

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **15** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## ENGLISH (Core)

Time allowed : 3 hours

Maximum Marks : 100

### General Instructions :

- This paper is divided into three Sections : A, B and C. All the sections are compulsory.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*



1. Read the passage given below carefully :

12

- 1 For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives — in its cobblestone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ.
- 2 This is Jerusalem, home to the sacred sites of Christianity, Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection.
- 3 Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite, it is the most venerated Christian shrine in the world. And justifiably so. Here, within the church, are the last five stations of the cross, the 10<sup>th</sup> station where Jesus was stripped of his clothes, the 11<sup>th</sup> where he was nailed to the cross, the 12<sup>th</sup> where he died on the cross, the 13<sup>th</sup> where the body was removed from the cross, and the 14<sup>th</sup>, his tomb.
- 4 For all this weighty tradition, the approach and entrance to the church is nondescript. You have to ask for directions. Even to the devout Christian pilgrims walking along the Via Dolorosa — the Way of Sorrows — first nine stations look clueless. Then a courtyard appears, hemmed in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture.



- 5 Immediately inside the entrance is your first stop. It's the stone of anointing: this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus' body was prepared for burial by Joseph.
- 6 What happened next ? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive — and impressive — Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda, is the structure that contains the Holy Sepulchre.
- 7 “How do you know that this is Jesus' tomb ?” I asked one of the pilgrims standing next to me. He was clueless, more interested, like the rest of them, in the novelty of it all and in photographing it, than in its history or tradition.
- 8 At the start of the first century, the place was a disused quarry outside the city walls. According to the gospels, Jesus' crucifixion occurred ‘at a place outside the city walls with graves nearby .....’. Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period.



9 The structure at the site is a marble tomb built over the original burial chamber. It has two rooms, and you enter four at a time into the first of these, the Chapel of the Angel. Here the angel is supposed to have sat on a stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims' hands, leads to a smaller chamber inside. This is the 'room of the tomb', the place where Jesus was buried.

10 We entered in a single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but it only made it worse.

On the basis of your understanding of this passage answer the following questions with the help of the given options :

$1 \times 4 = 4$

(a) How does Jerusalem still retain the charm of the ancient era ?

- (i) There are narrow lanes.
- (ii) Roads are paved with cobblestones.
- (iii) People can be seen riding asses.
- (iv) All of the above

(b) Holy Sepulchre is sacred to

- (i) Christianity
- (ii) Islam
- (iii) Judaism
- (iv) Both (i) and (iii)



- (c) Why does one have to constantly ask for directions to the church ?
- (i) Its lanes are narrow.
  - (ii) Entrance to the church is nondescript.
  - (iii) People are not tourist-friendly.
  - (iv) Everyone is lost in enjoying the romance of the place.
- (d) Where was Jesus buried ?
- (i) In a cave
  - (ii) At a place outside the city
  - (iii) In the Holy Sepulchre
  - (iv) Both (i) and (ii)

Answer the following questions briefly :

$1 \times 6 = 6$

- (e) What is the Greek belief about the 'stone of anointing' ?
- (f) Why did Emperor Constantine build the Rotunda ?
- (g) What is the general attitude of the pilgrims ?
- (h) How is the site compatible with the biblical period ?
- (i) Why did the pilgrims enter the 'room of the tomb' in a single file ?
- (j) Why did 'a woman' try to hide her tears ?
- (k) Find words from the passage which mean the same as:  $1 \times 2 = 2$
- (i) A large grave (para 3)
  - (ii) Having no interesting features/dull (para 4)



- 1 We often make all things around us the way we want them. Even during our pilgrimages we have begun to look for whatever makes our heart happy, gives comfort to our body and peace to the mind. It is as if external solutions will fulfil our needs, and we do not want to make any special efforts even in our spiritual search. Our mind is resourceful — it works to find shortcuts in simple and easy ways.
- 2 Even pilgrimages have been converted into tourism opportunities. Instead, we must awaken our conscience and souls and understand the truth. Let us not tamper with either our own nature or that of the Supreme.
- 3 All our cleverness is rendered ineffective when nature does a dance of destruction. Its fury can and will wash away all imperfections. Indian culture, based on Vedic treatises, assists in human evolution, but we are now using our entire energy in distorting these traditions according to our convenience instead of making efforts to make ourselves worthy of them.
- 4 The irony is that humans are not even aware of the complacent attitude they have allowed themselves to sink to. Nature is everyone's Amma and her fierce blows will sooner or later corner us and force us to understand this truth. Earlier, pilgrimages to places of spiritual significance were rituals that were undertaken when people became free from their worldly duties. Even now some

seekers take up this pious religious journey as a path to peace and knowledge. Anyone travelling with this attitude feels and travels with only a few essential items that his body can carry. Pilgrims traditionally travelled light, on foot, eating light, dried chickpeas and fruits, or whatever was available. Pilgrims of olden days did not feel the need to stay in special AC bedrooms, or travel by luxury cars or indulge themselves with delicious food and savouries.

- 5 Pilgrims traditionally moved ahead, creating a feeling of belonging towards all, conveying a message of brotherhood among all they came across whether in small caves, ashrams or local settlements. They received the blessings and congregations of yogis and mahatmas in return while conducting the dharma of their pilgrimage. A pilgrimage is like penance or sadhana to stay near nature and to experience a feeling of oneness with it, to keep the body healthy and fulfilled with the amount of food, while seeking freedom from attachments and yet remaining happy while staying away from relatives and associates.
- 6 This is how a pilgrimage should be rather than making it like a picnic by taking a large group along and living in comfort, packing in entertainment, and tampering with environment. What is worse is giving a boost to the ego of having had a special darshan. Now alms are distributed, charity done while they brag about their spiritual experiences!



- 7 We must embark on our spiritual journey by first understanding the grace and significance of a pilgrimage and following it up with the prescribed rules and rituals — this is what translates into the ultimate and beautiful medium of spiritual evolution. There is no justification for tampering with nature.
- 8 A pilgrimage is symbolic of contemplation and meditation and acceptance, and is a metaphor for the constant growth or movement and love for nature that we should hold in our hearts.
- 9 This is the truth!

