

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Examination 2025**  
**Marking Scheme – ENGLISH CORE (301)**  
**(QUESTION PAPER CODE – 1/6/1)**

**General Instructions: -**

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

9. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note **“Extra Question”**.
10. **If more than one option is mentioned in the answer of multiple choice questions, then marks are not to be awarded.**
11. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
12. A full scale of marks (0-80 marks) as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.
13. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
14. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totalling of marks awarded on an answer.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question-wise totalling on the title page.
  - Wrong totalling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying / not same.
  - Wrong transfer of marks from the answer book to online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark ( ✓ ) is correctly and clearly indicated. It should not merely be a line. Same is with the (X) for incorrect answer.)
  - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
15. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. ‘Zero’ should be mentioned both in figures and words.
16. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions should be followed meticulously and judiciously.
17. The Examiners should acquaint themselves with the guidelines given in the **“Guidelines for Spot Evaluation”** before starting the actual evaluation.
18. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
19. The candidates are entitled to obtain photocopy of the Answer Book on request and 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 : 1/6/2 ]**

**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><br><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.   |                 |
| Q.1.  | <b>Answer the following questions, based on the above passage:</b>   | <b>12 marks</b> |
| (i)   | <b>According to paragraph (1), what advantages do online learning platforms offer to students?</b>   |                 |
| Ans.  | offer a wide range of courses, from academic subjects to vocational skills / enabling students to learn at their own pace and convenience / flexibility where traditional classroom learning cannot take place.<br><b>(any one)</b>  | 1               |
| (ii)  | <b>How does the author describe the 'digital divide' in the context of education?</b>  |                 |
| Ans.  | 'digital divide' - refers to the gap between those who have access to the internet and those who do not.   | 1               |
| (iii) | <b>Read the following sentence.</b><br><br><b>'In rural areas and among economically disadvantaged communities, many students lack the necessary devices or reliable internet connections.'</b><br><b>The concern the above statement points towards is _____.</b><br><b>Choose the correct response from the two options to complete the sentence.</b><br><b>A. an increasing gap between those living in cities and those living in villages</b><br><b>B. a growing divide in the educational opportunities for children</b> |                 |
| Ans.  | (B) a growing divide in the educational opportunities for children   | 1               |

|        |  |   |
|--------|--|---|
| (iv)   | <b>How does the lack of social interaction in digital learning affect students' overall development?</b>   |   |
| Ans.   | Impacts social skills / emotional development / reduced concentration / easily distracted<br>(any one)   | 1 |
| (v)    | <b>Provide one textual evidence with reference to paragraph (3), to prove the following:<br/>The absence of a structured classroom environment can lead to distractions among students.</b>  |   |
| Ans.   | lack of face-to-face interaction and the self-discipline required to stay on track / lack of direct social interaction impacts social skills and emotional development. (any one)  | 1 |
| (vi)   | <b>Complete the analogy with one word from paragraph (4) :<br/>flexibility: adaptability :: integrated : _____.</b><br>(A) paced (B) blended<br>(C) balanced (D) created   |   |
| Ans.   | (B) blended  | 1 |
| (vii)  | <b>Give one benefit of continuous upskilling and reskilling.</b>   |   |
| Ans.   | meet the need of the rapidly changing job market   | 1 |
| (viii) | <b>Assess the potential challenges or benefits of lifelong learning through digital platforms, as outlined in paragraph (5).</b>   |   |
| Ans.   | <b>Benefits</b> - empowers individuals to take control of this learning journey / offers flexibility for working professionals and homemakers.<br><b>Challenges</b> – Challenges might involve ensuring access to digital education for all and maintaining engagement and motivation over a period of time.<br>(any other relevant point)<br>(any two - either from benefits or challenges) | 2 |
| (ix)   | <b>To realize the full potential of digital India, it is important to _____<br/>an environment that provides education for all.</b><br>(A) refrain (B) replicate<br>(C) nurture (D) commemorate  |   |
| Ans    | (C) nurture  | 2 |
| (x)    | <b>We can harness the power of digital education if</b><br>(A) educators and policy-makers help create sustainable solutions.<br>(B) we shift back to traditional classrooms.<br>(C) we further extend the digital divide.<br>(D) we control the internet connections.   |   |
| Ans    | (A) educators and policy-makers help create sustainable solutions.   | 1 |
|        |  |   |

