

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Examination 2025**  
**Marking Scheme – ENGLISH CORE (301)**  
**(QUESTION PAPER CODE – 1/5/2)**

**General Instructions: -**

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

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

**MARKING SCHEME**  
**Senior Secondary School Examination, 2025**  
**ENGLISH CORE (Subject Code–301)**  
**[ Question Paper Code : 1/5/2 ]**

**Maximum Marks : 80**

**IMPORTANT INSTRUCTIONS:**

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

	<b>SUGGESTED VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION—A</b> <b>Reading Skills</b>	<b>22 marks</b>
	<b>NOTE:</b> The objective of the reading section is to focus on testing a candidate's ability to comprehend. No mark(s) should be deducted for mistakes in usage and grammar, spelling or word-limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this, as long as it is relevant.	
<b>Q1.</b>	<b>Answer the following questions, based on the above passage:</b>	<b>12 marks</b>
<b>(i)</b>	<b>According to paragraph (1), what components make up the 'urban haze' that envelopes Indian cities?</b>	
Ans.	composed of harmful pollutants like (PM 2.5 and PM10), nitrogen dioxide (NO <sub>2</sub> ) and sulphur dioxide (SO <sub>2</sub> )	1
<b>(ii)</b>	<b>The writer refers to air pollution as a 'public health issue' in paragraph (1) because:</b>  <b>(A) it is a threat to the physical well-being of the people.</b> <b>(B) it disrupts the daily activities of urban inhabitants.</b> <b>(C) it leads to the closure of schools during peak pollution periods.</b> <b>(D) it disrupts industrial activities and construction works.</b>	
Ans.	(A) it is a threat to the physical well-being of the people.	1
<b>(iii)</b>	<b>Complete the analogy with one word from paragraph (2).</b> <b>blanket : cover : : extended : _____</b> <b>(A) composed</b> <b>(B) attempted</b> <b>(C) declined</b> <b>(D) prolonged</b>	
Ans.	(D) prolonged	1

(iv)	<p><b>Complete the following sentence suitably (Paragraph (2)) :</b></p> <p><b>‘The prolonged exposure to high pollution levels leads to cognitive decline’ indicates that it impacts .....</b></p> <p><b>(A) mental health</b>  <b>(B) economic development</b>  <b>(C) respiratory functions</b>  <b>(D) mobility</b></p>	
Ans.	(A) mental health	1
(v)	<p><b>Provide one textual evidence with reference to paragraph (3), to prove the following:</b></p> <p><b>“Children and the elderly are the most vulnerable groups affected by air pollution.”</b></p>	
Ans.	Children with their developing respiratory systems and the elderly, often with their pre-existing health conditions, face the brunt of this environmental crisis.	1
(vi)	<p><b>Complete the following suitably with one advantage with reference to paragraph (4) :</b></p> <p><b>Implementing stricter emission norms for vehicles can help to .....</b></p>	
Ans.	reduce/ alleviate air pollution levels	1
(vii)	<b>Assess the potential challenges and benefits of promoting public transportation as a solution to air pollution, as outlined in paragraph (4).</b>	
Ans.	<p><b>Challenges:</b> robust implementation / public cooperation</p> <p><b>Benefits:</b> reduced air pollution levels / decreased number of vehicles on road / reduced vehicular emissions</p>	2 (1 + 1)
(viii)	<b>What is the significance of urban planning in mitigating air pollution according to paragraph (5)?</b>	
Ans.	helps in improving air quality by providing green spaces / provides residents with a healthier living environment	1
(ix)	<b>How does technology help in resolving the problem of air pollution?</b>	
Ans.	helps in reducing air pollution / promotion of sustainable development	1
(x)	<b>Why does the author say that just the policy change is not the solution?</b>	
Ans.	<ul style="list-style-type: none"> <li>- behavioural shifts on the part of individuals are required</li> <li>- embracing lifestyle that prioritizes environmental health</li> <li>- collective efforts and sustained commitments</li> <li>- shared responsibility that requires action from every segment of society from policy makers to ordinary citizens</li> <li>- robust implementation required</li> <li>- public cooperation required</li> </ul> <p><b>(any two)</b></p>	2 (1 + 1)

