



Series DBC5A/5



SET-2

Q.P. Code

2/5/2

Roll No.

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

NOTE

- (I) Please check that this question paper contains **19** printed pages.
- (II) Please check that this question paper contains **11** questions.
- (III) Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- (IV) **Please write down the serial number of the question in the answer-book before attempting it.**
- (V) 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
(Language and Literature)

Time allowed : 3 hours

Maximum Marks : 80

General Instructions :

Read the instructions very carefully and strictly follow them :

- (i) *This question paper comprises **11** questions. **All** questions are **compulsory**.*
- (ii) *The question paper contains **three** sections :*
 - Section A** – Reading Skills
 - Section B** – Grammar and Creative Writing Skills
 - Section C** – Literature
- (iii) *Attempt questions based on specific instructions for each part.*

2/5/2-15

1



P.T.O.





SECTION A Reading Skills

20 marks

1. Read the following passage carefully :

10

- (1) The words probiotics, prebiotics, and postbiotics may sound like variations of the same thing, but what a difference a prefix makes. The first is a category of health-promoting microbes. The latter two groups are types of beneficial molecules. But all three biotics are critical for supporting the community of microscopic organisms that live in the gastrointestinal tract, known as the gut microbiome. With both beneficial and harmful bacteria living in the human body, these diet-related factors — the biotics — help tip the balance in the positive direction. It is important to understand their differences, as you'll see, because each of these factors serves a distinct purpose, even as they work together.
- (2) Despite their importance for the gut microbiome, the health benefits of these 'biotics', which are present in certain foods or result from their metabolism, extend beyond the digestive tract. A growing body of scientific evidence has linked prebiotics, probiotics, and postbiotics, with improvements in metabolic diseases — including obesity and cholesterol abnormalities — depressive symptoms and poor sleep quality, among many other conditions.
- (3) Besides promoting general gut health, consuming food rich in probiotics can improve irritable bowel syndrome and antibiotic-related diarrhea, prevent traveller's diarrhea, produce vitamins and increase nutrient absorption, and decrease the risk of common infections. In fact, when consumed regularly, probiotics have been found to reduce the occurrence of upper respiratory tract infections (like the common cold).
- (4) Many different types of beneficial bacteria are considered probiotics. The most common ones include *Lactobacillus* and *Bifidobacterium*, of which there are dozens of strains. "You have to match what it is you're concerned about with the probiotic you should use," says Gregor Reid. Many different types of beneficial bacteria are considered probiotics.





- (5) Some foods, such as yogurt, kefir, kimchee, and fermented soybeans and kombucha naturally contain probiotics. But here's where things get complicated: not all fermented foods or yogurts contain probiotics, Reid says. As a consumer, a good starting point is to look for the phrase "contains live and active cultures" on the label; it's even better if specific strains of bacteria are listed, because then you'll know you're getting the right stuff.
- (6) Simply put, prebiotics are sources of food for those beneficial microbes — the probiotics. They are typically a form of carbohydrate or fiber that we don't have the enzymes to digest. As a result, they move through the digestive tract to the intestine, where beneficial bacteria (probiotics) can feast on them.
- (7) When you consume foods that are rich in probiotics and prebiotics, the microbes in your gut consume the undigestible prebiotic fiber and produce bioactive compounds called postbiotics. They are ultimately the endgame that we want — they affect how our gut operates and keeps the good bacteria there and the bad bacteria out.

Answer the following questions, based on the above passage :

- (i) Which of the following statements best describes the author's attitude towards probiotics ? 1
 - (A) Probiotics, prebiotics and postbiotics are variations of the same thing, with just a difference of a prefix.
 - (B) All fermented foods or yogurts naturally contain probiotics.
 - (C) All three biotics are equally important to support microscopic organisms that live in the gut microbiome.
 - (D) Only probiotics are important as they can improve irritable bowel syndrome and antibiotic-related diarrhea.
- (ii) According to the writer, health benefits of all the 'biotics' extend beyond the digestive tract. Rationalise your response in about 40 words. 2