|              | Passage 2   |                 |
|--------------|---|-----------------|
| <b>Q.2.</b>  | <b>Answer the following questions, based on the above passage:</b>  | <b>10 marks</b> |
| <b>(i)</b>   | <b>Complete the following suitably :<br/>In the introduction, the researcher links rapid urbanization with waste management by highlighting that _____</b>  |                 |
| <b>Ans.</b>  | it is a critical issue / recycling practices among different demographics in urban India needs to be analysed / their implications for sustainable urban development needs to be analysed<br><b>(any one)</b>   | 1               |
| <b>(ii)</b>  | <b>What would the following be classified as?<br/>To examine waste management practices across various age groups in detail. Select the appropriate response.<br/>(A) Primary purpose<br/>(B) Secondary objective<br/>(C) Method of analysis<br/>(D) Research outcome</b>   |                 |
| <b>Ans.</b>  | (A) Primary Purpose   | 1               |
| <b>(iii)</b> | <b>Give two points to support why it is likely that recycling was given as an option to the survey participants to choose from, in the study on waste management practices.</b>   |                 |
| <b>Ans.</b>  | environment awareness / part of school programme / peer pressure / sustainability / convenience / social responsibility / to analyse the recycling practices<br><b>(any two)</b>  | 2               |
| <b>(iv)</b>  | <b>Paragraph (5) includes words like ‘motivation’ and ‘interventions’. Classify the following sentences as motivation or intervention.<br/>(A) Targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices.<br/>(B) Efforts to enhance the infrastructure for segregation at source</b>   |                 |
| <b>Ans.</b>  | A – Motivation - Targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices.<br>B – Intervention - Efforts to enhance the infrastructure for segregation at source   | 1               |
| <b>v)</b>    | <b>Read the following text :<br/>Radhika actively participates in school programmes that promote recycling. Her neighbour, Ragini, prefers recycling and reusing items for their environmental benefits. However, their neighbor Mrs. Gupta sticks to traditional disposal methods out of habit.<br/>Select the option that identifies the correct demographic they belong to :<br/>(A) Radhika middle-aged; Ragini young adult; Mrs. Gupta elderly<br/>(B) Radhika teenager; Ragini young adult; Mrs. Gupta elderly<br/>(C) Radhika young adult; Ragini elderly; Mrs. Gupta middle-aged<br/>(D) Radhika elderly; Ragini middle-aged; Mrs. Gupta teenager</b> |                 |

|            |   |                 |
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|            | (B) Radhika teenager; Ragini young adult; Mrs. Gupta elderly  | 1               |
| (vi)       | <b>Why is the percentage to adopt recycling methods higher among young adults?</b>  |                 |
| Ans.       | for sustainability / for convenience / for social responsibility  | 1               |
| (vii)      | <b>Analyze how targeted interventions based on the diverse waste management preferences of different age groups can lead to improved environmental outcomes. (paragraph 5)</b>  |                 |
| Ans.       | <ul style="list-style-type: none"> <li>- teenagers: empower them to adopt sustainable waste management practices like conducting various competitions etc.</li> <li>- adults: enhance infrastructure for segregation at source / provide incentives for recycling like providing separate dustbins to each household for ease of segregation.</li> </ul> <b>(any other relevant example)</b><br><b>(any two)</b>  | 2               |
| (viii)     | <b>What is the ultimate goal for stakeholders, based on the insights from the study?</b><br><b>(A) Increase profitability through enhanced recycling infrastructure</b><br><b>(B) Build cleaner urban environments</b><br><b>(C) Reduce the cost of waste management</b><br><b>(D) Expand the range of recycling programmes available.</b>  |                 |
| Ans.       | (B) Build cleaner urban environments  | 1               |
|            |   |                 |
|            | <b>SECTION B</b><br><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, organise and present ideas coherently.</li> </ul>  |                 |
| <b>Q.3</b> | <b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words :</b>   | <b>4 Marks</b>  |
|            | <b>NOTICE WRITING</b>   |                 |
|            | Distribution of marks<br><b>Format -1      Content – 2      Expression – 1</b><br>FORMAT - Name of issuing authority- organisation / agency, NOTICE, heading, date of issue, signature / name, designation (bottom left), Notice to be in a box. <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 |                 |

