects the narration to his personal life. (his plans with Louisa, his wife)	1
	<b>OR</b>	
Q.8 (b)	<p><b>Read the following extract and answer the questions that follow :</b></p> <p><b>But at this moment the door opened and she looked out, a dark-blue woollen haori over her kimono. ... He had met Hana in America, but he had waited to fall in love with her until he was sure she was Japanese. His father would never have received her unless she had been pure in her race.</b></p> <p style="text-align: right;"><b>(The Enemy)</b></p>	4 x 1 = 4 marks
(i)	<p><b>Complete the sentence appropriately.</b></p> <p><b>Hana was attired in _____.</b></p>	
Ans.	dark-blue woollen haori over her kimono / traditional Japanese dress	1
(ii)	<p><b>With reference to the above, how will you describe Dr. Sadao as a son ?</b></p> <p><b>(A) indifferent</b></p> <p><b>(B) obedient</b></p> <p><b>(C) defiant</b></p> <p><b>(D) practical</b></p>	
Ans.	(B) obedient	1
(iii)	<p><b>What is 'this moment' all about?</b></p> <p><b>It is a moment of :</b></p> <p><b>(A) emotional turmoil.</b></p> <p><b>(B) tranquility.</b></p> <p><b>(C) agitation.</b></p> <p><b>(D) conflict.</b></p>	
Ans.	(B) tranquility.	1
(iv)	<b>From the extract, what can you infer about Dr. Sadao and Hana's relationship ?</b>	
Ans.	They both shared love, care, trust, companionship and loyalty.	1

<b>Q.9</b>	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
<b>Q.9 (a)</b>	<p><b>Read the following extract and answer the questions that follow :</b></p> <p><b>For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.</b></p> <p style="text-align: right;"><b>(The Last Lesson)</b></p>	6 x 1 = 6 marks
<b>(i)</b>	<b>List two sensory details present in the extract.</b>	
Ans.	<ul style="list-style-type: none"> <li>- chirping of birds</li> <li>- drilling sound of Prussian soldiers</li> <li>- warmth and brightness of the day</li> </ul> <p><b>(any two)</b></p>	$\frac{1}{2} + \frac{1}{2}$
<b>(ii)</b>	<b>Why is the narrator tempted to spend the day out of doors ?</b>	
Ans.	<ul style="list-style-type: none"> <li>- as the day was warm and bright</li> <li>- he had not prepared participles</li> </ul> <p><b>(any one)</b></p>	1
<b>(iii)</b>	<b>Complete the sentence appropriately.</b> <b>I hurried off to school resisting _____.</b>	
Ans.	<ul style="list-style-type: none"> <li>- the temptation to spend the day outdoors</li> <li>- the temptation to bunk school</li> </ul> <p><b>(any one)</b></p>	1
<b>(iv)</b>	<p><b>Why does the narrator want to bunk school ?</b></p> <p><b>(A) He doesn't like the teachers.</b></p> <p><b>(B) He doesn't like his classmates.</b></p> <p><b>(C) He wasn't prepared for the test on participles.</b></p> <p><b>(D) He had forgotten to complete his homework.</b></p>	
Ans.	<b>(C) He wasn't prepared for the test on participles.</b>	1
<b>(v)</b>	<p><b>Which trait of the protagonist is revealed in the sentence 'I had the strength to resist' ?</b></p> <p><b>(A) sincerity                      (B) determination</b></p> <p><b>(C) bravery                        (D) kindness</b></p>	
Ans.	<b>(B) determination</b>	1
<b>(vi)</b>	<b>Which of the following headlines best suggests the central idea of the extract ?</b>	



	<b>(A) The Drilling of Prussian Soldiers</b> <b>(B) The Rule of Participles</b> <b>(C) Strength to Resist</b> <b>(D) Out of Doors</b>	
Ans.	(C) Strength to Resist	1
	<b>OR</b>	
<b>Q.9 (b)</b>	<b>Read the following extract and answer the questions that follow :</b> <b>My introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days.</b> <div style="text-align: right;"><b>(Deep Water)</b></div>	6 x 1 = 6 marks
<b>(i)</b>	<b>Identify the phrase from the given extract that bears evidence to the fact that the narrator's association with 'childish fears' was not a recent one.</b>	
Ans.	revived unpleasant memories	1
<b>(ii)</b>	<b>How does the writer try to learn it ? Mention any two ways.</b>	
Ans.	- paddled with his new water wings - watching and aping the other boys	1
<b>(iii)</b>	<b>What did the Y.M.C.A. pool bring back to Douglas ?</b> <b>(A) Unpleasant memories</b> <b>(B) Memory of a boat</b> <b>(C) Meeting a bruiser of a boy</b> <b>(D) Memory of his visit to the Yakima River</b>	
Ans.	(A) Unpleasant memories	1
<b>(iv)</b>	<b>The two emotions of Douglas mentioned in the given extract are _____ and _____.</b>	
Ans.	childish fears and gained confidence	1
<b>(v)</b>	<b>Why did Douglas ape the other boys ?</b>	
Ans.	trying to learn to swim	1
<b>(vi)</b>	<b>The writing style of the extract is autobiographical because _____ .</b>	
Ans.	he shares his own experiences / first person	1
<b>Q. 10</b>	<b>Answer any <i>five</i> of the following six questions in 40 50 words each :</b>	5 x 2 = 10 marks