	Passage 2	
<b>Q2.</b>	<b>Answer the following questions, based on the above passage:</b>	<b>10 marks</b>
<b>(i)</b>	<b>Complete the following suitably :</b> <b>In the introduction, the researches link the digital age with the impact of social media on mental health to highlight .....</b>	
Ans.	the implication of social media on overall well-being of people.	1
<b>(ii)</b>	<b>Choose the correct option :</b> <b>To examine social media usage patterns across various age groups in detail and assess the mental health implications will be classified as :</b> <b>(A) Primary purpose</b> <b>(B) Method of analysis</b> <b>(C) Secondary purpose</b> <b>(D) Research outcome</b>	
Ans.	(A) Primary purpose	1
<b>(iii)</b>	<b>Give two points to support why it is likely that social media usage was a key factor in the study on mental health.</b>	
Ans.	- frequency and duration of usage - its impact on emotional and psychological wellbeing	2 (1 + 1)
<b>(iv)</b>	<b>Paragraph (3) includes the words ‘emotional’ and ‘psychological’.</b> <b>Classify the following sentences as ‘emotional’ or ‘psychological’.</b> <b>(A) Educational campaigns aimed at teenagers could empower them to navigate social media more responsibly.</b> <b>(B) Support groups for seniors can enhance their digital literacy and reduce feelings of loneliness.</b>	
Ans.	(A) psychological , (B) emotional	1 (½ + ½)
<b>(v)</b>	<b>Read the following text :</b> <b>Rahul has a tendency to spend late night hours engaging in social media to avoid missing out on latest updates on different events. His friend, Rajneesh spends many hours on social media due to peer pressure whereas their close friend, Dr. Sharma uses social media to stay connected with his near and dear ones.</b> <b>Select the option that identifies the correct demographic Rahul, Rajneesh and Dr. Sharma belong to :</b> <b>(A) Rahul middle-aged, Rajneesh young adult, Dr. Sharma teenager.</b> <b>(B) Rahul young adult, Rajneesh middle-aged, Dr. Sharma senior.</b> <b>(C) Rahul middle-aged, Rajneesh young adult, Dr. Sharma senior.</b>	

	<b>(D) Rahul young adult, Rajneesh teenager, Dr. Sharma senior.</b>	
Ans.	(D) Rahul young adult, Rajneesh teenager, Dr. Sharma senior.	1
(vi)	<b>Why is the average daily usage of social media highest among teenagers?</b>	
Ans.	exploring their self-image / forming their identity / heavily reliant on their peer relationships / to connect with friends and share experiences.	1
(vii)	<b>According to paragraph (5), analyze how targeted interventions based on the diverse effects of social media on different age groups can lead to improved mental health outcomes.</b>	
Ans.	<ul style="list-style-type: none"> <li>- Teenagers: empower them to navigate social media more responsibly</li> <li>- Seniors : can enhance their digital literacy / reduce feelings of loneliness</li> </ul>	2 (1+1)
(viii)	<b>Select the appropriate response :</b> <b>What is the ultimate goal for stakeholders, based on the insight from the study?</b> <b>(A) increase profitability through enhanced social media marketing.</b> <b>(B) build healthier online communities.</b> <b>(C) reduce the cost of healthcare services.</b> <b>(D) expand the range of available social media platforms.</b>	
Ans.	(B) build healthier online communities.	1
	<b>SECTION B</b> <b>Creative Writing Skills</b>	<b>18 marks</b>
	<b><u>OBJECTIVES:</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>Q3.</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words :</b>	<b>4 marks</b>
	Distribution of marks <b>Format -1      Content – 2      Expression – 1</b> FORMAT - Name of issuing authority- organization / agency, NOTICE, heading, date of issue, signature / name, designation (bottom left) <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> <li>• <i>Full credit of 1 mark if all aspects are mentioned.</i></li> <li>• <i>Partial credit of ½ mark if any of the aspects is missing.</i></li> </ul> EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	