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| (a)         | <b>Your school has recently set up a Lost and Found Department. As President of the department, write a notice informing students of the same. Include instructions on details to be submitted, such as description, time, location, etc. of the lost items. Include the necessary details. Put your notice in a box.</b>   |                |
| Ans.        | <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- Introductory line about setting up of 'Lost and Found' Department</li> <li>- Location of the department</li> <li>- Details of the lost/found items to be submitted <ul style="list-style-type: none"> <li>• Description</li> <li>• Time</li> <li>• Location</li> </ul> </li> <li>- Contact details</li> </ul> <p><b>(inputs given in the question to be included)</b></p>        | 4              |
|             | <b>OR</b>   |                |
| (b)         | <b>As President of the Social Service Club of your school, write a notice mentioning a volunteer opportunity for students of Classes IX XII during the forthcoming summer vacation. Include necessary details about timing, location and duration of the volunteer programme. Put your notice in a box.</b>   |                |
| Ans.        | <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- information about the volunteer programme</li> <li>- targeted class</li> <li>- timing, location and duration of the volunteer programme</li> <li>- Contact details</li> </ul> <p><b>(inputs given in the question to be included)</b></p>  | 4              |
| <b>Q. 4</b> | <b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words.</b>  | <b>4 Marks</b> |
|             | <p>Distribution of marks</p> <p><b>Format -1      Content – 2      Expression - 1</b></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>FORMAL INVITATION</b>  |                |
| (a)         | <b>You are the Principal of Happy Montessori School, Kanpur. Your school has shown outstanding success in the board examination. Draft a formal invitation card inviting parents of Class XII and other PTA members to the prize-giving ceremony, celebrating the success of students for their academic and extracurricular achievements. Invent necessary details.</b>  |                |

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| Ans.        | Format: Card format, third person, in a box<br><br>Suggested value points<br>- host, line of invitation<br>- event, day, date, time, venue, name and designation of the chief guest, RSVP<br>- an appropriate compelling highlight of the programme – Prize giving Ceremony<br><b>(inputs given in the question to be included)</b>   | 4          |
|             | <b>OR</b>   |            |
|             | <b>FORMAL REPLY</b>   |            |
| (b)         | <b>You are Shreya/Sanjay Rao. Your child is participating in a play to be enacted on the school annual day. You have received an invitation to attend the same. Draft a reply in not more than 50 words accepting the invitation</b>  |            |
| Ans.        | Format: Formal letter<br><br>Suggested value points<br>- express thanks<br>- acknowledge the invitation (mention event, date, time, venue)<br>- acceptance<br><b>(inputs given in the question to be included)</b>  | 4          |
|             |   |            |
| <b>Q. 5</b> | <b>Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.</b>   | 5<br>marks |
|             | Distribution of marks<br><b>Format -1      Content – 2      Expression - 2</b><br>FORMAT –Sender’s address, Date, Receiver’s address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name<br><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> <b>EXPRESSION</b> - grammar, spelling, punctuation, organisation and coherence of ideas  |            |
|             | <b>LETTER TO EDITOR</b>   |            |
| (a)         | <b>You are Sonia/Shivam of 52, Main Street, Green City. Write a letter to the editor of a local daily expressing your views on the usage of increased screen time among children and its effects. You may use the following cues along with your own ideas to draft the letter.</b><br><br><div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li><b>What is meant by increased screen time ?</b></li> <li><b>What are the negative effects on physical and mental health ?</b></li> <li><b>What is the impact on academic performance and social skills ?</b></li> <li><b>How can parents and educators help in effectively managing screen time ?</b></li> </ul> </div> |            |



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| Ans. | <p>Suggested value points</p> <ul style="list-style-type: none"> <li>- statement of the problem (concern)</li> <li>- excessive use of mobile, tablet, TV, and gadgets</li> <li>- health problem – lack of concentration, hyperactivity, poor eye sight</li> <li>- urgent need for action – such as - awareness programmes in schools, checks at home</li> <li>- suggestions for reducing screen-time</li> <li>- request for raising public awareness</li> </ul> <p><b>(any other relevant point)</b><br/><b>(any four)</b></p>  | 5 |
|      | <b>OR</b>   |   |
|      | <b>JOB APPLICATION</b>  |   |
| (b)  | <p><b>You are Sonali/Rahul from 46, G Street, Panipur. You read the given advertisement regarding the position of a graphic designer at Creative Studios. You decide to apply for the same. Write your application along with your biodata.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>JOIN CREATIVE STUDIOS</b></p> <p><b>Seeking a Qualified Graphic Designer</b></p> <ul style="list-style-type: none"> <li>• Experience : min. 5 years</li> </ul> <p><b>Role Requirement</b></p> <ul style="list-style-type: none"> <li>• Design logos</li> <li>• Produce multimedia presentations</li> <li>• Develop layout for magazines and brochures</li> </ul> <p><b>Must-have Skills</b></p> <ul style="list-style-type: none"> <li>• Adobe Photoshop</li> <li>• Corel DRAW</li> <li>• Adobe InDesign</li> </ul> <p><b>Contact - Director, Creative Studios</b><br/><b>23/7 Roseview, Lake Point Street, Panipur</b></p> </div> |   |
| Ans. | <p>Suggested value points:</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> <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 |