- (iii) Complete the sentence appropriately. 1
To get the right probiotic and to match it with your body's requirement, it is important to see the label for _____.
- (iv) The passage includes some words that are opposites of each other. From the sets (A) – (E) below, identify two sets of antonyms. 1
- (A) increase and decrease
 - (B) probiotic and postbiotic
 - (C) beneficial and harmful
 - (D) feast and fermented
 - (E) consuming and digestive
- (v) Complete the sentence appropriately. 1
The author wants to stress the fact that there is not just one type of beneficial bacteria considered as probiotic, in fact, some probiotics have _____.
- (vi) Based on the reading of the passage, examine in about 40 words, the importance of prebiotics for the human gut and how they are related to probiotics. 2
- (vii) As a consumer, if you want to pick a probiotic product, what is the most important thing to keep in mind ? 1
Pick the best answer.
- (A) Any fermented product that contains probiotics.
 - (B) Checking the label for specific strains of bacteria.
 - (C) All products under “probiotics” section in a grocery store are safe to pick.
 - (D) Checking the label which clearly says “probiotics” is sufficient.
- (viii) “Despite their importance for the gut microbiome, the health benefits of these ‘biotics’, which are present in certain foods or result from their metabolism, extend beyond the digestive tract.” 1
As per this statement from the passage, how relevant are the ‘biotics’ for humans ? Pick the best answer.
- (A) Their relevance has been proven by scientific evidence.
 - (B) Not very relevant as more study is needed.
 - (C) Their relevance cannot be generalised for everyone.
 - (D) Only probiotics are relevant for humans.





2. Read the following passage carefully :

10

- (1) After more than two years of halted travel, India's tourism and hospitality industry is now cautiously hopeful. Tourism constituted almost 3% of India's GDP and generated around 100 million jobs in 2019. But the sector was severely hit in India — like in other countries — in the past two years.
- (2) Indians are now travelling with a vengeance — 'revenge travel', as the phenomenon is called. And many, experts say, now prefer to travel within the country instead of flying to more expensive destinations abroad. The industry is also benefitting from new trends borne of the pandemic such as micro-holidays and workcations.
- (3) According to a survey, 51 percent of Indian travellers believed that international travel remained an important means of expanding their horizons and connecting with other cultures. Over two years, the survey said, Indian travellers are now dreaming about their next international trip and more than 70 percent of Indians are excited about being able to travel internationally.
- (4) There has also been an increase in the number of students going abroad to study. The increasing desire to study overseas is credited to the pent-up demand from the pandemic's two-year duration. This has got further pronounced because of growing aspirations and affordability among the middle-class students from Tier II and Tier III cities.





The table below shows foreign travel by Indians for different purposes from 2019 to 2022.

Purpose	2019	2020	2021	2022
Business	14.7 L	2.6 L	1.2 L	4.6 L
Job	25.2 L	7.1 L	8.3 L	21.4 L
Residency	89.5 L	28.9 L	34.6 L	72.5 L
Education	5.8 L	2.6 L	4.4 L	6.5 L
Tourists	63.8 L	13.1 L	12.8 L	30.8 L
Visit	42.1 L	10.1 L	15.1 L	40.9 L
Medical	1,448	390	545	1,253
Pilgrimage	8.8 L	1.1 L	4,139	4.6 L
Others	2.6 L	54,775	58,767	1.6 L
Total	2.5 Crore	66.2 L	77.2 L	1.8 Crore

Answer the following questions, based on the above passage :

- (i) Complete the following analogy appropriately, based on your understanding of paragraphs 1 and 2. 1

We can say that the situation when people were travelling with a vengeance is comparable to people going out to dine in hordes, because _____.

- (ii) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 1. 1

The statement that, 'Tourism constituted almost 3% of India's GDP and generated around 100 million jobs in 2019', is a/an _____ (fact/opinion) because it is a/an _____ (subjective judgement/objective detail).





- (iii) Justify the following in about 40 words. 2
After being cooped up inside their houses for more than two years, Indians are now excited about being able to travel internationally.
- (iv) Based on the given table, for which 'purpose' did Indian foreign travel increase in 2022 as compared to 2019 ? 1
- (v) 'The industry is also benefitting from new trends borne of the pandemic such as micro-holidays and workcations.' Which 'industry' is being talked about here ? 1
- (vi) As per the given table, for which purpose did maximum number of Indians undertake foreign travel in 2019 and in 2022 ?
State any one inference that can be drawn from this. 1
- (vii) Why are students today choosing to go abroad to study ?
(Answer in about 40 words.) 2
- (viii) Which of the following is the main takeaway from the study mentioned in the passage ? 1
- (A) International travel remains an important means of expanding the horizons and connecting with other cultures.
- (B) