

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Examination 2025**  
**Marking Scheme – ENGLISH CORE (301)**  
**(QUESTION PAPER CODE – 1/7/1)**

**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 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 : 1/7/1 ]

**Maximum Marks : 80**

**IMPORTANT INSTRUCTIONS:**

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

	<b>SUGGESTED VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION—A</b> <b>Reading Skills</b>	<b>22 marks</b>
	<b>NOTE:</b> The objective of the reading section is to focus on testing a candidate's ability to comprehend. No mark(s) should be deducted for mistakes in usage and grammar, spelling or word-limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this, as long as it is relevant.	
Q.1.	Answer the following questions, based on the above passage:	<b>12 marks</b>
(i)	<b>Why does the writer refer to the park as a 'sanctuary of tranquility' in paragraph (1)?</b>	
Ans.	-a respite from the daily grind in the heart of a bustling city /the incessant buzz of urban life -offers serenity amidst the cacophony of traffic (any one)	1
(ii)	<b>Why is it important for governments to set up public parks?</b>	
Ans.	providing recreational opportunities for citizens/ public parks are places of leisure integrated into the community/ considered safe places/ provide essential environmental, aesthetic, and recreational benefits (any one)	1
(iii)	<b>According to the passage, what activities can be observed in the park during the early morning hours?</b>	
Ans.	joggers and fitness enthusiasts - navigating the winding paths/ yoga practitioners find quiet corners, movements graceful and meditative/ chirping of birds (any one)	1

(iv)	<b>Describe the transformation of the park by midday.</b>	
Ans.	transforms into a lively gathering spot/families spread out picnic blankets, sharing meals and laughter/ children chase each other across the grass/ joyous shouts echoing through the trees/ elderly couples sit on benches, reminiscing about days gone by as they watch the world go by <b>(any one)</b>	1
(v)	<b>Complete the following suitably.</b> <b>The park at dusk is described as taking on a magical quality because of _____.</b> <b>(A) the setting sun casting a golden hue and water features glistening</b> <b>(B) the bustling activities of joggers and fitness enthusiasts</b> <b>(C) the lively gathering of families and children playing</b> <b>(D) the quiet solitude and meditation of yoga practitioners</b>	
Ans.	(A) the setting sun casting a golden hue and water features glistening	1
(vi)	<b>Provide one textual evidence with reference to paragraph(4) to prove the following:</b> <b>Elderly couples feel a sense of nostalgia.</b>	
Ans.	Elderly couples sit on benches, reminiscing about days gone by as they watch the world go by.	1
(vii)	<b>In the line “The park, now aglow with lanterns, becomes a haven for stargazers and dreamers alike,” what does the phrase ‘haven for stargazers and dreamers’ refer to? (Paragraph 5)</b>	
Ans.	-the park takes on a magical quality with a golden hue over the landscape/ water features glisten in the fading light/ performers and musicians adding to the enchantment - peaceful and inspiring place/ place of leisure/ safe place /a place where people can observe the stars and contemplate their thoughts/ a place offering favourable conditions and environment <b>(any two)</b>	2 (1 + 1)
(viii)	<b>Complete the analogy with one word from paragraph (6).</b> <b>urban life : chaos : : park : _____</b> <b>(A) connection</b> <b>(B) reminder</b> <b>(C) tranquility</b> <b>(D) oasis</b>	
Ans.	(C) tranquility	1
ix	<b>Why is it fair to say that the statement “In this urban oasis, people find a</b>	

	<p>connection with nature and one another” from paragraph (6) is significant?</p> <p>(A) It highlights the park’s role in promoting physical activities.          (B) It emphasizes the park’s importance as a social and natural retreat          (C) It mocks the idea of nature within a bustling city.          (D) It underplays the park’s significance in modern life</p>	
Ans.	(B) It emphasizes the park’s importance as a social and natural retreat	1
x	Assess the potential benefits of an urban park.	
Ans.	<ul style="list-style-type: none"> <li>- a sanctuary of tranquility</li> <li>- offers a respite from the daily grind</li> <li>- provides solace and rejuvenation</li> <li>- promotes physical and mental well-being – jogging, yoga, meditation</li> <li>- safe place</li> <li>- provides essential environmental, aesthetic, and recreational benefits</li> <li>- social – natural retreat</li> </ul> <p>(any two)</p>	2
	<b>Passage 2</b>	
<b>Q.2.</b>	Answer the following questions, based on the above passage:	10 marks
(i)	<p><b>Complete the following suitably :</b></p> <p><b>In the introduction, the researcher links climate change with the rise of renewable energy by highlighting _____.</b></p>	
Ans.	<ul style="list-style-type: none"> <li>- its crucial role as a solution</li> <li>- to analyze the increasing use of renewable energy in India, its adoption across different sectors, and the implications for society and the environment</li> </ul> <p>(any one)</p>	1
(ii)	<p><b>What would the following be classified as?</b></p> <p><b>To examine energy preferences across various demographics in detail, and assess their implications.</b></p> <p><b>Select the appropriate response :</b></p> <p>(A) Primary purpose          (B) Method of analysis          (C) Secondary objective          (D) Research outcome</p>	

Ans.	(C) Secondary objective	1
(iii)	<b>Mention the two steps adopted in the survey methodology.</b>	
Ans.	<p>Step 1- survey was conducted / questions were asked about their primary source of energy and the reasons for their preferences</p> <p>Step 2- analysis of data/ data was then analyzed to identify trends and patterns among different demographics and sectors</p> <p><b>(any one from each step)</b></p>	2 (1+1)
(iv)	<p><b>Paragraph (3) includes the words- ‘motivations’ and ‘influences’.</b></p> <p><b>Classify the following sentences as influence or motivation.</b></p> <p><b>Sentence1: Government incentives lead households to prefer renewable energy over traditional fossil fuels.</b></p> <p><b>Sentence 2: The desire for long-term savings make large industries choose renewable energy.</b></p>	
Ans.	<p>Sentence1: Government incentives lead households to prefer renewable energy over traditional fossil fuels.- influence</p> <p>Sentence 2: The desire for long-term savings make large industries choose renewable energy.- motivation</p>	1 (½ + ½)
(v)	<p><b>Read the following text :</b></p> <p><b>Rajan, a rural household head, prefers using solar panels for energy due to their reliability and the local employment opportunities they provide. His neighbour, Rama, a small business owner, values renewable energy for its cost efficiency and sustainability. Meanwhile Suresh, who runs a large industry, opts for renewable energy due to corporate responsibility and compliance with regulations.</b></p> <p><b>Select the option that identifies the correct demographic they belong to.</b></p> <p><b>(A) Rajan - household worker; Rama - small business owner; Suresh - large industry owner</b></p> <p><b>(B) Rajan - rural employee; Rama - urban worker; Suresh - household head</b></p> <p><b>(C) Rajan - rural household head; Rama - small business owner; Suresh - large industry owner</b></p> <p><b>(D) Rajan - urban worker; Rama - large industry owner; Suresh - rural worker</b></p>	
Ans.	(C) Rajan - rural household head; Rama - small business owner; Suresh - large industry owner	1
(vi)	<b>Although both rural and urban areas prefer renewable energy, why is the preference percentage higher among rural areas?</b>	

Ans.	accessibility/reliability/ local employment opportunities	1
(vii)	<b>Analyse how targeted interventions based on diverse energy preferences of different demographics can lead to improved environmental outcomes. (Paragraph (5))</b>	
Ans.	<p>-to address specific needs such as increasing government incentives and subsidies for renewable energy/ encouraging more households and businesses to adopt sustainable practices</p> <p>- improving the infrastructure for renewable energy/enhancing its reliability and accessibility</p> <p>- building a cleaner and more sustainable future for generations to come</p> <p><b>(any two)</b></p>	2
(viii)	<b>What is the ultimate goal for stakeholders, based on the insights from the study?</b> <b>(A) increase profitability through enhanced renewable infrastructure</b> <b>(B) build a sustainable future</b> <b>(C) reduce the cost of energy</b> <b>(D) expand the range of renewable energy products available</b>	
Ans.	(B) build a sustainable future	1
	<b>SECTION B</b> <b>Creative Writing Skills</b>	<b>18 marks</b>
	<b><u>OBJECTIVE:</u></b> <ul style="list-style-type: none"> <li>• To test the ability to think logically and express clearly.</li> <li>• To use a style appropriate to the given situation.</li> <li>• To plan, organize and present ideas coherently.</li> </ul>	
<b>Q.3</b>	<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> <p>FORMAT - Name of issuing authority- organization / agency, NOTICE, heading, date of issue, signature / name, designation (bottom left)</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>NOTICE WRITING</b>	

(a)	<b>Your school is celebrating its Annual Awards Function. As the school counsellor, write a notice for the school notice board informing students about the details of the programme, asking them to submit their achievement forms for selection of awardees. Include necessary details. Put your notice in a box.</b>	
Ans.	<b>Suggested value points</b> -name of the event / programme -day, date -achievement forms for selection of awardees - last date of submission - contact details  <b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b>	4
	<b>OR</b>	
(b)	<b>Your school will be conducting the annual Student Council Elections. As school Director, write a notice informing students of the same. Remember to include eligibility, last date of form submission and details of the election procedure. Put your notice in a box.</b>	
Ans.	Suggested value points: -name of the event -details of election procedure -eligibility for candidature -last date of submission of the form  <b>(inputs given in the question to be included)</b> <b>(any other relevant point)</b>	4
Q. 4	<b>Attempt <i>any one</i> of the two, (a) or (b), in about 50 words.</b>	4 marks
	Distribution of marks <b>Format -1      Content – 2      Expression - 1</b> <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>FORMAL INVITATION</b>	
(a)	<b>As activity incharge of your school, draft an invitation card in not more than 50 words inviting parents and students to the school career fair (for students of Class XI and XII). Mention a compelling highlight of the event along with necessary details.</b>	



Ans.	<p>Format: Card , third person, in a box</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- invitees</li> <li>- targeted class- XI and XII</li> <li>- day, date ,venue, time</li> <li>- speaker/ career and guidance counsellor/ subject expert</li> <li>- RSVP</li> </ul> <p>(inputs given in the question to be included)</p>	4
	<b>OR</b>	
	<b>FORMAL REPLY</b>	
(b)	<b>An invitation had been issued by Leena/ Lokesh Kapoor, the HR Head of your company, inviting you to a workshop on diversity and inclusion. As Rajni/Rakesh Sharma, senior analyst, draft a reply in not more than 50 words, consenting to attend.</b>	
Ans.	<p>Format: Formal Letter</p> <p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- acknowledgement of the invitation</li> <li>- day, date ,venue, time</li> <li>- express thanks</li> <li>- consenting to attend</li> </ul> <p>(inputs given in the question to be included)</p>	4
<b>Q. 5</b>	<b>Attempt any one of the two, (a) or (b), in 120 - 150 words.</b>	5 marks
	<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>• 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>LETTER TO EDITOR</b>	

Q.5 (a)	<p>Write a letter to the editor of a local daily about the significance of voting and encouraging young people to participate in elections. Also suggest the importance of making informed decisions. You may use some of the given cues along with your own ideas to draft the letter. You are Ragini / Raghu, a responsible citizen, residing at M-5, View Nagar, Vayupur.</p> <div data-bbox="379 450 1161 663"> <ul style="list-style-type: none"> <li>• Youth population - a substantial vote bank</li> <li>• Future stakeholders</li> <li>• Youth - agents of change</li> <li>• Creates responsible and informed youth</li> <li>• Strengthens democracy</li> <li>• Citizen duty and responsibility- an appeal</li> </ul> </div>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- introduce the topic</li> <li>- youth population a substantial vote bank</li> <li>- future stakeholders/policy makers/administrators</li> <li>- youth agents of change/ more receptive/ visionaries</li> <li>- creates responsible and informed youth</li> <li>- strengthens democracy/ have a voice in governance</li> <li>- citizen duty and responsibility- an appeal</li> <li>- conclusion with suggestions</li> </ul> <p>(inputs given in the question to be included) (any other relevant point) (any four)</p>	5
	<b>OR</b>	
	<b>JOB APPLICATION</b>	
Q.5 (b)	<p>You are Shanti/ Satwik from, 375/P-I, Rasalpur, Bahutnagar. You came across the following advertisement for the post of a dance teacher in a reputed public school. Write an application for the position advertised along with your bio-data.</p> <div data-bbox="371 1514 1257 1986"> <p style="text-align: center;"><b>SUNSHINE PUBLIC SCHOOL</b> Requires qualified and experienced Dance Teacher for Junior classes</p> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Teach students from classes 6 -10</li> <li>• Choreograph performances for school events</li> </ul> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Degree in Performing Arts</li> <li>• Skilled in both classical and contemporary forms of dance</li> <li>• Good communicator, student-friendly, creative and innovative.</li> </ul> <p><b>Contact : The Director, Sunshine Public School, 14 A Michael Road, Bahutnagar</b></p> </div>	