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| <b>Q. 6</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>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>ARTICLE WRITING</b>   |                |
| (a)         | <p><b>You are Anjali/Anjan, a Class XII student. Write an article exploring the role of youth in environmental conservation in India. Provide examples to illustrate your points. You may use the following cues along with your own ideas.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• Effects of modern technologies and urbanization on India's environment.</li> <li>• Challenges faced by youth in promoting environmental sustainability.</li> <li>• What are the benefits of environmental conservation for young people ?</li> <li>• Suggest ways in which young people and institutions can work together to promote environmental conservation.</li> </ul> </div> |                |
| Ans.        | <p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- use of alternate source of energy – solar, hydro etc</li> <li>- awareness programmes to sensitise the youth</li> <li>- promoting better physical and mental health</li> <li>- youth can work together and bring new ideas.</li> </ul> <p>(inputs given in the question to be included)<br/>(any other relevant point)<br/>(any four)</p>  | 5              |
|             | <b>OR</b>  |                |
|             | <b>REPORT WRITING</b>  |                |
| (b)         | <p><b>Write a comprehensive report detailing the activities undertaken by students as part of International Women's Day celebrations. You are Aarushi/Aarav, a Class XII student and a member of the school magazine editorial board. Include descriptions of the events, participation details, and overall impact of these activities on the school community. You may organize your report by using the following cues.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• Who - What - When –Where – Why - How</li> </ul> </div>   |                |

|       |  |                           |
|-------|--|---------------------------|
| Ans.  | <p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- day, date, venue</li> <li>- chief guest, invitees</li> <li>- description of activities/ events –such as - songs/skits/ assembly / debate/ essay writing / inviting women achievers to school etc.</li> <li>- participation details</li> <li>- impact of the activities on school community/varied stakeholders</li> </ul> <p><b>(inputs given in the question to be included)</b></p> <p><b>(any other relevant point)</b></p>  | 5                         |
|       |  |                           |
|       | <b>SECTION C</b><br><b>Literature</b>  | <b>40</b><br><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 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> |                           |
| Q.7   | Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :   |                           |
| (a)   | <p><b>What I want should not be confused with total inactivity.</b><br/> <b>Life is what it is about;</b><br/> <b>I want no truck with death.</b><br/> <b>If we were not so single-minded about keeping our lives moving</b></p> <p style="text-align: right;"><b>(Keeping Quiet)</b></p>  | 1 x 6<br>= 6<br>marks     |
| (i)   | Explain with reference to the given extract, 'What I want should not be confused with total inactivity.'   | 1 mark                    |
| Ans.  | not confused with death / mere stillness / inactivity / mindless living  |                           |
| (ii)  | <p><b>What does the term single-mindedness not imply in the given extract ?</b></p> <p>A) persistence<br/> B) determination<br/> C) narrow-mindedness<br/> D) tenacity</p>   | 1 mark                    |
| Ans.  | (C ) narrow-mindedness.  |                           |
| (iii) | In the line 'Life is what it is about', the phrase 'it' refers to _____.   | 1 mark                    |
| Ans.  | life   |                           |

|           |   |                       |
|-----------|---|-----------------------|
| (iv)      | The poet has used the phrase 'total inactivity' to illustrate _____ (irony/satire) in the perception that peace means doing nothing.  | 1 mark                |
| Ans.      | irony   | 1                     |
| (v)       | Read the assertion and the reason below, with reference to the given extract :<br>Assertion : The poet values an active and meaningful life.<br>Reason : Inactivity is equated with leisure, which the poet rejects.<br>Choose the correct option.<br>(A) Both the assertion and the reason are true.<br>(B) The assertion is true, but the reason is false.<br>(C) Both the assertion and the reason are false.<br>(D) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion. |                       |
| Ans.      | ( A ) Both the assertion and the reason are true  | 1                     |
| (vi)      | State in one sentence, what advice you would give to those engaged in ceaseless mechanized activity.  |                       |
| Ans.      | pause / reflect / introspect / take a break / keeping quiet / reconnect with nature/ seek meaningful actions that enrich life<br>(any one)  | 1                     |
| <b>OR</b> |   |                       |
| (b)       | Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth,<br>Spite of despondence, of the inhuman dearth Of noble natures, of the gloomy days,<br>Of all the unhealthy and o'er-darkened ways Made for our searching: yes, in spite of<br>all, Some shape of beauty moves away the pall From our dark spirits.<br>(A Thing of Beauty)  | 1 x 6<br>= 6<br>marks |
| (i)       | Select the phrase that suggests the following :<br>In difficult times, beauty comes to our aid, in some form or the other, to make us overcome these difficulties.  |                       |
| Ans.      | Some shape of beauty moves away the pall<br>(any one)   | 1                     |
| (ii)      | What does the imagery of 'flowery band' not represent in the given extract?<br>(A) connections to life<br>(B) a thing of beauty<br>(C) imprisonment<br>(D) earthly ties   |                       |
| Ans.      | (C) imprisonment  | 1                     |
| (iii)     | Complete the following suitably.<br>In the line, 'moves away the pall from our dark spirits', the phrase 'the pall' refers to _____.  |                       |
| Ans.      | darkness / gloom / negativity / shroud / cover / cloud<br>( any one)  | 1                     |
| (iv)      | The poet's use of the phrase 'inhuman dearth' illustrates the _____ (scarcity/plentitude) of noble human qualities.   |                       |
| Ans.      | scarcity  | 1                     |