	<b>NOTICE WRITING</b>	
(a)	<b>Your school is planning to open clubs for different extracurricular activities. As the Head of the organising committee, write a notice to inform the students about the clubs and invite registrations. Include all necessary details. Put your notice in a box.</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- the event / names of the clubs / purpose of clubs</li> <li>- when are they going to be started</li> <li>- targeted classes</li> <li>- invitation for registration and deadline</li> <li>- contact information</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	4
	<b>OR</b>	
(b)	<b>Your school is organizing an interactive session on 'Health and Safety Guidelines'. As the President of the Health Club, write a notice informing members from classes IX – XII about the interactive session and invite registrations for participation. Include other necessary details. Put your notice in a box</b>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- name/nature/topic of the event</li> <li>- day, date, time, venue</li> <li>- targeted class: Class IX - XII</li> <li>- invitation for registration and deadline</li> <li>- contact information</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	4
<b>Q4.</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words.</b>	4 marks
	<p>Distribution of marks</p> <p><b>Format -1      Content – 2      Expression – 1</b></p> <p>FORMAT:</p> <ul style="list-style-type: none"> <li>• No mark for format if content is irrelevant or missing.</li> <li>• Full credit of 1 mark if all aspects are mentioned.</li> <li>• Partial credit of ½ mark if any of the aspects is missing.</li> </ul> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
	<b>FORMAL INVITATION</b>	

(a)	<b>Your school is organising a Career Mela. As President of Career Guidance and Counselling Club of your school, draft a formal invitation card in not more than 50 words, inviting parents and students for the Career Mela.</b>	
Ans.	<p>Format: Card format, third person, in a box</p> <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- host, line of invitation, event, day, date, time, venue, name and designation of the chief guest, RSVP</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	4
	<b>OR</b>	
	<b>FORMAL REPLY</b>	
(b)	<b>You have been invited to attend the Annual Day celebrations in your son's school. Draft a formal letter in not more than 50 words, expressing regret, for your inability to attend.</b>	
Ans.	<p>Format: Formal Letter of Reply</p> <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- express thanks</li> <li>- acknowledge the invitation (mention event, date, time, venue)</li> <li>- refusal with reason</li> <li>- convey best wishes</li> </ul> <p><b>(inputs given in the question to be included)</b></p>	4
<b>Q5.</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.</b>	<b>5 marks</b>
	<p>Distribution of marks</p> <p><b>Format -1      Content – 2      Expression - 2</b></p> <p>FORMAT –Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name</p> <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> <li>• <i>Full credit of 1 mark if all aspects are mentioned.</i></li> <li>• <i>Partial credit of ½ mark if any of the aspects is missing.</i></li> </ul> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
	<b>LETTER TO EDITOR</b>	



(a)	<p>Write a letter to the editor of a local daily about the “Importance of Mental Health Awareness among Teenagers”. You are Ragini/Rajan, a school counsellor, living at 17/235, Sector 5, Newpur. You may use the following cues along with your own ideas to draft the letter.</p> <div data-bbox="323 421 1149 577"> <ul style="list-style-type: none"> <li>• What are the mental health issues among teenagers?</li> <li>• Examples highlighting the problem.</li> <li>• Importance of early intervention.</li> <li>• Role of schools, parents and counsellors.</li> <li>• Suggestion of awareness programme and support system.</li> </ul> </div>	
Ans.	<p>Suggested value points</p> <ul style="list-style-type: none"> <li>- statement of the problem/concern</li> <li>- kinds/ nature of mental health issues among teenagers such as stress, anxiety, etc.</li> <li>- early intervention – why / how – such as to ensure it doesn’t lead to fatal consequences, etc.</li> <li>- need for action – such as by schools, parents and counsellors, etc.</li> <li>- suggestions – such as talks, workshops, counselling sessions, etc.</li> </ul> <p>(inputs given in the question to be included)</p> <p>(any other relevant point)</p> <p>(any four points)</p>	5
	<b>OR</b>	
	<b>JOB APPLICATION</b>	
(b)	<p>You are Radha/Ram living at 18, Jan Vihar, Nayapur. You have read the given advertisement and wish to apply for the post of Marketing Executive. Write a job application along with your bio-data.</p> <div data-bbox="373 1335 1267 1731"> <p style="text-align: center;"><b>ABC Corporation requires Marketing Executive</b></p> <p><b>Qualification - BBA in marketing with 4 - 5 years work experience</b></p> <p><b>Skills - Proficiency in digital marketing</b></p> <ul style="list-style-type: none"> <li>- Good communication skills</li> <li>- Market research and analysis</li> <li>- Strategic thinker</li> </ul> <p><b>Apply with details to : Director ABC Corporation, Nayapur</b></p> </div>	