Ans.	<p><b>Suggested value points:</b></p> <p><b>Cover 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
Q. 6	Attempt <i>any one</i> of the two, (a) or (b), in 120 - 150 words.	5 marks
	<p>Distribution of marks</p> <p>Format -1      Content – 2      Expression - 2</p> <p>FORMAT -Title and byline</p> <ul style="list-style-type: none"> <li>• <i>No mark for format if content is irrelevant or missing.</i></li> </ul> <p>EXPRESSION - grammar, spelling, punctuation, organisation and coherence of ideas</p>	
	<b>ARTICLE WRITING</b>	
Q.6 (a)	<p><b>You are Suman / Sharman, a Class XII student. Write an article for the school magazine exploring the importance of digital literacy for Indian youth. Provide examples to illustrate your points. You may use the following cues along with your own suggestions.</b></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <b>Influence of advancements in technology on education and employment opportunities for today's youth.</b></li> <li>• <b>Enhancement of digital skills - a necessity.</b></li> <li>• <b>Challenges faced by youth in achieving digital literacy.</b></li> <li>• <b>Impact of digital literacy on future career prospects.</b></li> <li>• <b>Suggestion : Educational institutions should promote digital literacy, create internship opportunities</b></li> </ul> </div>	

Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>- introduce the topic</li> <li>- influence – individualized/interactive learning, e-learning/automation, etc.</li> <li>- enhancement of digital skills -a necessity – streaming services, virtual reality, etc.</li> <li>- challenges – limited resources, digital divide, etc.</li> <li>- impact – learning opportunities, job opportunities, etc.</li> <li>- suggestion - access to technology, curriculum integration, such as coding, robotics, AI etc.</li> </ul> <p>(inputs given in the question to be included) (any other relevant point) (any four )</p>	5
	<b>OR</b>	
	<b>REPORT WRITING</b>	
Q.6 (b)	<p><b>You are Radha / Rahul Batheja, a Class XII student and a member of the school magazine editorial board. Write a comprehensive report detailing the activities undertaken by students as part of Environment Awareness Week, including description of the event, 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: 5px; text-align: center;"> <p>• <b>Who – What - When - Where - Why - How</b></p> </div>	
Ans.	<p>Suggested value points :</p> <ul style="list-style-type: none"> <li>-name of the event</li> <li>-day, date, venue</li> <li>-chief guest and invitees</li> <li>- famous environmentalists and activists</li> <li>-participation details of the students – such as songs/ skits / assembly / exhibition/ debate/ declamation / Green Walk / rally etc.</li> <li>- impact- sensitisation /adopting sustainable lifestyle</li> </ul> <p>(inputs given in the question to be included) (any other relevant point)</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 only 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>If we were not so single-minded about keeping our lives moving, and for once could do nothing, perhaps a huge silence might interrupt this sadness of never understanding ourselves and of threatening ourselves with death.</p> <p style="text-align: right;">(Keeping Quiet)</p>	1 x 6= 6 marks
(i)	Select the phrase from the above extract that suggests the following : The ceaseless activity in our daily life.	
Ans.	about keeping our lives moving	1
(ii)	<p>What does the imagery of 'single-mindedness' <i>not</i> represent in the given extract?</p> <p>(A) flexibility (B) unwavering determination (C) dedication (D) persistent efforts</p>	
Ans.	(A) flexibility	1
(iii)	<p>Complete the following suitably : In the line, 'might interrupt this sadness', the phrase 'this sadness' refers to ____.</p>	
Ans.	sadness of never understanding ourselves/threatening our existence with ceaseless activity / threatening ourselves with death	1
(iv)	The poet has used phrases like 'never understanding ourselves' to illustrate the (irony/humour) in continuous movement without reflection.	
Ans.	irony	1