|            |   |                       |
|------------|---|-----------------------|
| (v)        | <p><b>Read the assertion and the reason below, with reference to the given extract :</b></p> <p><b>Assertion : The poet values beauty as it overcomes despondence and gloom.</b></p> <p><b>Reason : Beauty, despite the world's hardships, provides comfort and lifts our spirit.</b></p> <p><b>Choose the correct option.</b></p> <p>(A) Both the assertion and the reason are true and the reason is the correct explanation of the assertion.</p> <p>(B) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.</p> <p>(C) The assertion is true, but the reason is false.</p> <p>(D) 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>State in one sentence, what advice would you give to those facing dark times.</b>  |                       |
| Ans.       | <ul style="list-style-type: none"> <li>• connect with nature</li> <li>• it will bring serenity / calmness / tranquility</li> <li>• look for beauty as it is a source of comfort and inspiration / hope and resilience</li> </ul> <p><b>(any one)</b></p>  | 1                     |
|            |   |                       |
| <b>Q.8</b> | <b>Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :</b>   |                       |
| (a)        | <p>Six hundred and fifty million years ago, a giant amalgamated southern supercontinent Gondwana did indeed exist, centred roughly around the present-day Antarctica. Things were quite different then: humans hadn't arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.</p> <p style="text-align: right;">(Journey to the end of the Earth)</p>  | 1 x 4<br>= 4<br>marks |
| (i)        | <b>What was the climate like in Antarctica before the humans arrived on the global scene?</b>   |                       |
| Ans.       | warmer / huge variety of flora and fauna  | 1                     |
| (ii)       | <b>Gondwana existed nearly _____.</b>   |                       |
| Ans.       | 650 million ago   | 1                     |

|       |  |                       |
|-------|--|-----------------------|
| (iii) | Select the suitable option to complete the following : Gondwana, separating into countries, contributes to the reader's understanding of the<br>(A) complexity of geological processes<br>(B) simplicity of continental formation<br>(C) speed of geological changes<br>(D) stability of ancient landmasses  |                       |
| Ans.  | (A) complexity of geological processes   | 1                     |
| (iv)  | What difference does the author draw between then and now?   |                       |
| Ans.  | <ul style="list-style-type: none"> <li>Then – humans hadn't arrived / giant amalgamated southern super continent / climate was warmer / dinosaur present</li> <li>Now – age of mammals / landmass separated into countries / dinosaurs wiped out (any one from each)</li> </ul>  | 1                     |
|       | <b>OR</b>  |                       |
| (b)   | <p>Not that he faced no dangers. There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands. Each time it was the Maharaja who won.</p> <p>At another time he was in danger of losing his throne. A high-ranking British officer visited Pratibandapuram. He was very fond of hunting tigers. And fonder of being photographed with the tigers he had shot.</p> <p style="text-align: right;">(The Tiger King)</p> | 1 x 4<br>= 4<br>marks |
| (i)   | Complete the following suitably :<br>The passage indicates that the British officer visited Pratibandapuram because _____.   |                       |
| Ans.  | he wanted to hunt a tiger.   | 1                     |
| (ii)  | What danger was faced by the Maharaja on the tiger hunt ?  |                       |
| Ans.  | the tiger leapt upon him/ at times he had to fight the tiger with bare hands<br>(any one)  | 1                     |
| (iii) | From the given extract, it is evident that the Maharaja was a _____ man.   |                       |
| Ans.  | brave/ strong / adventurous / courageous/ bold / fearless  | 1                     |
| (iv)  | <p>Select the suitable option to complete the following : 1</p> <p>The phrase fonder of being photographed with the tigers contributes to the reader's understanding of the officer's _____.</p> <p>(A) indifference towards hunting<br/>(B) desire for recognition/fame<br/>(C) love for tigers<br/>(D) love for photograph</p>   |                       |
| Ans   | (B) desire for recognition/fame  | 1                     |
|       |  |                       |
| Q.9   | Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :   |                       |
| (a)   | The make-up department of the Gemini Studios was in the upstairs of a building that was believed to have been Robert Clive's stables .... The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large  | 1 x 6<br>= 6<br>marks |