On the basis of your understanding of the above passage answer the questions that follow with the help of the given options :  $1 \times 2 = 2$

- (a) How can a pilgrim keep his body healthy ?
- (i) By travelling light
  - (ii) By eating small amount of food
  - (iii) By keeping free from attachments
  - (iv) Both (i) and (ii)
- (b) How do we satisfy our ego ?
- (i) By having a special darshan
  - (ii) By distributing alms
  - (iii) By treating it like a picnic
  - (iv) Both (i) and (ii)



Answer the following as briefly as possible :

1×6=6

- (c) What change has taken place in our attitude towards pilgrimages ?
- (d) What happens when pilgrimages are turned into picnics ?
- (e) Why are we complacent in our spiritual efforts ?
- (f) How does nature respond when we try to be clever with it ?
- (g) In olden days with what attitude did people go on a pilgrimage ?
- (h) What message does the passage convey to the pilgrims ?
- (i) Find words from the passage which mean the same as the following :

1×2=2

(i) made/turned (para 3)

(ii) very satisfied (para 4)

3. Read the passage given below :

8

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words.

Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.

Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.

We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.

What we should ideally do is listen first with full awareness. Once we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness after listening to the speaker with full concentration.

Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

- (a) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary – minimum four) and a format you consider suitable. Also supply an appropriate title to it. 5
- (b) Write a summary of the passage in about 80 words. 3

4. Chennai Book Society is going to organise a week-long book fair in the city during the coming autumn vacation. It has requested your school for volunteers to manage various counters. As Secretary, Cultural Club, Chennai Public School, write a notice in about 50 words inviting the names of those who want to help. You are Lalith/Latha.

4

**OR**

Very soon your school is going to be a centre for CBSE examinations. You have seen that during lunch break students of junior classes keep going around the examination rooms and make all kinds of noises. You are Navtej/Navita, Head Boy/Head Girl, Akash Public School, Ajmer. Write a notice in about 50 words warning such students not to go near the examination rooms.

5. You are the Principal, Akash Public School, Ajmer. Yesterday you received a letter of enquiry from Mr. P.L. Sharma resident of 12, Abu Bakr Road, Dubai who wants his daughter, Navita, at present studying in class VIII, Indian School, Dubai to be admitted to your school next year in class IX. He wants to know all about your school. Write a letter in 120 – 150 words to Mr. Sharma.

6

**OR**

You are Navtej/Navita, 114, Mount Kailash, Kanpur. Write an application along with a personal résumé in 120 – 150 words in response to the following advertisement.

WANTED a trained PGT (English) at least second class M.A. Preference to those with public school experience. Apply to Manager, Akash Public School, Ajmer by 15<sup>th</sup> March, 2015.

6. On Teacher's Day, your Principal has asked you to deliver a speech in the morning assembly on 'The role of a teacher in society'. Write your speech in 150 – 200 words. You are Navtej/Navita. 10

**OR**

More industrial production means availability of more goods, better life style, lower prices, more jobs, etc. However, a higher standard of living can be achieved only at a cost — depletion of raw materials and air and water pollution. Write a debate in 150 – 200 words either for or against the motion — 'Standard of living can be raised, but only at a great cost'. You are Navtej/Navita.

7. The number of cars that a country produces every year is one way of measuring its prosperity. At the same time what the vehicles lead to are traffic jams, air pollution, road rage, an unhealthy competition in the middle class to own more and newer cars. What are your views on the issue — Private cars or Public transport ? Describe them in an article in 150 – 200 words. You are Navtej/Navita. 10

**OR**

Students of class XII, not only do they prepare for Board examination but also for entrance examinations. For the sake of preparation they have to divide their time between the two. How to manage their time, caught between the two goals, becomes a problem for them. Write an article in 150 – 200 words on 'How should a student manage his time ?' You are Navtej/Navita.



8. Read the extract given below and answer the questions that follow : 4

I looked again at her, wan,  
pale  
as a late winter's moon and felt that  
old  
familiar ache, my childhood's fear,  
... ..

- (a) Who is 'her' ? 1
- (b) Why did the poet look at 'her' again ? 1
- (c) What was the poet's childhood fear ? 1
- (d) Identify the figure of speech used in these lines. 1

**OR**

At back of the dim class

One unnoted, sweet and young. His eyes live in a dream,  
Of squirrel's game, in tree room, other than this.

- (a) Why is the class dim ? 1
- (b) Why is the child called 'sweet and young' ? 1
- (c) What does the child want to enjoy ? 1
- (d) What is the significance of the phrase, 'other than this' ? 1



9. Answer any **four** of the following questions in 30 – 40 words each :  $3 \times 4 = 12$

- (a) What kind of gold did the people of Seemapuri look for in the garbage ? (Lost Spring)
- (b) Why did Gandhi tell the court that he was involved in a 'conflict of duties' ?
- (c) How do we get joy from life which is otherwise full of sorrows ? (A Thing of Beauty)
- (d) For Aunt Jennifer, what do the tigers symbolise ?
- (e) What made the chief astrologer place his finger on his nose ? (The Tiger King)
- (f) On the seventh day after the American soldier was found by Dr. Sadao two things happened. Why did Hana feel scared of the second ?

10. Answer the following question in 120 – 150 words :

6

'We Too are Human Beings' highlights high caste – low caste discrimination in society. How do low caste people suffer on account of this ? What advice is given to Bama to overcome this problem ?

**OR**

How did Dr. Sadao help the American POW to escape ? What humanitarian values do you find in his act ?



11. Answer the following question in 120 – 150 words :

6

Describe the efforts made by Douglas to overcome his fear of water.

**OR**

It is normal for adolescents to fantasise and indulge in hero worship. How far is it true of Sophie ?

12. Answer the following question in 120 – 150 words :

6

Silas Marner lost his hoard of gold. Describe the circumstances under which his 'gold' is restored to him in the form of Eppie.

**OR**

How did Griffin make himself completely invisible at 'Coach and Horses' ?

13. Answer the following question in 120 – 150 words :

6

Godfrey Cass is good-natured but weak-willed. Comment.

**OR**

As a scientist, how is Kemp different from Griffin ?