(v)	<p>Read the assertion and the reason below, with reference to the given extract.</p> <p><b>Assertion :</b> The poet emphasizes the need for productive silence and reflection.</p> <p><b>Reason :</b> Purposeless continuous movement leads to sadness and existential threats.</p> <p>Choose the correct option from the following :</p> <p>(A) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.</p> <p>(B) Both the assertion and the reason are true, and the reason is 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.	(B) Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.	1
(vi)	State in one sentence, what advice you would give to people who are always busy.	
Ans.	to keep quiet/ meditate/introspect /understand ourselves	1
	<b>OR</b>	
Q.7 (b)	<p>For simple sheep; and such are daffodils            With the green world they live in; and clear rills            That for themselves a cooling covert make            'Gainst the hot season; the mid forest brake,            Rich with a sprinkling of fair musk-rose blooms;            And such too is the grandeur of the dooms            We have imagined for the mighty dead;            All lovely tales that we have heard or read;            An endless fountain of immortal drink,            Pouring unto us from the heaven's brink</p> <p style="text-align: right;">(A Thing of Beauty)</p>	1x 6 = 6 marks
(i)	<p>Select the phrase that suggests the following :</p> <p>The small streams make a shelter for themselves.</p>	
Ans.	clear rills that for themselves a cooling covert make	1
(ii)	<p>What does the phrase 'An endless fountain of immortal drink, Pouring unto us from the heaven's brink' <i>not</i> imply in the extract?</p> <p>(A) unlimited beauty            (B) eternal inspiration            (C) finite resources            (D) everlasting joy</p>	
Ans.	(C) finite resources	1
(iii)	Complete the following suitably: In the line, 'the grandeur of the dooms', the word 'dooms' refers to _____.	
Ans.	legacy / ruins /remains of mighty dead/ heroic death/death	1
(iv)	The poet has used phrases like 'mighty dead' to illustrate the _____ (irony/satire) in the lasting impact of beauty and heroism.	

Ans.	irony	1
(v)	<p><b>Read the assertion and the reason below, with reference to the given extract.</b></p> <p><b>Assertion :</b> The poet views beauty as a finite source of inspiration.</p> <p><b>Reason :</b> Natural elements and tales of heroism provide a continuous flow of joy and inspiration.</p> <p><b>Choose the correct option regarding their relationship :</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.	(D)The assertion is false, but the reason is true.	1
(vi)	<b>State in one sentence, what message you would give to those seeking inspiration from nature.</b>	
Ans.	learn from nature/ stay connected to nature/ embrace the endless inspiration and joy that nature provides	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><b>My journey began 13·09 degrees north of the Equator in Madras, and involved crossing nine time zones, six checkpoints, three bodies of water, and at least as many ecospheres.</b></p> <p><b>By the time I actually set foot on the Antarctic continent I had been travelling over 100 hours in combination of a car, an aeroplane, and a ship; so, my first emotion on facing Antarctica's expansive white landscape and uninterrupted blue horizon was relief, followed up with an immediate and profound wonder.</b></p> <p style="text-align: right;"><b>(Journey to the end of the Earth)</b></p>	1x4= 4 marks
(i)	<p><b>Complete the following suitably.</b></p> <p><b>The passage suggests that the author's journey to Antarctica was _____.</b></p>	
Ans.	<p>long and tiring/ lengthy and challenging / overwhelming because of the logistical challenges</p> <p><b>(any other relevant point)</b></p>	1
(ii)	<p><b>Select the correct option from those given in brackets to fill in the blank :</b></p> <p><b>The author highlights the numerous challenges and difficulties to emphasise the _____ (remoteness/proximity) of Antarctica.</b></p>	
Ans.	remoteness	1