|       |  |                       |
|-------|--|-----------------------|
|       | mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for the studio and left.<br>(Poets and Pancakes)  |                       |
| (i)   | The phrase 'fiery misery' in the given text refers to the _____ of the actors.<br>(A) realization<br>(B) confusion<br>(C) expectation<br>(D) discomfort  |                       |
| Ans.  | ( D) discomfort  | 1                     |
| (ii)  | Select the correct option from those given in brackets to fill in the blank.<br>The description of the make-up room is a/an _____ (criticism/admiration) of the make-up department in Gemini Studios.  |                       |
| Ans.  | criticism  | 1                     |
| (iii) | Complete the following suitably<br>The historical significance of the make-up room was _____.  |                       |
| Ans.  | believed to have been Robert Clive's stable  | 1                     |
| (iv)  | With reference to the given extract, what does the reference to 'half a dozen large mirrors' suggest ?   |                       |
| Ans.  | looks like a hair-cutting salon / heat reflected back by the mirror making room hot and unbearable / caters to large number of people.<br>(any one)  | 1                     |
| (v)   | Select the textual option that is closest to indicating a sense of discomfort.<br>(A) The make-up room had the look of a hair-cutting salon.<br>(B) The make-up department was first headed by a gang of nationally integrated make-up men.<br>(C) They were all incandescent lights, so you can imagine the fiery misery.<br>(D) The make-up department head was at first a Bengali, who soon quit.   |                       |
| Ans.  | (C) They were all incandescent lights, so you can imagine the fiery misery.  | 1                     |
| (vi)  | What was the fate of the head of the make-up department?   |                       |
| Ans.  | he became too big for the studio and left / became ambitious and left<br>(any one)   | 1                     |
|       | <b>OR</b>  |                       |
| (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.<br>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. Similarly, we have a lot of empty spaces in our lives. I call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space. I work in empty spaces.<br>(The Interview) | 1 x 6<br>= 6<br>marks |

|       |  |                        |
|-------|--|------------------------|
| (i)   | What does Umberto's statement on his philosophical interest reveal about him ?   |                        |
| Ans.  | academician / scholarly / philosophical / creative / ethical   | 1                      |
| (ii)  | Select the correct option from those given in brackets to fill in the blank.<br>His academic work and children's book both reveal _____<br>(similar/experimental) interests.   |                        |
| Ans.  | similar  | 1                      |
| (iii) | What example of an interstice does Umberto Eco give?   |                        |
| Ans.  | example of elevator - time utilized while waiting for the elevator   | 1                      |
| (iv)  | The phrase 'as big as my fist' most nearly means with reference to the given text.<br>(A) strong<br>(B) stingy<br>(C) very small<br>(D) abundant   |                        |
| Ans.  | (C) very small   | 1                      |
| (v)   | What secret is Umberto referring to ?  |                        |
| Ans.  | interstices / working in the empty spaces<br>(any one)   | 1                      |
| (vi)  | Umberto Eco says, he works in interstices. By this, he means that he works<br>_____.<br>(A) in empty spaces<br>(B) when he is in the university<br>(C) on his philosophical interest<br>(D) when he is with children   |                        |
| Ans.  | (A) in empty spaces  | 1                      |
|       |  |                        |
| Q 10  | Answer any <i>five</i> of the following six questions in 40-50 words each :  | 5 x 2<br>= 10<br>marks |
|       | Distribution of marks:-<br><br>Content – 1      Expression – 1   |                        |
| (i)   | How does the poet highlight the mean and selfish nature of the city dwellers?<br>(A Roadside Stand)  |                        |
| Ans.  | Suggested value points- <ul style="list-style-type: none"> <li>do not let money flow into the hands of country folk / do not stop by to buy anything</li> <li>rich and affluent - not ready to share their money</li> <li>stop only to turn around or ask if they sold gas</li> <li>complained about wrong sign boards / signboards ruin scenery</li> </ul><br>(any one) | 2                      |