SENIOR SCHOOL CERTIFICATE EXAMINATION  
MARCH 2015  
MARKING SCHEME

ENGLISH (CORE - 301)

CLASS XII

## GENERAL INSTRUCTIONS

1. EVALUATION IS TO BE DONE AS PER INSTRUCTIONS PROVIDED IN THE MARKING SCHEME ONLY.
2. THE MARKING SCHEME PROVIDES SUGGESTED VALUE POINTS AND NOT THE COMPLETE ANSWERS.
3. IF A QUESTION HAS PARTS, MARKS MUST BE AWARDED ON THE RIGHT HAND SIDE FOR EACH PART. MARKS AWARDED TO DIFFERENT PARTS OF A QUESTION SHOULD THEN BE TOTALLED UP, WRITTEN AND ENCIRCLED IN THE LEFT HAND MARGIN OF THE ANSWER CONCERNED.
4. IF A QUESTION DOES NOT HAVE ANY PARTS, MARKS FOR THAT QUESTION MUST BE AWARDED IN THE LEFT-HAND MARGIN OF THE ANSWER.
5. WHERE MARKS ARE ALLOTTED SEPARATELY FOR CONTENT AND EXPRESSION AS PER THE MARKING SCHEME, THEY HAVE TO BE REFLECTED SEPARATELY AND THEN TOTALLED UP. THIS IS MANDATORY.
6. A SLASH (/) IN THE MARKING SCHEME INDICATES ALTERNATIVE ANSWER(S) TO A QUESTION. IF A STUDENT WRITES AN ANSWER WHICH IS NOT GIVEN IN THE MARKING SCHEME BUT WHICH SEEMS TO BE EQUALLY ACCEPTABLE, MARKS MUST BE AWARDED ONLY IN CONSULTATION WITH THE HEAD-EXAMINER.
7. IF A CHILD HAS ATTEMPTED AN EXTRA QUESTION, THE ANSWER DESERVING MORE MARKS SHOULD BE RETAINED AND THE OTHER ANSWER BE SCORED OUT.
8. Q1 AND Q2 UNDER SECTION A (READING) AND Q8 UNDER SECTION C (TEXT BOOKS) HAVE BEEN DESIGNED TO TEST STUDENTS' ABILITY TO COMPREHEND THE GIVEN PASSAGE. AS SUCH THE EXAMINEES NEED NOT BE UNNECESSARILY PENALISED FOR THEIR LANGUAGE ERRORS.
9. WHERE QUESTIONS HAVE BEEN DESIGNED TO TEST THE WRITING SKILLS OF STUDENTS, THE EXPRESSION (GRAMMATICAL ACCURACY, APPROPRIATE USE OF WORDS, STYLE, SPELLING, ORGANIZATION AND PRESENTATION OF RELEVANT MATTER IN A COHERENT AND LOGICAL WAY) ASSUMES AS MUCH IMPORTANCE AS THE CONTENT.
10. IDENTIFY MAJOR MISTAKES AND SHORTCOMINGS BEFORE AWARDED MARKS.
11. WHEREVER THE WORD LIMIT IS GIVEN, NO MARKS BE DEDUCTED FOR EXCEEDING IT. HOWEVER, DUE CREDIT SHOULD BE GIVEN FOR PRECISE ANSWERS.





12. IF A STUDENT, IN RESPONSE TO A SHORT-ANSWER-TYPE QUESTION, WRITES A SINGLE WORD / PHRASE ANSWER WHICH CONSTITUTES THE CORE OF THE ANSWER, IT MUST BE ACCEPTED AND AWARDED MARKS.
13. IF A STUDENT LITERALLY LIFTS A PORTION OF THE GIVEN PASSAGE / EXTRACT FROM THE QUESTION PAPER AS AN ANSWER TO A QUESTION, NO MARK(S) TO BE DEDUCTED ON THIS COUNT AS LONG AS IT IS RELEVANT AND INDICATIVE OF THE DESIRED UNDERSTANDING ON THE PART OF THE STUDENT [REFERENCE QUESTIONS UNDER Q1, Q2 AND Q8].
14. THE QUESTION NOS. 12 AND 13, BASED ON THE NOVEL “THE INVISIBLE MAN” AND “SILAS MARNER” ARE BEING ASKED FOR THE FIRST TIME. IT IS SUGGESTED THAT THE EXAMINERS BE CONSIDERATE WHILE AWARDING MARKS.
15. A FULL SCALE OF MARKS – 0 TO 100 – IS TO BE USED WHILE AWARDING MARKS. IN CASE OF AN ANSWER BOOK DESERVING 90 MARKS AND ABOVE, MARKS BE AWARDED ONLY IN CONSULTATION WITH THE HEAD EXAMINER.
16. AS PER ORDERS OF THE HON’BLE SUPREME COURT, A CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER BOOK ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL 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.

**[FOR THE HEAD EXAMINERS ONLY]**

1. ANSWER SCRIPTS MUST BE GIVEN TO THE EVALUATORS FOR EVALUATION ONLY AFTER THE GIVEN MARKING SCHEME HAS BEEN THOROUGHLY DISCUSSED WITH THEM COLLECTIVELY OR INDIVIDUALLY. NO EXCEPTIONS, PLEASE.
2. THE HEAD EXAMINER IS REQUIRED TO GO THROUGH THE FIRST FIVE EVALUATED ANSWER SCRIPTS OF EACH EXAMINER SCRUPULOUSLY TO ENSURE THAT THE EVALUATOR CONCERNED HAS EVALUATED THE ANSWER SCRIPTS AS PER THE INSTRUCTIONS PROVIDED IN THE MARKING SCHEME.
3. THE HEAD EXAMINER IS EXPECTED TO EXAMINE THE ANSWER CONTAINING THE VALUE POINTS THAT HAVE NOT BEEN PROVIDED IN THE MARKING SCHEME BUT THE EVALUATOR FINDS IT EQUALLY CORRECT FOR THE PURPOSE OF AWARDING MARKS AND GIVES HIS / HER DECISION WHICH WILL BE BINDING ON THE EVALUATOR.
4. IT IS THE BOUNDEN DUTY OF EACH AND EVERY HEAD EXAMINER TO DO THE RANDOM CHECKING ALONG WITH THE ANSWER BOOKS WHICH DESERVE **90** MARKS AND ABOVE, AS REPORTED BY INDIVIDUAL EVALUATORS. THE FINAL DECISION IN THIS REGARD, HOWEVER, WILL REST WITH THE HEAD EXAMINER ONLY.
5. THE FOLLOWING MARKS(S) RANGE ANSWER SCRIPTS MUST BE INCLUDED IN 10% FOR H.E.’S