(iii)	<p><b>How does the mention of crossing multiple time zones, checkpoints and bodies of water impact the writer?</b></p> <p>(A) is excited by the adventure of travel (B) feels indifferent towards the journey (C) is surprised by the number of obstacles (D) feels overwhelmed by the logistical challenges</p>	
Ans.	(D) feels overwhelmed by the logistical challenges	1
(iv)	<b>How does the description of the journey reflect the author's initial emotions upon arriving in Antarctica?</b>	
Ans.	profound relief / wonder / contrast between the travel and the stunning landscape	1
<b>OR</b>		
Q8. (b)	<p><b>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. As usual, he wished to hunt tigers in Pratibandapuram. But the Maharaja was firm in his resolve. He refused permission. "I can organise any other hunt. You may go on a boar hunt. You may conduct a mouse hunt. We are ready for a mosquito hunt. But tiger hunt! That's impossible!"</b></p> <p style="text-align: right;"><b>(The Tiger King)</b></p>	1x 4 = 4 marks
(i)	<p><b>Complete the following suitably.</b></p> <p><b>The passage suggests that the Maharaja was in danger of losing his throne because _____.</b></p>	
Ans.	he refused to give permission to the British Officer to hunt tigers in Pratibandapuram/ declined his request	1
(ii)	<b>What phrase in the above passage indicates that the Maharaja was a determined man who stuck to his decision ?</b>	
Ans.	Maharaja was firm in his resolve / "But tiger hunt! That's impossible!"	1
(iii)	<p><b>By saying 'that's impossible', the Maharaja in the above passage means _____.</b></p> <p>(A) he will not give up his throne (B) that the British officer cannot go on a tiger hunt in his kingdom (C) he would pass a law which forbade hunting of boars (D) that the Maharaja would accompany the officer on a tiger hunt</p>	
Ans.	(B) that the British officer cannot go on a tiger hunt in his kingdom	1
(iv)	<b>List any one characteristic of the Maharaja as demonstrated in the above passage.</b>	
Ans.	Maharaja was firm in his resolve/ resolute / determined / stubborn / bold <b>(any other relevant point)</b>	1



Q9.	Read the following extracts and answer the questions for any <i>one</i> of the given two, (a) or (b) :	
(a)	<p>The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large 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 a studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of national integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration. This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson hue monster with the help of truckloads of pancake and a number of other locally made potions and lotions.</p> <p style="text-align: right;">(Poets and Pancakes)</p>	1 x 6 = 6 marks
(i)	Why does the author compare the make-up room to a salon ?	
Ans.	lights at all angles and half a dozen large mirrors/ to create humour	1
(ii)	<p>Select the correct option from those given in brackets to fill in the blank.</p> <p>The term 'crimson hue monster' refers to the make-up applied to actors to make them look ugly so that they look _____ (beautiful/terrified) on screen.</p>	
Ans.	beautiful	1
(iii)	<p>Complete the following sentence appropriately.</p> <p>The make-up team's ability to transform actors reveals two things about their skills: First, their _____ and second, their use of _____.</p>	
Ans.	<ul style="list-style-type: none"> <li>- skills to apply make-up /creativity / skills to turn any decent-looking person into a hideous crimson hue monster</li> <li>- lot of make-up/ excessive make-up/ truck-loads of pancake/ locally made potions and lotions</li> </ul>	1
(iv)	Give textual evidence to prove that the make-up team reflected national integration.	
Ans.	The make-up department was first headed by a Bengali who became too big for a studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils / artists from different parts of India.	1