|              |   |   |
|--------------|---|---|
| <b>(ii)</b>  | <b>How did Sophie's family react when she announced that if she ever had money she would buy a boutique?</b><br><b>(Going Places)</b>   |   |
| Ans.         | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>family - wrote her off / dismissed her / ignored her without paying much attention to her thoughts / feelings / thought Sophie's ideas were unrealistic, impractical / unacceptable \unfeasible.</li> <li>father contradicted - buy a decent house for them- would be more practical</li> <li>brother, Derek mocked - money did not grow on trees.</li> <li>mother sighed – showing her sadness/helplessness – knew she could never achieve it.</li> </ul> <p><b>(either consolidated reaction as a family or any two members' reaction )</b></p> | 2 |
| <b>(iii)</b> | <b>What caused the lack of communication between the Englishman and the people at Gemini Studios?</b><br><b>(Poets and Pancakes)</b>  |   |
| Ans.         | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>visitors not known to all those who ventured to welcome him.</li> <li>vague speech was made by the editor which the Englishman did not understand at all.</li> <li>the content of Englishman's speech and accent were beyond the comprehension of his audience.</li> <li>the poet was clueless / unsure why he was invited to address the audience with whom he did not connect.</li> </ul> <p><b>(any one)</b></p>   | 2 |
| <b>(iv)</b>  | <b>Give a brief account of the reception that Gandhi got in Motihari? (Indigo)</b>  |   |
| Ans.         | <p>Suggested value points-</p> <p>greeted by the vast multitude of people at the railway station / people welcomed him enthusiastically.</p> <p><b>(any other relevant point)</b><br/><b>(any one)</b></p>  | 2 |
| <b>(v)</b>   | <b>Why was Douglas determined to get over his fear of water ?</b><br><b>(Deep Water)</b>  |   |
| Ans.         | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>ruined / spoiled / his enjoyment of his fishing trips</li> <li>deprived him of the joy of canoeing, boating and swimming</li> <li>wanted to regain his confidence</li> <li>it had become a handicap</li> <li>decided to live life to the fullest by overcoming his fears</li> </ul> <p><b>(any one)</b></p>   | 2 |
| <b>(vi)</b>  | <b>According to the poet, beauty is everlasting. Explain.</b><br><b>(A Thing of Beauty)</b>   |   |

|              |   |              |
|--------------|---|--------------|
| Ans.         | Suggested value points-<br><ul style="list-style-type: none"> <li>- joy for ever</li> <li>- its value increases with time</li> <li>- 'pass into nothingness' – never forgotten</li> <li>- timeless / beyond boundaries</li> <li>- endless fountain of immortal drink</li> </ul> <b>(any other relevant point) (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<br>= 4 |
|              | Distribution of marks:-<br>Content – 1      Expression – 1  |              |
| <b>(i)</b>   | <b>What makes Tishani Doshi write that she felt as if she was walking into a giant ping-pong ball?</b><br><br><b>(Journey to the end of the Earth)</b>  |              |
| Ans.         | Suggested value points-<br><ul style="list-style-type: none"> <li>- devoid of human markers</li> <li>- no trees, billboards, buildings</li> <li>- expansive white landscapes</li> <li>- loss of earthly sense of perspective and time.</li> </ul> <b>(any one)</b>  | 2            |
| <b>(ii)</b>  | <b>Why did the booking clerk refuse to accept the money?</b><br><br><b>(The Third Level)</b>  |              |
| Ans.         | Suggested value points-<br><ul style="list-style-type: none"> <li>- thought that Charley was trying to dupe him as the currency was not old style / of that time</li> </ul>   | 2            |
| <b>(iii)</b> | <b>Why did Derry enter Mr Lamb's garden?</b><br><br><b>(On The Face of It)</b>  |              |
| Ans.         | Suggested value points-<br><ul style="list-style-type: none"> <li>- thought it was an empty place / house</li> <li>- he did not think any one was there</li> </ul> <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>  | 5 marks      |