88 AND ABOVE

72-74



## SUGGESTED VALUE POINTS

| SECTION A: READING |     |     |  |
|--------------------|-----|-----|--|
| 1                  | 1   | 1   | <b>COMPREHENSION PASSAGE</b>   |
|                    |     |     | NOTE: 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.                   |
| (a)                | (a) | (a) | (iv)   |
|                    |     |     | 1 mark   |
| (b)                | (b) | (b) | (i)  |
|                    |     |     | 1 mark   |
| (c)                | (c) | (c) | (ii)   |
|                    |     |     | 1 mark   |
| (d)                | (d) | (d) | any one of the four options  |
|                    |     |     | 1 mark   |
| (e)                | (e) | (e) | that this is the place where Christ was removed from the cross   |
|                    |     |     | 1 mark   |
| (f)                | (f) | (f) | <ul style="list-style-type: none"> <li>– to venerate the place of burial</li> <li>– to protect the Holy Sepulchre</li> <li>– to show his official recognition and respect for Christianity</li> <li>– the original burial site destroyed by continuous attacks and rebuilding</li> </ul> <p style="text-align: center;">(any one)</p>                    |
|                    |     |     | 1 mark   |
| (g)                | (g) | (g) | <ul style="list-style-type: none"> <li>– not interested in the history or tradition of the place</li> <li>– interested in the novelty of the place and in photographing it</li> <li>– clueless about directions and locations of important sites</li> </ul> <p style="text-align: center;">(any one)</p>   |
|                    |     |     | 1 mark   |
| (h)                | (h) | (h) | – Archaeologists have discovered tombs from that era. This is compatible with the biblical period which says that Jesus' crucifixion occurred at the place outside the city walls with graves nearby   |
|                    |     |     | 1 mark   |
| (i)                | (i) | (i) | <ul style="list-style-type: none"> <li>– a low door leads to a narrow, smaller chamber inside</li> <li>– a large marble slab covers the original rock bench on which the body of Jesus was laid, this makes the chamber very narrow</li> <li>– people enter in a single file to pray at the tomb</li> </ul> <p style="text-align: center;">(any one)</p> |
|                    |     |     | 1 mark   |
| (j)                | (j) | (j) | <ul style="list-style-type: none"> <li>– felt embarrassed</li> <li>– didn't want to be seen crying by others</li> <li>– Like a true Christian she felt overwhelmed as Jesus was buried there, while others seemed unconcerned.</li> </ul> <p style="text-align: center;">(any one)</p>   |
|                    |     |     | 1 mark   |
| (k)                | (k) | (k) | i) tomb<br>ii) non-descript  |
|                    |     |     | 1 mark<br>1 mark   |
| 2                  | 2   | 2   | <b>COMPREHENSION PASSAGE</b>   |



|     |     |     |   |        |
|-----|-----|-----|---|--------|
|     |     |     | 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.   |        |
| (a) | (a) | (a) | (iv) any one of the four options  | 1 mark |
| (b) | (b) | (b) | (iv) any one of the four options  | 1 mark |
| (c) | (c) | (c) | <ul style="list-style-type: none"> <li>– we look for whatever makes our heart happy, gives comfort to our body and peace to the mind / modern amenities, luxuries and comforts</li> <li>– we think that external solutions will fulfil our needs</li> <li>– we do not want to make any special effort even in our spiritual search</li> <li>– pilgrimages have become tourism opportunities / picnics<br/>(any one)</li> </ul>  | 1 mark |
| (d) | (d) | (d) | <ul style="list-style-type: none"> <li>– we tamper with our own nature and with that of the supreme</li> <li>– we seek comfort, luxury and indulgence</li> <li>– we become complacent</li> <li>– we travel with a large group consisting of our relatives, friends and associates</li> <li>– instead of spiritual upliftment, our egos get a boost</li> <li>– we fail to understand the grace and significance of a pilgrimage</li> <li>– we don't aim at spiritual upliftment<br/>(any one)</li> </ul>   | 1 mark |
| (e) | (e) | (e) | <ul style="list-style-type: none"> <li>– we often make all things around us the way we want them</li> <li>– we think that external solutions will fulfil our needs therefore we do not make any special efforts even in our spiritual search</li> <li>– our mind is resourceful – it works to find shortcuts in simple and easy ways</li> <li>– we have distorted traditions according to our conveniences<br/>(any one)</li> </ul>   | 1 mark |
| (f) | (f) | (f) | <ul style="list-style-type: none"> <li>– we have to face the fierce blows / harsh treatment from nature</li> <li>– its fury can wash away all imperfections</li> <li>– cleverness rendered ineffective<br/>(any one)</li> </ul>   | 1 mark |
| (g) | (g) | (g) | <ul style="list-style-type: none"> <li>– created a feeling of belonging towards all / conveyed a message of brotherhood</li> <li>– conducted the dharma of their pilgrimage</li> <li>– took it as a penance or sadhana to stay near nature and to experience a feeling of oneness with it</li> <li>– kept the body healthy and fulfilled with frugal meals</li> <li>– sought freedom from attachments and yet remain happy away from relatives and associates</li> <li>– saw it as a medium of spiritual evolution</li> <li>– did not try to pamper themselves with luxuries and material comforts</li> <li>– took it as a path to peace and knowledge</li> </ul> | 1 mark |



|     |     |     |   |                             |
|-----|-----|-----|---|-----------------------------|
| (h) | (h) | (h) | <ul style="list-style-type: none"> <li>– a pilgrimage is symbolic of contemplation, meditation and acceptance</li> <li>– a metaphor for the constant growth or movement and love for nature that we should hold in our hearts</li> <li>– not to treat a pilgrimage like a picnic</li> <li>– to observe austerity in order to experience spiritual upliftment</li> <li>– pilgrimage must be treated as a path to peace and knowledge</li> <li>– to understand the grace and significance of a pilgrimage</li> <li>– to promote brotherhood through a pilgrimage</li> </ul> <p style="text-align: center;">(any one)</p>  | 1 mark                      |
| (i) | (i) | (i) | <ul style="list-style-type: none"> <li>i) rendered</li> <li>ii) complacent</li> </ul>   | 1 mark<br>1 mark            |
| 3   | 3   | 3   | <p><b>Note</b></p> <ul style="list-style-type: none"> <li>• <b>If a student has attempted only summary or only notes, due credit should be given.</b></li> <li>• <b>1 mark allotted for the title be given, even if a student has written the title either in Q3(a) or Q3(b)</b></li> <li>• <b>Content must be divided into headings and sub-headings</b></li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. <u>Complete sentences are not to be accepted as notes.</u></p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p> |                             |
| (a) | (a) | (a) | <p><b>NOTE MAKING</b></p> <p>Distribution of Marks</p> <p><b>Abbreviations / Symbols</b> (with /without key) – any four</p> <p><b>Title</b></p> <p><b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)</p>  | 1 mark<br>1 mark<br>3 marks |
|     |     |     | <p><b>Suggested Notes</b></p> <p><b>NOTE:</b></p> <p>Accept the notes and summary in the third person.</p> <p>Also accept them written in the first person provided the format is correct and content is covered properly.</p>  |                             |
|     |     |     | <p><b>Title:</b> Art of Listening / Hearing vs. Listening / any other relevant title</p>  |                             |
|     |     |     | <p>1 Difference b/w Hearing &amp; Listening</p> <p>1.1 hearing diff. from listening</p> <p>1.2 hearing – phy</p> <p style="padding-left: 20px;">1.2.1 sound waves</p> <p style="padding-left: 20px;">1.2.2 may not understand</p> <p>1.3 listening – full attention</p> <p style="padding-left: 20px;">1.3.1 applying mind</p>  |                             |