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 details</li> <li>- qualifications</li> <li>- experience</li> <li>- skills / hobbies / achievements</li> <li>- references</li> </ul> <p><b>NOTE:</b></p> <p>No marks to be deducted if the Resume/CV/Bio-data is included in the covering letter</p> <p><b>(inputs given in the question to be included)</b></p>	5
<b>Q6.</b>	<b>Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.</b>	5 marks
	<p>Distribution of marks</p> <p>Format -1      Content – 2      Expression - 2</p> <p><b>Format -1</b> - Title and byline</p> <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> <li>• <i>Partial credit of ½ mark if any of the aspects is missing.</i></li> </ul> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
	<b>REPORT WRITING</b>	
(a)	<p><b>You are Seema/Sarvesh Khanna of Class XII-A and a member of the school magazine editorial board. Write a comprehensive report on the Community Service Programme organised by the school. Include description of events and activities organised.</b></p> <p><b>You may organise your report by the following :</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <b>Who – What – When – Why - How</b></li> </ul> </div>	

Ans.	<ul style="list-style-type: none"> <li>- Suggested value points :</li> <li>- day, date, venue</li> <li>- chief guest, invitees</li> <li>- description of activities/ events – such as food donation, cleanliness programmes, etc.</li> <li>- participation details</li> <li>- impact of activities – such as enhanced volunteerism, promoting life skills, etc.</li> </ul> <p><b>(inputs given in the question to be included)</b></p> <p><b>(any other relevant point)</b></p>	- 5
	<b>OR</b>	
	<b>ARTICLE WRITING</b>	
(b)	<p><b>Write an article exploring the importance of “Road Safety Awareness” among Indian youth providing examples to illustrate your points from daily life. You may use the following cues along with your own ideas. You are Puja/Puneet Rao, a Class XII student.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <b>Influence of modern transportation systems and urbanization on road safety.</b></li> <li>• <b>Methods of advocating for road safety. (e.g., campaigns, educational programmes, safety of drivers)</b></li> <li>• <b>Challenges faced by youth in promoting road safety.</b></li> <li>• <b>What are the benefits of road safety awareness for young people ? How does it contribute to their sense of responsibility and community ?</b></li> <li>• <b>Suggest ways to promote road safety.</b></li> </ul> </div>	
Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- influence – such as congestion, speeding, etc.</li> <li>- methods advocating road safety - e.g., stringent laws, campaigns, educational programmes, safety of drivers, etc.</li> <li>- challenges – such as casual approach, peer pressure, etc.</li> <li>- benefits – such as safer roads, smoother travel, etc.</li> <li>- contribution – such as fosters responsible attitudes, safer communities, etc.</li> </ul> <p><b>(inputs given in the question to be included)</b></p> <p><b>(any other relevant point)</b></p> <p><b>(any four points)</b></p>	5

	SECTION C Literature	40 Marks
	<p><b>NOTE:</b> The objective of this section is to test a candidate's ability to understand and interpret the prescribed text through short &amp; long answer type questions. Long answer type questions have been set to test the students' understanding of the text and their ability to interpret, evaluate &amp; respond to the issues raised therein. Hence, no particular answer can be accepted as the <b>only</b> correct answer. All presentations may be accepted as correct with consultation of the HE, if they have been duly supported by the facts drawn from the text. The student should be able to justify his / her viewpoint.</p> <p><b>In the Inter textual questions reference to both the texts must be included.</b></p>	
Q7.	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
(a)	<p>Those who prepare green wars, wars with gas, wars with fire, victory with no survivors, would put on clean clothes and walk about with their brothers in the shade, doing nothing.</p> <p style="text-align: right;">(Keeping Quiet)</p>	6 x 1 = 6 marks
(i)	<p>Select the line/s that suggests the following :</p> <p>The so-called victors of the wars are indifferent to the consequences of their actions.</p>	
Ans.	victory with no survivors	1
(ii)	<p>What does the imagery of 'green wars' not represent in the given extract ?</p> <p>(A) environmental conflict (B) harmful destruction (C) sustainable peace (D) continuous deforestation</p>	
Ans.	(C) sustainable peace	1
(iii)	<p>Complete the following suitably.</p> <p>"Would put on clean clothes?"</p> <p>'Clean clothes' here refers to _____.</p>	
Ans.	<ul style="list-style-type: none"> <li>- embracing peace and brotherhood</li> <li>- shift in mindset towards peace</li> <li>- giving up violence</li> </ul> <p>(any one)</p>	1
(iv)	<p>Choose a word from the brackets to complete the following suitably :</p> <p>Phrases like 'victory with no survivors' illustrate the _____ (irony/satire) in the situation where those claiming victory actually achieve nothing of true</p>	