(v)	<b>Explain the phrase ‘fiery misery’ with reference to the given extract.</b>	
Ans.	discomfort caused due to the heat generated by incandescent lights and reflected by large mirrors / discomfort of artists due to extreme heat.	1
(vi)	<b>What does the following line from the extract showcase ?</b> <b>“With the help of truck-loads of pancake and a number of other potions and lotions.”</b> <b>(A) creativity</b> <b>(B) normalcy</b> <b>(C) exaggeration</b> <b>(D) simplicity</b>	
Ans.	(C) exaggeration	1
	<b>OR</b>	
(b)	<b>So it is hardly surprising that opinions of the interview ___ of its functions, methods and merits vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them.</b>  <b>(The Interview)</b>	1 x 6 = 6 marks
(i)	<b>What does the author mean by the phrase ‘extravagant claims’?</b>	
Ans.	exaggeration/ source of truth in its highest form/can reveal truth/ form of art	1
(ii)	<b>Select the correct option from those given in the brackets to fill in the blank.</b> <b>The phrase ‘hardly surprising’ indicates that the writer is _____ (taken aback/unsurprised) at the varied opinions of the interview.</b>	
Ans.	unsurprised	1
(iii)	<b>Complete the following sentence suitably.</b> <b>The people have diverse opinions about an interview. Some consider it _____, while others _____.</b>	
Ans.	- source of truth in its highest form/a form of art - feel it as an unwarranted intrusion into their lives/ diminishes them	1
(iv)	<b>What does the phrase unwarranted intrusion illustrate about an interview ?</b> <b>‘... might despise the interview as an unwarranted intrusion into their lives.’</b> <b>(A) celebration</b> <b>(B) confession</b> <b>(C) invitation</b> <b>(D) interference</b>	

Ans.	(D) interference	1
(v)	Select the textual option that is closest to indicating a feeling of deep dislike : (A) celebrities see themselves as victims (B) extravagant claims (C) despise the interview (D) vary considerably	
Ans.	(C) despise the interview	1
(vi)	Why do celebrities feel that interviews 'diminish' them?	
Ans.	an unwarranted intrusion into their lives/ feel they are victims	1
Q. 10	Answer any <i>five</i> of the following six questions in 40-50 words each :	5 x 2 = 10 marks
	Distribution of marks:- Content – 1      Expression-1	
(i)	What is the complaint of the country folk against the 'party in power'? (A Roadside Stand)	
Ans.	Suggested value points: - exploitation/ false hopes and promises - negligent attitude of people in power (any one)	2
(ii)	Why did Sophie dream of having a boutique after leaving school? (Going Places)	
Ans.	Suggested value points: - attracted to glamour - unhappy with her present situation - desires a sophisticated life (any other relevant point) (any one)	2
(iii)	Why is the Englishman's visit referred to as an unexplained mystery? (Poets and Pancakes)	

Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- Englishman's visit raised many questions and doubts / baffled reaction of those working in Gemini Studio/ name not familiar nor his credentials were confirmed / speech beyond comprehension/ had no taste for English poetry / difficult to digest why he came to a small film studio</li> <li>- accent of the English speaker/ communication gap</li> </ul> <p><b>(any one)</b></p>	2
(iv)	<b>Why did Gandhi agree to a settlement of 25% refund to the farmers?</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- to break the deadlock/ the amount of the refund was less important than the fact that the landlords had to surrender part of the money and with it part of their prestige</li> <li>- the peasant saw that he had rights and defenders/ he learnt courage</li> </ul> <p><b>(any one)</b></p>	2
(v)	<b>Explain why Umberto Eco said, "I started writing novels by accident."</b> <b>(The Interview)</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>- he had nothing to do one day so he started writing novels</li> <li>- to satisfy his taste for narration</li> </ul> <p><b>(any one)</b></p>	2
(vi)	<b>How would humanity benefit if people maintained silence?</b> <b>(Keeping Quiet)</b>	
Ans.	<p>Suggested value points:</p> <p>will help in introspection/understanding ourselves/ creating a feeling of mutual understanding/ universal brotherhood/ overcome linguistic barriers</p> <p><b>(any one)</b></p>	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
	<p>Distribution of marks:-</p> <p>Content – 1    Expression-1</p>	

(i)	<b>How did the Maharaja's harmless wooden tiger lead to his death ? (The Tiger King)</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- surface was rough/ tiny slivers of wood stood up like quills</li> <li>- pierced the king's right hand</li> <li>- infection flared- developed into a suppurating sore</li> </ul>	2
(ii)	<b>Why were the servants not in favour of Sadao's decision to keep the American prisoner of war in their house ? (The Enemy)</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- was an enemy</li> <li>- loyalty towards their country/patriotic</li> <li>- concern for Dr. Sadao and his family</li> <li>- were superstitious/ God and sea may take revenge</li> </ul> <b>(any one)</b>	2
(iii)	<b>What, according to the psychiatrist, was Charley's problem? (The Third Level)</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>- waking dream wish fulfilment</li> <li>- unhappy due to modern world full of insecurity, fear, war and worry</li> <li>- was an escapist/ wanted refuge from reality</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>	<b>5 marks</b>
	Distribution of marks:- Content – 3      Expression – 2	
(a)	<b>Analyse how freedom is curbed in the context of Franz in 'The Last Lesson' and Saheb in 'Lost Spring'.</b>	
Ans.	Suggested value points: <ul style="list-style-type: none"> <li>• Franz</li> </ul>	5