|     |     |     |  |                              |
|-----|-----|-----|--|------------------------------|
|     |     |     | <p>2.2 pretend to listen<br/>2.3 sit in judgement<br/>2.4 -ive mind-set</p> <p>3 Benefits of Listening / Benefits / Advantages<br/>3.1 full awareness &amp; conc.<br/>3.2 suspend judgement<br/>3.3 speak your mind</p> <p>4 Importance of Listening<br/>4.1 perfect communication<br/>4.2 improve interpersonal relationships<br/>4.3 no tension / negativity<br/>4.4 understand unspoken words<br/>4.5 reduce misunderstanding</p> |                              |
| (b) | (b) | (b) | <p><b>Summary</b><br/>The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>   | <p>2 marks</p> <p>1 mark</p> |
|     |     |     | <p style="text-align: center;"><b>SECTION B: ADVANCED WRITING SKILLS</b></p> <p><b>NOTE:</b> The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</p>  |                              |
| 4   | 4   | 4   | <b>NOTICE</b>  |                              |
|     |     |     | <p><b>Format</b><br/>The format should include: NAME OF THE INSTITUTION (ISSUING AUTHORITY) / NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.</p>   | 1 mark                       |
|     |     |     | <b>Content</b>   | 2 marks                      |
|     |     |     | <b>Expression</b>  | 1 mark                       |
|     |     |     | <p><b>Suggested value points</b><br/>[BOOK FAIR]</p> <ul style="list-style-type: none"> <li>- what - book fair</li> <li>- when - for a week during autumn break</li> <li>- where - in the city</li> <li>- purpose - request for volunteers</li> <li>- last date for giving names</li> <li>- contact person</li> <li>- any other relevant details</li> </ul>  |                              |
|     |     |     | OR   |                              |
|     |     |     | <p><b>Suggested value points</b><br/>[STUDENTS NOT TO GO NEAR EXAMINATION CENTRE]</p>  |                              |



|   |   |   |   |         |
|---|---|---|---|---------|
|   |   |   | <ul style="list-style-type: none"> <li>- when - during CBSE exams</li> <li>- where - in school premises</li> <li>- why - need for maintaining silence</li> <li>- any other relevant details</li> </ul>  |         |
| 5 | 5 | 5 | <p><b>LETTER WRITING</b></p> <p>[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. ]</p>   |         |
|   |   |   | <p><b>Format</b></p> <p>1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.</p>   | 1 mark  |
|   |   |   | <p><b>Content</b></p>   | 3 marks |
|   |   |   | <p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [1]<br/>coherence and relevance of ideas and style [1]</p>   | 2 marks |
|   |   |   | <p>(ABOUT THE SCHOOL)</p> <p><b>Suggested value points</b></p> <p>details of the school</p> <ul style="list-style-type: none"> <li>- infrastructure</li> <li>- faculty</li> <li>- fee structure</li> <li>- results</li> <li>- activities / extracurricular activities</li> <li>- admission process</li> <li>- type of school - residential / day</li> </ul> <p style="text-align: center;">(any other relevant details)<br/>(any 4 points)</p>  |         |
|   |   |   | OR  |         |
|   |   |   | <p>(APPLICATION FOR JOB)</p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- reference to advertisement</li> <li>- response to information about vacancy</li> <li>- purpose</li> <li>- reasons for suitability</li> </ul> <p>resume</p> <ul style="list-style-type: none"> <li>- personal details</li> <li>- qualifications</li> <li>- salary - drawn / expected / experience</li> <li>- other interests / hobbies</li> <li>- references</li> <li>- enclosures (optional)</li> </ul> <p>(any other relevant points)</p> |         |
| 6 | 6 | 6 | <b>SPEECH</b>   |         |



|   |   |   |  |         |
|---|---|---|--|---------|
|   |   |   | <b>Content</b>   | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]  | 5 marks |
|   |   |   | <b>Suggested Value Points</b><br>(THE ROLE OF A TEACHER IN SOCIETY)<br>– role / place of teacher in society - past<br>– present day role of teachers<br>– complex role - educator / facilitator<br>– builder of nation<br>– according to ancient literature Guru held in high esteem<br>– teacher transforms child into thinking, responsible, useful citizen<br>– teacher plays significant role in shaping individuals, thus shaping society<br><br>(any other relevant point)<br><br>(any 4)  |         |
|   |   |   | OR   |         |
| 6 | 6 | 6 | <b>DEBATE</b>  |         |
|   |   |   | <b>Format</b> (opening address and conclusion)   | 1 mark  |
|   |   |   | <b>Content</b>   | 4 marks |
|   |   |   | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [2½]<br>coherence and relevance of ideas and style [2½]  | 5 marks |
|   |   |   | <b>Suggested Value Points</b><br>(STANDARD OF LIVING CAN BE RAISED, BUT ONLY AT A GREAT COST)<br><b>Note:</b> Student's view to be expressed either for or against the topic<br><br>For:<br>increase in industrial production:<br>– more quality goods<br>– better life<br>– lower prices<br>– more jobs<br><br>Against:<br>– depletion of raw material<br>– air / water pollution<br>– responsibility to keep earth safe and healthy for future generations<br><br>(any other relevant details) |         |
| 7 | 7 | 7 | <b>ARTICLE WRITING</b>   |         |
|   |   |   | <b>Format</b>  | 1 mark  |
|   |   |   | <b>Content</b>   | 4 marks |
|   |   |   | <b>Expression</b>  | 5 marks |