	<b>value.</b>	
Ans.	irony	1
(v)	<p><b>Read the Assertion and the Reason below with reference to the given context.</b></p> <p><b>Assertion:</b> The poet criticizes the superficial actions of those involved in conflicts.</p> <p><b>Reason:</b> The actions described are meant to highlight the futility and destructiveness of wars.</p> <p><b>Choose the correct option :</b></p> <p><b>(A)</b> Both the assertion and the reason are true and the reason is the correct explanation of the assertion.</p> <p><b>(B)</b> Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.</p> <p><b>(C)</b> The assertion is true, but the reason is false.</p> <p><b>(D)</b> The assertion is false, but the reason is true.</p>	
Ans.	(A) Both the assertion and the reason are true and the reason is the correct explanation of the assertion.	1
(vi)	<b>What is the message that you would give to the warmongers, based on the given extract?</b>	
Ans.	<ul style="list-style-type: none"> <li>- to introspect /seek peace and understanding</li> <li>- avoid wars/ wars are futile/ shun violence and conflict</li> </ul> <p><b>(any other relevant answer)</b> <b>(any one)</b></p>	1
	<b>OR</b>	
(b)	<p><b>A thing of beauty is a joy forever</b>  <b>Its loveliness increases, it will never</b>  <b>Pass into nothingness; but will keep</b>  <b>A bower quiet for us, and a sleep</b>  <b>Full of sweet dreams, and health, and quiet breathing.</b></p> <p style="text-align: right;"><b>(A Thing of Beauty)</b></p>	6 x 1 = 6 marks
(i)	<b>Which of the above lines suggests that ‘the enduring nature of beauty brings everlasting joy’?</b>	
Ans.	A thing of beauty is a joy forever	1
(ii)	<p><b>The phrase ‘a bower quiet for us’ does not imply:</b></p> <p><b>(A)</b> A restful place</p> <p><b>(B)</b> A noisy surrounding</p> <p><b>(C)</b> Peace and calm</p> <p><b>(D)</b> Shelter and protection</p>	
Ans.	(B) A noisy surrounding	1
(iii)	<b>In the line ‘Its loveliness increases’, the word ‘its’ refers to _____</b>	
Ans.	a thing of beauty/ beauty of nature/ beauty	1

(iv)	Choose a word from the brackets to complete the following suitably : The phrase 'joy forever' implies that the essence of beauty is a source of _____ (eternal/transient) peace and happiness.	
Ans.	eternal	1
(v)	Read the following statements : Assertion: The poet believes that beauty provides everlasting joy and comfort. Reason: Beauty creates an environment conducive to health and well-being. Choose the correct option from among the following : (A) Both the assertion and the reason are true and the reason is the correct explanation of the assertion. (B) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion. (C) The assertion is true, but the reason is false. (D) The assertion is false, but the reason is true.	
Ans.	(B) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.	1
(vi)	State in one sentence, what you would include in your address to those who seek beauty.	
Ans.	Beauty: - is a source of everlasting joy - leads to good health. - helps to alleviate stress. - leads to overall wellbeing and happiness. (any other relevant answer) (any one)	1
Q8.	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
(a)	My Antarctic experience was full of such epiphanies, but the best occurred just short of the Antarctic Circle at 65.55 degrees south. The Shokalskiy had managed to wedge herself into a thick white stretch of ice between the peninsula and Tadpole Island which was preventing us from going any further. The Captain decided we were going to turn around and head back north, but before we did, we were all instructed to climb down the gangplank and walk on the ocean. So there we were, all 52 of us, kitted out in Gore-Tex and glares, walking on a stark whiteness that seemed to spread out forever. Underneath our feet was a metre-thick ice pack, .... In the periphery Crabeater seals were stretching and sunning themselves .... much like stray dogs .... It was nothing short of a revelation.  (Journey to the end of the Earth)	4 x 1 = 4 marks