	Distribution of marks:- <b>CONTENT – 1</b> <b>SPELLING AND GRAMMAR- ½                      COHERENCE OF IDEAS- ½</b>	
(i)	<b>In spite of the conditions prevailing in Seemapuri, children like Saheb and Mukesh are not devoid of hope. How far do you agree ?                      (Lost Spring)</b>	
Ans.	Suggested value points - Saheb and Mukesh dare to dream / aspire - Mukesh wishes to break free / ambition to be a mechanic / willing to walk to the garage - Saheb treats garbage as wonder, excited to explore, willing to go to school  (any one) (any other relevant point)	2
(ii)	<b>Why did Gandhi say : “Freedom from fear is more important than legal justice for the poor” ?                      (Indigo)</b>	
Ans.	Suggested value points - encouraged them to be self reliant to overcome the fear of oppression - empowered the peasants  (any one) (any other relevant point)	2
(iii)	<b>Stephen Spender’s visit to the Gemini Studios was viewed as an unexplained mystery by the Gemini family. How did Asokamitrán solve this mystery years later ?                      (Poets and Pancakes)</b>	
Ans.	Suggested value points - absolutely unfamiliar with Stephen Spender’s name - Asokamitrán realized the scholar was the co-writer of the book ‘The God that failed’ - understood his visit to the Gemini studio, no longer a mystery  (any one) (any other relevant point)	2
(iv)	<b>What do you understand by “interstices”? How does Umberto Eco utilize his interstices ?                      (The Interview)</b>	
Ans.	Suggested value points <b>What do you understand by “interstices”?</b> - interstices means a empty space / crevice / creek / a gap. <b>How does Umberto Eco utilize his interstices ?</b> - Umberto Eco uses the word as a space, interval between two different pieces of work / to write - utilizes interstices to plan and sketch his next project (any one)  (any other relevant point)	½ + ½

(v)	<b>Explain how “The tigers in the panel ..... Will go on prancing, proud and unafraid.” ( Aunt Jennifer’s Tigers)</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- this is a reflection of the male dominated society</li> <li>- Tigers as a symbol of fearlessness</li> <li>- Aunt Jennifer’s will survive after her death through her artwork</li> <li>- social environment will remain unchanged / unaffected / arrogant / ferocious</li> </ul> <p><b>(any one)</b> <b>(any other relevant point)</b></p>	2
(vi)	<b>‘Resignation was no sudden thing’. What is the implication of this remark in the context of Sophie’s character? (Going Places)</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- Sophie lives in a world of fantasy</li> <li>- dreams of meeting Danny Casey</li> <li>- feels disappointed on not meeting him</li> <li>- does not give up and resign to the harsh realities of her life</li> </ul> <p><b>(any one)</b> <b>(any other relevant point)</b></p>	2
<b>Q. 11</b>	Answer any <i>two</i> of the following three questions in 40-50 words each :	2 x 2 = 4 marks
	<p>Distribution of marks:-</p> <p><b>CONTENT – 1</b></p> <p><b>SPELLING AND GRAMMAR- ½                      COHERENCE OF IDEAS- ½</b></p>	
(i)	<b>What were the two amazing things of the royal infant? ( The Tiger King)</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- the ten day infant spoke like an adult in his little squeaky voice</li> <li>- raised intelligent questions</li> </ul> <p><b>(any one)</b> <b>(any other relevant point)</b></p>	2
(ii)	<b>What are Geoff Green’s reasons for including high school students in the ‘Students on Ice’ expedition? (Journey to the End of the Earth)</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- to provide them with inspiring thought process which would help them foster a fresh understanding of the planet</li> <li>- develop a sense of respect towards the immediate environment</li> </ul>	2





Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- the disabled need to be treated with dignity and respect / acceptance in the society</li> <li>- mental discomfort due to people's behavior, disliked and teased, develop a sense of inferiority</li> <li>- the story reveals the bitter truth of the lives of the disabled</li> <li>- Derry's burnt face impacts his life and he begins to reject and hate the outside world.</li> <li>- Mr. Lamb is addressed as 'Lamey Lamb', lives alone in a big house, feels a sense of alienation</li> <li>- the disabled expect empathy not sympathy</li> </ul> <p>(any three) (any other relevant point)</p>	5
	<b>OR</b>	
(b)	<b>In the two stories of Bama and Zitkala-Sa in the lesson of "Memories of Childhood" there are certain similarities of strength in the face of social challenges. Write a diary entry sharing your observations.</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- both Bama and Zitkala-Sa were sensitive and observant</li> <li>- though they belong to different culture, they both suffered from indignities</li> <li>- both used education to better their prospects</li> <li>- were not ready to bow down to atrocities / rebelled in their own unique manner</li> <li>- they both shared their life stories in autobiographies using pen names</li> </ul> <p>(any three) (any other relevant point)</p>	5

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