|   |   |   |   |  |
|---|---|---|---|--|
| 7 | - | - | <p><b>Suggested value points:</b><br/>(COLLEGE LIFE - A CAREFREE LIFE / any other suitable heading)</p> <ul style="list-style-type: none"> <li>- freedom to work at one's own pace</li> <li>- no homework</li> <li>- no dictats</li> <li>- no uniform</li> <li>- stress on self reliance</li> <li>- no punishments / no fear</li> <li>- flexibility of study hours</li> <li>- more responsibility</li> <li>- working towards one's career</li> </ul> <p>(any other relevant details)</p> <p style="text-align: right;">(any 4)</p>  |  |
|   |   |   | OR  |  |
|   |   |   | <p><b>Suggested value points:</b><br/>(ADVERTISEMENTS – THEIR ROLE IN A COMMON MAN'S LIFE / any other suitable heading)</p> <ul style="list-style-type: none"> <li>- advertisements found all around</li> <li>- in newspaper / TV / movies / hoardings</li> <li>- very few informative ads</li> <li>- most advertisements misguided consumers by exaggerations</li> <li>- popularity of stars (movies / sports) exploited</li> <li>- making luxury sound necessity</li> <li>- promoting consumerist culture</li> </ul> <p>(any other relevant details)</p> <p style="text-align: right;">(any 4)</p>  |  |
| - | 7 | - | <p><b>Suggested value points:</b><br/>(IMPORTANCE OF GAMES AND SPORTS IN THE LIFE OF A STUDENT / any other suitable heading )</p> <p>Earlier</p> <ul style="list-style-type: none"> <li>- games and sports valuable for students</li> <li>- earlier generation had time and space / willingness to play</li> <li>- provided physical fitness and mental alertness</li> <li>- resulted in sound sleep and good eating habits</li> </ul> <p>Now a couch potato due to</p> <ul style="list-style-type: none"> <li>- video games / mobile games / computer games – even a football is played on the computer</li> <li>- bad eating habits / poor sleeping habits</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>- school to encourage healthy lifestyle</li> <li>- medical experts recommend physical exercise</li> <li>- exercise important means to prevent obesity / BP / stress / depression</li> <li>- energy channeled</li> </ul> |  |





|   |   |   |   |  |
|---|---|---|---|--|
|   |   |   | <b>OR</b>   |  |
|   |   |   | <p><b>Suggested value points:</b><br/>(RISING FOOD PRICES AND HOW TO CONTROL THEM / any other suitable heading )</p> <p>Situation then and now</p> <p>Causes</p> <ul style="list-style-type: none"> <li>– floods</li> <li>– droughts</li> <li>– extremes of temperature</li> <li>– greed of middle men</li> <li>– wastage at farm</li> <li>– spoilage during transit</li> <li>– any other relevant point</li> </ul> <p>Methods to control</p> <ul style="list-style-type: none"> <li>– incentives to be given to agricultural sector</li> <li>– minimum support price to be set</li> <li>– systemised Public Distribution System</li> <li>– ensure welfare of farmers and common man</li> </ul> <p>(any other relevant details)</p> |  |
| – | – | 7 | <p><b>Suggested value points:</b><br/>(PRIVATE CARS OR PUBLIC TRANSPORT / any other suitable heading )</p> <p>Reasons for opting for private cars</p> <ul style="list-style-type: none"> <li>– helps reach destination faster</li> <li>– helps save travelling time</li> <li>– travel at one's convenience</li> <li>– not dependent on others for one's travel needs</li> </ul> <p>(any other relevant details)</p> <p>Reasons for opting for public transport</p> <ul style="list-style-type: none"> <li>– saves fuel / money</li> <li>– traffic jam can be avoided</li> <li>– pollution level brought down</li> </ul> <p>(any other relevant details)</p>   |  |
|   |   |   | <b>OR</b>   |  |
|   |   |   | <p><b>Suggested value points:</b><br/>(HOW SHOULD A STUDENT MANAGE HIS TIME? / any other suitable heading )</p> <ul style="list-style-type: none"> <li>– managing time a long term goal for Board and competitive exam</li> <li>– proper division of syllabus according to available time</li> <li>– fixing realistic achievable goals and implementation</li> <li>– not compromising on sleep / physical activities</li> <li>– giving both exams equal importance</li> </ul> <p>(any other relevant points)</p>  |  |



| <b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b> |     |     |  |         |
|---|-----|-----|--|---------|
|   |     |     | <p><b>NOTE:</b> The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.</p>   |         |
| 8   | 8   | 8   | <p>[This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]</p> <p><b>Value points:</b></p>   |         |
| (a)   | (a) | (a) | Mother   | 1 mark  |
| (b)   | (b) | (b) | – because of insecurity of losing her mother   | 1 mark  |
| (c)   | (c) | (c) | – fear of losing her mother / pain of separation   | 1 mark  |
| (d)   | (d) | (d) | – simile / as a late winter's moon   | 1 mark  |
| OR  |     |     |  |         |
| (a)   | (a) | (a) | – poorly lit / sour cream walls /not intelligent children / slum school / bleak grey world of poverty / deprivation  | 1 mark  |
| (b)   | (b) | (b) | – innocent / happy looking / unaffected by surroundings  | 1 mark  |
| (c)   | (c) | (c) | – enjoy the freedom of the squirrel / enjoy dreaming of a better world / enjoy the outside world   | 1 mark  |
| (d)   | (d) | (d) | – child not happy in class wants to escape   | 1 mark  |
| 9   | 9   | 9   | <p>Short answer type questions (<b>Prose</b>)</p> <p>Distribution of marks:</p> <p><b>Content:</b></p>   | 1 mark  |
|   |     |     | <p><b>Expression</b><br/>(deduct ½ a mark for two or more grammatical/spelling mistakes)</p>   | 1 mark  |
|   |     |     | <b>Value points:</b>   |         |
| (a)   | –   | –   | <ul style="list-style-type: none"> <li>– called for teachers to teach children – Kasturba and their son joined</li> <li>– opened primary schools in six villages</li> <li>– called doctors to look into health conditions</li> <li>– provided three basic medicines castor oil, quinine and sulphur ointment</li> <li>– taught about hygiene and personal cleanliness</li> <li>– kept check on the activities even after he left Champaran</li> </ul> <p style="text-align: center;">(any 2)</p> | 3 marks |
| –   | (a) | –   | – Gandhi chided the lawyers for collecting big fees from   | 3 marks |