(i)	<b>Complete the following suitably.</b> <b>The passage suggests that the author's Antarctic experience was _____.</b>	
Ans.	<ul style="list-style-type: none"> <li>- full of profound realisations/epiphanies</li> <li>- nothing short of revelations</li> <li>- unforgettable/life-changing experience</li> </ul> <b>(any other relevant answer)</b> <b>(any one)</b>	1
(ii)	<b>Choose the correct option :</b> <b>The Shokalskiy was wedged in a thick stretch of ice. As a result the captain _____.</b> <b>(A) felt frustrated by the obstacles</b> <b>(B) decided to surge ahead</b> <b>(C) remained there till the ice melted</b> <b>(D) decided to turn around</b>	
Ans.	(D) decided to turn around	1
(iii)	<b>What did the Captain instruct the team to do?</b>	
Ans.	to climb down the gangplank and walk on the ocean	1
(iv)	<b>Why does the writer describe what happens as an epiphany?</b>	
Ans.	<ul style="list-style-type: none"> <li>- rarest of the rare experience</li> <li>- sudden, profound, life-changing realization</li> <li>- her perception of the planet changed</li> <li>- her attitude towards the environmental degradation changed</li> </ul> <b>(any one)</b>	1
<b>OR</b>		
(b)	<b>It was celebration time for all the tigers inhabiting Pratibandapuram.</b> <b>The State banned tiger hunting by anyone except the Maharaja. A proclamation was issued to the effect that if anyone dared to fling so much as a stone at a tiger, all his wealth and property would be confiscated.</b> <b>The Maharaja vowed he would attend to all other matters only after killing the hundred tigers. Initially the king seemed well set to realise his ambition.</b> <div style="text-align: right;"><b>(The Tiger King)</b></div>	4 x 1 = 4 marks
(i)	<b>Complete the following suitably :</b> <b>It was celebration time for all the tigers because _____.</b>	
Ans.	<ul style="list-style-type: none"> <li>- the State banned tiger hunting by the people.</li> <li>- a proclamation was issued by the State that no one could even dare to fling so much as a stone at a tiger.</li> </ul> <b>(any one)</b>	1

(ii)	What strategy does the king use to ensure that he hunts all the tigers?	
Ans.	passed a proclamation that no one, but the king, could hunt the tigers in the State.	1
(iii)	The king's vow indicates that he is a _____ man. (A) resilient (B) determined (C) generous (D) cautious	
Ans.	(B) determined	1
(iv)	What were the consequences of going against the king's proclamation?	
Ans.	all wealth and property of the person would be confiscated	1
Q9.	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
(a)	At last, around four in the afternoon, the poet (or the editor) arrived. He was a tall man, very English, very serious and of course very unknown to all of us. Battling with half a dozen pedestal fans on the shooting stage, The Boss read out a long speech. It was obvious that he too knew precious little about the poet (or the editor). The speech was all in the most general terms but here and there it was peppered with words like 'freedom' and 'democracy'. Then the poet spoke. He couldn't have addressed a more dazed and silent audience – no one knew what he was talking about and his accent defeated any attempt to understand what he was saying.  (Poets and Pancakes)	6 x 1 = 6 marks
(i)	Give a brief description of the editor.	
Ans.	a tall man, very English, very serious and very unknown to all of them. (any two)	1 (½ + ½)
(ii)	The Boss's long speech and the visitor's serious demeanour indicates _____.	
Ans.	the sense of formality and disconnect between the visitor and the audience /studio staff (any other relevant answer)	1
(iii)	The poet addressed _____ (a puzzled/an enthusiastic) audience.	
Ans.	a puzzled	1
(iv)	What, added as a last straw, made the poet's speech difficult to understand?	
Ans.	the poet's accent	1
(v)	Select the textual option that is closest to indicating a sense of unfamiliarity about the poet (or the editor).	