	<ul style="list-style-type: none"> <li>- Alsace and Lorraine taken over by Prussians</li> <li>- imposition of German language / last lesson of French language</li> <li>- not allowed to study their mother tongue any more</li> <li>- school would no more be the same as before</li> <li>• Saheb</li> <li>- poverty stricken/ partner in survival</li> <li>- started working at a tea stall / lost his carefree look / steel canister was heavier than the plastic bag</li> <li>- no longer his own master</li> </ul> <p><b>(any three with at least one from each )</b></p>	
(b)	<b>Illustrate how symbols and images in the poems, ‘My Mother at Sixty-six’ and ‘Aunt Jennifer’s Tigers’ enhance the reader’s understanding of the characters’ experiences and emotional landscapes.</b>	
Ans.	<p>Suggested value points:</p> <p>The use of vivid imagery and symbols in ‘My Mother at Sixty-six’ and ‘Aunt Jennifer’s Tigers’ allow readers to gain deeper insight into the characters’ feelings and struggles.</p> <ul style="list-style-type: none"> <li>• My Mother at Sixty-six</li> <li>- old age/aging mother/ inevitable aging process</li> <li>- mother compared to a corpse/ face compared with late winter’s moon</li> <li>- aches and pains felt by the daughter/ childhood fear</li> <li>- wanted to put that thought away</li> <li>- looked at the young trees sprinting and merry children spilling</li> <li>- her smile and her words see you soon amma</li> <li>• Aunt Jennifer’s Tigers</li> <li>- tigers in the panel created by Aunt Jennifer - a symbol of bravery/ freedom/ honour/ fearlessness/ confidence/aspirations</li> <li>- her fingers fluttering/ ivory needle hard to pull/ wedding band- constraints of married life/ oppressive marriage</li> </ul> <p><b>(any three with at least one from each )</b></p>	5
Q. 13	<b>Answer any <i>one</i> of the following two questions in 120-150 words :</b>	5 marks

	Distribution of marks:- Content – 3      Expression – 2	
(a)	<b>Compare and contrast the characters of Mr Lamb and Derry in the play ‘On the Face of It’.</b>	
Ans.	<p>Suggested value points:</p> <ul style="list-style-type: none"> <li>• Comparison</li> <li>- both Mr. Lamb and Derry physically impaired</li> <li>- lonely / had no friends</li> <li>• Contrast</li> <li>- Mr. Lamb mature and practical but Derry - teenager boy- withdrawn and defiant</li> <li>- Mr. Lamb -positive attitude/ good listener/is observant/ appreciates nature / open minded/ gate is always open/ no curtains</li> <li>- Derry - self- pity/ scared to be with others/ hates going out/negative outlook towards life / upset about his over protective parents</li> </ul> <p><b>(any other relevant point)</b> <b>(any three with at least one from each )</b></p>	5
	<b>OR</b>	
(b)	<b>Untouchability is not only a crime, it is inhuman too. Why and how does Bama decide to fight against it?</b> <b>(Memories of Childhood)</b>	
Ans.	<p>Suggested value points:</p> <p><b>WHY</b></p> <ul style="list-style-type: none"> <li>- incident of elderly man of her community being humiliated by the landlord</li> <li>- Annan explained that they were never given any honour or dignity or respect</li> </ul> <p><b>HOW</b></p> <ul style="list-style-type: none"> <li>- Annan advised her to study with care and make progress to fight/throw away the indignities</li> <li>- she studied hard in a frenzy and stood first in her class</li> <li>- voiced the oppression of caste system through her writing</li> </ul> <p><b>(any other relevant point)</b> <b>(any three)</b></p>	5

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