|     |     |     |   |         |
|-----|-----|-----|---|---------|
|     |     |     | <ul style="list-style-type: none"> <li>– afford it</li> <li>– made lawyers feel guilty for not helping the poor peasants and supporting them to fight for their cause</li> </ul> <p style="text-align: center;">(any 2)</p>   |         |
| –   | –   | (a) | <ul style="list-style-type: none"> <li>– anything as precious as gold for them</li> <li>– adults looked for something that would help them buy some food and earn their livelihood</li> <li>– children looked for notes / coins / broken toys etc.</li> </ul> <p style="text-align: center;">(any 2)</p>  | 3 marks |
| (b) | –   | –   | <ul style="list-style-type: none"> <li>– good job got Rs 800, food etc.</li> <li>– though moneywise profitable yet he was not happy</li> <li>– fixed time job</li> <li>– though moneywise profitable – not happy</li> <li>– had lost his freedom</li> <li>– the steel canister weighed more than his plastic bag</li> <li>– no longer his own master</li> <li>– lost his identity</li> </ul> <p style="text-align: center;">(any 2)</p> | 3 marks |
| –   | (b) | –   | <ul style="list-style-type: none"> <li>– Mukesh unlike all other members of his community looked beyond the family business / occupation</li> <li>– has high aspirations</li> <li>– longs to become a motor mechanic</li> <li>– willing to walk 5km to a garage to learn</li> <li>– hoped to drive a car one day through the streets of Firozabad</li> </ul> <p style="text-align: center;">(any 2)</p>                                 | 3 marks |
| –   | –   | (b) | <ul style="list-style-type: none"> <li>– Gandhiji, a law abiding citizen</li> <li>– did not want to go against the court's orders</li> <li>– conflict of duties – did not want to set a bad example as a law breaker on one hand and on the other wanted to render humanitarian and national service to the people</li> </ul>   | 3 marks |
| (c) | –   | –   | <ul style="list-style-type: none"> <li>– she will still suffer</li> <li>– her terrified hands will still be ringed with the ordeal</li> <li>– she will not be free from her bondage</li> <li>– her suffering will go along with her to her grave</li> <li>– her struggle for freedom – for women will continue through the prancing tigers in the panel</li> </ul> <p style="text-align: center;">(any 2)</p>                           | 3 marks |
| –   | (c) | –   | <ul style="list-style-type: none"> <li>– keeping quiet will calm us down</li> <li>– help us live in peace</li> <li>– halt destruction</li> <li>– will help us to introspect</li> <li>– makes us realise the need to be happy and united</li> <li>– teaches us to live in close proximity with nature and not harm her in anyway</li> <li>– creates an exotic moment</li> <li>– give time for introspection</li> </ul>                   | 3 marks |



|     |     |     |   |         |
|-----|-----|-----|---|---------|
| –   | –   | (c) | <ul style="list-style-type: none"> <li>– the beautiful things given by God give us immense joy</li> <li>– brings peace and calmness to the mind</li> <li>– removes sorrow</li> <li>– by admiring sights of nature</li> </ul> <p>[the sun, the moon, big and small trees<br/>the daffodils in the world of green<br/>the clear rills that quenches the thirst of the birds<br/>the musk rose blooms in the forest that spreads its sweet fragrance<br/>the grandeur of the mighty dead and their mighty tales]</p> | 3 marks |
| (d) | –   | –   | <ul style="list-style-type: none"> <li>– the beautiful things given by God give us immense joy</li> <li>– brings peace and calmness of the mind</li> <li>– removes sorrow</li> <li>– by admiring sights of nature</li> </ul> <p>[the sun, the moon, big and small trees<br/>the daffodils in the world of green<br/>the clear rills that quenches the thirst of the birds<br/>the musk rose blooms in the forest that spreads its sweet fragrance<br/>the grandeur of the mighty dead and their mighty tales]</p> | 3 marks |
| –   | (d) | –   | <ul style="list-style-type: none"> <li>– Aunt Jennifer totally different</li> <li>– is scared / oppressed / has no freedom in her married life because of her husband's authority</li> <li>– tigers are free and prancing about gaily in the jungle in the presence of men / chivalric / fearless / confident / not afraid of men (one point mentioning Aunt Jennifer and one point from tiger's alertness)</li> </ul>  | 3 marks |
| –   | –   | (d) | – fearlessness / chivalry / confidence / freedom / dominance (any 2)  | 3 marks |
| (e) | –   | –   | <ul style="list-style-type: none"> <li>– Dewan produced tiger / brought from the people's park in Madras / kept hidden in his house</li> <li>– Maharaja aimed at it and shot it but not aware that he missed the mark</li> <li>– Maharaja assumed that he had accomplished his mission</li> </ul>   | 3 marks |
| –   | (e) | –   | – by bribing and appeasing the British officer / sent him 50 rings as gift for his wife   | 3 marks |
| –   | –   | (e) | – on listening to a small baby just 10 days old speaking; astrologer filled with surprise and wonder; places finger on nose   | 3 marks |
| (f) | –   | –   | – a fisherman from nearby village / who had been badly wounded  | 3 marks |
| –   | (f) | –   | <ul style="list-style-type: none"> <li>– Yumi refused to clean the wounds as he was a white man</li> <li>– having no other alternative Sadao asked Hana to help</li> </ul>  | 3 marks |
| –   | –   | (f) | <ul style="list-style-type: none"> <li>– all the servants left</li> <li>– a messenger in uniform from the General arrived; Hana fearful he had come to arrest Dr Sadao</li> </ul>   | 3 marks |
|     |     |     | Q10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and  |         |



|    |    |    |   |         |
|----|----|----|---|---------|
|    |    |    | be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]  |         |
| 10 | 10 | 10 | Distribution of marks:<br><b>Content</b>  | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value points:</b>   | 3 marks |
|    |    |    | – the low cast people have suffered miserably, segregated and marginalised<br>– low castes deprived of opportunities<br>– face social stigma<br>– suffer humiliation<br>– deprived of decent living / face prejudices<br>(any 2)<br><br>advice<br>– only education can uplift them / to study hard / get good results / a position in society / establish her identity  |         |
|    |    |    | OR  |         |
|    |    |    | – arranged for a boat, provided fresh water, food, torch, etc.<br>– briefed him about safety measures to be taken<br>– asked him to wait for a Korean ship<br>– asked him to signal if help required<br>– disguised / dressed him as a Japanese<br><br>Humanitarian values<br>– universal value of sympathy / humanitarian consideration / love for fellow beings / compassion  |         |
| 11 | 11 | 11 | Distribution of marks:<br><b>Content:</b>   | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value Points:</b>   | 3 marks |
| 11 | –  | –  | – Students and elderly members of the village attended the last lesson<br>– Everyone intent on learning whatever they could<br>– even Franz seemed to love his books<br>– M Hamel dressed in his best attire, tried to teach all that he knew<br>– feeling of oneness and immense love and respect for the mother tongue seen on everyone's face<br>– mixed air of pride and sorrow<br>– ended class with the words 'Vive la France' on the board |         |