	<p>(A) He was a tall man, very English.</p> <p>(B) Battling with half a dozen pedestal fans on the shooting stage.</p> <p>(C) Very serious and of course very unknown to all of us.</p> <p>(D) The Boss read out a long speech.</p>	
Ans.	(C) Very serious and of course very unknown to all of us.	1
(vi)	<b>Why was the speech by The Boss in ‘most general terms’?</b>	
Ans.	he knew precious little about the poet/ editor/ visitor	1
	<b>OR</b>	
(b)	<p><b>Umberto Eco: Aah, now that is more difficult to explain. I have some philosophical interests and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace... you see, the same bunch of ethical, philosophical interests.</b></p> <p><b>And then I have a secret. Did you know what will happen if you eliminate the empty spaces from the universe, eliminate the empty spaces in all the atoms? The universe will become as big as my fist.</b></p> <p style="text-align: right;"><b>(The Interview)</b></p>	6 x 1 = 6 marks
(i)	<p><b>Complete the following suitably :</b></p> <p><b>Eco suggests that his books for children also share his ethical interest because they are about _____ (violence/peace).</b></p>	
Ans.	peace	1
(ii)	<p><b>Complete the following suitably :</b></p> <p><b>Umberto Eco’s philosophical interests are _____ in his academic work and novels, making them interconnected.</b></p>	
Ans.	<p>included/indicated/ incorporated/ reflected/ evident</p> <p><b>(any other relevant answer)</b></p> <p><b>(any one)</b></p>	1
(iii)	<p><b>Select the textual option that is closest to indicating how his philosophical interests are represented.</b></p> <p><b>(A) Aah, now that is more difficult to explain.</b></p> <p><b>(B) I have a secret.</b></p> <p><b>(C) I pursue them through my academic work and my novels.</b></p> <p><b>(D) The universe will become as big as my fist.</b></p>	
Ans.	(C) I pursue them through my academic work and my novels.	1
(iv)	<p><b>What does the following line from the extract showcase?</b></p> <p><b>“The same bunch of ethical, philosophical interests.”</b></p> <p><b>(A) separation</b></p>	

	<b>(B) interconnectedness</b> <b>(C) isolation</b> <b>(D) division</b>	
Ans.	(B) interconnectedness	1
(v)	<b>“I work in empty spaces.” Choose the option that most accurately captures Eco’s idea of empty spaces.</b> <b>(A) management of time</b> <b>(B) integration of work</b> <b>(C) management of space</b> <b>(D) tasks of a writer</b>	
Ans.	(A) management of time	1
(vi)	<b>What according to Umberto Eco will happen if all the empty spaces are eliminated from the universe?</b>	
Ans.	universe will become as big as his fist.	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:- Content – 1      Expression – 1	
(i)	<b>Comment on the contrast brought out in the poem ‘A Roadside Stand’.</b>	
Ans.	Suggested value points: Contrast shown in: - lifestyle – luxurious/ secure vs. deprived /insecure/ challenging life - attitude – exploiting/manipulative/indifferent vs. believing/gullible/trusting <b>(any other relevant answer)</b> <b>(any one)</b>	2
(ii)	<b>How does Sophie plan to get the kind of money she wanted for her boutique? (Going Places)</b>	
Ans.	Suggested value points: By becoming: - a manager - an actress - a fashion designer <b>(any one)</b>	2