|      |   |   |
|------|---|---|
|      | <p>Distribution of marks:-</p> <p>Content – 3      Expression – 2</p> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>   |   |
| (a)  | <b>M. Hamel in 'The Last Lesson' and Edla in 'The Rattrap' are the guiding lights of self-realization to Franz and the peddler respectively. Comment.</b>   |   |
| Ans. | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- both have positive impact on the transformation of the characters</li> <li>• <b>The Rattrap</b></li> <li>- Edla shows unconditional compassion / corrects his mistakes / catalyst for redemption / rekindles his faith in humanity / brings out his essential goodness / peddler is transformed</li> <li>• <b>The Last Lesson</b></li> <li>- M. Hamel's last lesson transforms Franz / regrets procrastinating / not attending his classes / desires to learn from each lesson / realizes importance of - language, books, his teacher</li> </ul> <p><b>(any other relevant point)</b><br/><b>(any three with at least one point from each text)</b></p>  | 5 |
|      | <b>OR</b>   |   |
| (b)  | <b>The poems 'My Mother at Sixty-six' by Kamala Das and 'Aunt Jennifer's Tigers' by Adrienne Rich explore the themes of pain and conflict. Explain.</b>   |   |
| Ans. | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>- both poems – vivid imagery / poetic devices and symbols reflect pain / conflict</li> <li>- tone of both poems – melancholic / reflective</li> <li>• <b>My Mother at Sixty-six</b></li> <li>- poem reflects - pain of poet / poet's realization – ageing and declining health of the mother</li> <li>- feels pain and helplessness at the thought of losing her mother</li> <li>- forcefully smiles to hide her pain - reflects her inner conflict</li> <li>• <b>Aunt Jennifer's Tiger</b></li> <li>- poem showcases pain and oppression in marriage in patriarchal society</li> <li>- massive weight of uncle's wedding band signifies emotional confinement causing lack of confidence / fear</li> <li>- aunt's art reflects her inner turmoil / repressed emotions / desire of longing for freedom and autonomy</li> </ul> <p><b>(any other relevant point)</b><br/><b>(any three with at least one point from each text)</b></p> | 5 |

|              |  |                |
|--------------|--|----------------|
|              |  |                |
| <b>Q. 13</b> | <b>Answer any <i>one</i> of the following two questions in 120-150 words :</b>   | <b>5 marks</b> |
|              | Distribution of marks:-<br>Content – 3      Expression – 2<br>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas   |                |
| <b>(a)</b>   | <b>Dr. Sadao emerges as both a true patriot and a compassionate human being. Elaborate. (The Enemy)</b>  |                |
| Ans.         | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>• <b>patriotic</b> <ul style="list-style-type: none"> <li>- loyal to the country</li> <li>- willing to serve his country</li> <li>- respect for authority – confides in General about the American soldier / agrees to the General's plan – of sending his private assassins</li> <li>- dilemma - treating an American soldier</li> </ul> </li> <li>• <b>Compassionate</b> <ul style="list-style-type: none"> <li>- kind and true to his duty as a doctor</li> <li>- believes that saving life is paramount</li> <li>- chooses his duty as a doctor</li> <li>- brings POW at home – treats him, feeds him, tends to his needs, helps him escape and provides for him (checks his vitals, directs him, gives a flash light etc.)</li> </ul> </li> </ul> <p><b>(any other relevant point)</b><br/><b>(any three with at least one from each character trait)</b></p> | <b>5</b>       |
|              | <b>OR</b>  |                |
| <b>(b)</b>   | <b>'Memories of Childhood' deals with autobiographical episodes of Zitkala-Sa and Bama. They both come from marginalized communities, and look back on their childhood to reflect on their relationships with mainstream culture. Elaborate.</b>   |                |
| Ans.         | <p>Suggested value points-</p> <ul style="list-style-type: none"> <li>• <b>Zitkala Sa –</b> <ul style="list-style-type: none"> <li>- American native woman – forced to attend boarding school for native American children</li> <li>- had to fight prejudice / dogma / evils of oppression</li> <li>- felt uncomfortable - alien language</li> <li>- regimental routine (eating by formula)</li> <li>- felt awkward / out of place</li> <li>- forced to cut her hair against her culture</li> <li>- lost - cultural identity</li> </ul> </li> <li>• <b>Bama –</b> <ul style="list-style-type: none"> <li>- Tamil Dalit writer</li> <li>- victim of untouchability</li> <li>- carefree as a child</li> <li>- unaware of oppression</li> </ul> </li> </ul>   | <b>5</b>       |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>- received first-hand experience - an elder of her community carrying a food packet for his master in an awkward manner - finds it amusing</li> <li>- shares the incidence with her brother – who explains about untouchability / maltreatment / advises -upliftment through hard work and education.</li> </ul> <p>• <b>Conclusion –</b></p> <ul style="list-style-type: none"> <li>- both fought against oppression in their respective countries / empowered themselves with education / escape the past shadows of their psychological struggles in life.</li> </ul> <p><b>(any other relevant point)</b><br/> <b>(any three with at least one from each character)</b></p> |  |
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