|    |    |    |   |  |
|----|----|----|---|--|
| -  | 11 | -  | <ul style="list-style-type: none"> <li>- terror possessed him completely / his legs paralysed / icy horror grabbed his heart</li> <li>to get over the effect</li> <li>- hired an instructor to learn the art of swimming</li> <li>- was taught to overcome fear through systematic practice</li> <li>- slow and steady practice at different places all alone</li> <li>- residual doubts finally removed by swimming all alone in lake</li> </ul>   |  |
| -  | -  | 11 | <ul style="list-style-type: none"> <li>Efforts made to overcome fear of water</li> <li>- hired an instructor to learn the art of swimming</li> <li>- was taught to overcome fear through systematic practice</li> <li>- slow and steady practice at different places all alone</li> <li>- residual doubts finally removed by swimming all alone in lake</li> </ul>  |  |
|    |    |    | OR  |  |
| 11 | -  | -  | <ul style="list-style-type: none"> <li>- when pushed into the YMCA pool by a big bully (bruiser) not aware that Douglas didn't know swimming</li> <li>- Douglas struck with fear, made futile attempts to come up</li> <li>- yet tried to maintain his cool and planned to hit hard on the bottom of the pool – hoping to come out of water</li> <li>- tried many strategies to come out of water, became unconscious- had a narrow escape from death</li> <li>- was rescued in time</li> </ul>   |  |
| -  | 11 | -  | <ul style="list-style-type: none"> <li>- Ironmaster on his routine round saw the vagabond</li> <li>- mistook him for Nils Olof , a comrade at the regiment</li> <li>- looking at his miserable condition, felt sorry for him and invited him to spend Christmas eve with them</li> <li>- peddler declined because he had stolen money, feared being recognised and not his acquaintance, feared being handed over to the police</li> </ul>  |  |
| -  | -  | 11 | <ul style="list-style-type: none"> <li>- Sophie fantasising and indulging in hero worship like all adolescents</li> <li>- born in average, middle class family, yet has high ambitions</li> <li>- dreamt of living a sophisticated life, aspired to become an actress or have her own boutique</li> <li>- not at all practical</li> <li>- made up romantic stories</li> <li>- admired young football champ Danny Casey, hero worshipped him</li> <li>- imagined having met him at arcade</li> <li>- tried to convince her brother of Danny's interest in her</li> </ul> |  |
|    |    |    | <p><b>Q12 &amp; Q 13 – Long Reading Text</b></p> <p><b>[NOTE: accept any answer that correlates with the novel and seems relevant as it is the first time that a novel is being tested]</b></p>   |  |



|    |    |    |  |         |
|----|----|----|--|---------|
| 12 | 12 | 12 | Distribution of marks:<br><b>Content:</b>  | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br><b>Value Points:</b><br>SILAS MARNER  | 3 marks |
|    |    |    | <ul style="list-style-type: none"> <li>– Silas' loss of gold</li> <li>– on recovery from the fit, he turned towards his hearth</li> <li>– was about to push logs in the fire his blurred vision saw something golden on the floor</li> <li>– thought his gold had been returned</li> <li>– his fingers encountered golden curls and discovered a sleeping child</li> <li>– Molly had died – Eppie walked into Silas' cottage</li> <li>– Eppie filled the void left in Silas Marner's heart after the theft of gold</li> <li>– thought his little sister had come back / began to feel 'old quiverings of tenderness' / the child brings about a change in Silas Marner</li> <li>– transformed Silas Marner's life</li> <li>– he believed God had given him real, living gold in exchange for his loss of gold</li> <li>– he started trusting people and God</li> <li>– returned to church</li> </ul> |         |
|    |    |    | OR   |         |
|    |    |    | THE INVISIBLE MAN  |         |
|    |    |    | <ul style="list-style-type: none"> <li>– stranger attempts to explain himself to people</li> <li>– does not succeed</li> <li>– frustrated, removes clothes in the following order               <ul style="list-style-type: none"> <li>- dark glasses</li> <li>- then gloves</li> <li>- next shoes / socks / trousers kicked under table</li> <li>- after that coat / waist coat</li> <li>- finally white shirt, becoming completely invisible</li> </ul> </li> </ul>  |         |
| 13 | 13 | 13 | Distribution of marks:<br><b>Content:</b>  | 3 marks |
|    |    |    | <b>Expression</b><br>grammatical accuracy, appropriate words and spelling [1½]<br>coherence and relevance of ideas and style [1½]<br>(deduct ½ a mark for two or more grammatical/spelling mistakes)   | 3 marks |
|    |    |    | <b>Value points:</b><br>SILAS MARNER   |         |



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|--|--|---|--|
|  |  | <p>Godfrey Cass</p> <ul style="list-style-type: none"> <li>- eldest son of Squire Cass</li> <li>- good natured / selfish / opportunist / weak-willed</li> <li>- secretly married to Molly Faren and has a daughter with her biological father of Eppie</li> <li>- loves Nancy Lammeter and wishes to marry her</li> <li>- Dunstan (Dunsey Cass – younger brother) threatens to reveal his secret marriage</li> <li>- lacks courage to face the situation and allows himself to be used by Dunstan</li> <li>- the sight of a dead Molly gives Godfrey a sense of relief and liberty to marry Nancy</li> <li>- feels a sense of responsibility towards Eppie but does not accept her as he wants to marry Nancy – it would hinder his chances</li> <li>- no child from Nancy – Godfrey suffers</li> <li>- eventually confesses to Nancy as he wants to clear his conscience and make amends</li> <li>- offers to adopt Eppie</li> <li>- never stops to consider that Eppie may have her point of view</li> <li>- irony – earlier Godfrey wished to appear childless – fate deals a blow – he will have to appear childless in spite of having a daughter</li> <li>- thinks this the punishment he gets for running away from responsibilities</li> <li>- in the end Godfrey finds peace in his heart after confessing</li> <li>- finds strength to be completely honest with Nancy</li> </ul> |  |
|  |  | <p>OR</p> <p>THE INVISIBLE MAN</p>  |  |
|  |  | <p>Griffin</p> <ul style="list-style-type: none"> <li>- wanted / hunted man</li> <li>- secrecy in his experimentation</li> <li>- wanted recognition for his work</li> <li>- albino</li> <li>- marginalised by society</li> <li>- lonely / penniless</li> <li>- takes to path of crime – unremorseful / no guilt</li> <li>- eccentric scientist</li> <li>- insanity – mindless quest for power and control</li> <li>- inability to cope with new discovery</li> <li>- aggressive / violent reaction</li> <li>- innate capacity for evil</li> <li>- impatient / rude / ruthless</li> <li>- had lost the humane values and respect for rules and law of land</li> <li>- manipulative and selfish</li> <li>- pathetic tragic end of a misguided genius</li> </ul> <p>Kemp</p>   |  |





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|  |  | <ul style="list-style-type: none"><li>- has a comfortable home</li><li>- self composed</li><li>- confident</li><li>- dignified</li><li>- intellectual</li><li>- mature and focused on facts</li><li>- scientific temper</li><li>- observant</li><li>- brave / calm/ patient in face of erratic events</li><li>- caring</li><li>- concerned about safety of others</li><li>- law abiding</li><li>- willingly shoulders responsibility</li><li>- tried to warn Griffin about futility of his behaviour</li></ul> |  |
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