(iii)	<b>Why was Kothamangalam Subbu considered No. 2 in Gemini Studios? (Poets and Pancakes)</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- close /loyal to the Boss</li> <li>- used his creativity to please the boss / used flattery to push his way to the forefront</li> <li>- tailor-made for films/always ready with solutions</li> <li>- versatile/multifaceted/multitalented – actor, poet, novelist</li> </ul> <b>(any one)</b>	2
(iv)	<b>Why is Rajkumar Shukla described as being resolute? (Indigo)</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- came all the way to Lucknow to complain about the injustice of landlord system in Bihar/ Champaran</li> <li>- accompanied Gandhi everywhere, even to his ashram in Ahmedabad to convince him to come to Champaran</li> <li>- didn't leave till Gandhi agreed to visit Champaran</li> </ul> <b>(any one)</b>	2
(v)	<b>Bring out Umberto Eco's humility and modesty as evident in 'The Interview'.</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- in spite of his unparalleled intellectual stardom, he is modest about his achievements</li> <li>- attributes his fame to people's capability of appreciating different reading experiences</li> <li>- gives detailed responses to the journalist's questions patiently/willingly</li> </ul> <b>(any one)</b>	2
(vi)	<b>How is beauty seen in the 'grandeur of the dooms'? (A Thing of Beauty)</b>	
Ans.	Suggested value points: inspiring/courageous/unselfish acts of the great people showcased in their stories / legacies/ monuments creating a lasting impression <b>(any one)</b>	2
<b>Q 11</b>	<b>Answer any <i>two</i> of the following three questions in 40-50 words each :</b>	2 x 2 = 4 marks

	Distribution of marks:- Content – 1      Expression – 1	
(i)	<b>What was the most shocking discovery made by Charley when he was going through the first day covers of his grandfather's collection?</b> <b>(The Third Level)</b>	
Ans.	Suggested value points:  found a first day cover in the collection which shouldn't have been there, with a note from Sam - saying that he had found the third level/ had reached Galesburg, Illinois, 1894	2
ii)	<b>What did the hunters realise when they looked at the hundredth tiger?</b> <b>(The Tiger King)</b>	
Ans.	Suggested value points:  - the hundredth tiger was not dead/ the king's bullet had missed the target/ the tiger had only fainted from the shock of the bullet whizzing past - they would lose their job if they informed the king that the bullet had missed the tiger/the tiger was not killed  <b>(any one)</b>	2
(iii)	<b>What was the aim of the project 'Students on Ice'?</b> <b>(Journey to the end of the Earth)</b>	
Ans.	Suggested value points: - educational opportunity for students – impressionable/future policy makers - create understanding of Earth's past, present and future - encourage respect for environment/ promote sustainable practices  <b>(any one)</b>	2
<b>Q 12</b>	<b>Answer any <i>one</i> of the following two questions in 120-150 words :</b>	<b>5 marks</b>
	Distribution of marks:- Content – 3      Expression – 2  EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas	
(a)	<b>Both the poems 'My Mother at Sixty-six' and 'Aunt Jennifer's Tigers', delve into experiences of life. How do these poems bring out the internal conflict in each of the women?</b>	

Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- My Mother at Sixty-Six <ul style="list-style-type: none"> <li>• themes of ageing and fear of loss of loved ones portrayed through the poet's feelings for her ageing mother</li> <li>• conflict between the inevitability of death and difficulty in accepting the same, highlighted.</li> </ul> </li> <li>- Aunt Jennifer's Tigers <ul style="list-style-type: none"> <li>• themes of freedom and confinement explored</li> <li>• tigers symbolise freedom and strength the Aunt desires, but cannot achieve in her oppressive marriage.</li> </ul> </li> <li>- vivid imagery, tone, symbols used in the two poems to highlight characters' inner conflicts/ lives / desires / emotional burden they carry.</li> </ul> <p><b>(any other relevant point)</b>  <b>(at least one point from each text)</b>  <b>(any three points)</b></p>	5
	<b>OR</b>	
(b)	<b>How do the stories 'The Last Lesson' by Alphonse Daudet and 'Lost Spring' by Anees Jung illustrate the impact of socio-political factors on education?</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- The Last Lesson <ul style="list-style-type: none"> <li>• imposition of German deprives children from learning their native language</li> <li>• cultural loss and oppression.</li> </ul> </li> <li>- Lost Spring <ul style="list-style-type: none"> <li>• impact of poverty</li> <li>• systems' neglect / apathy</li> <li>• burden of tradition forces underprivileged children to engage in child labour</li> <li>• loss of happy, carefree and secure childhood</li> </ul> </li> <li>- both the stories highlight that socio-political factors adversely impact educational opportunities.</li> </ul> <p><b>(any other relevant point)</b>  <b>(at least one point from each text)</b>  <b>(any three points)</b></p>	5
13	<b>Answer any <i>one</i> of the following two questions in 120-150 words:</b>	5 marks

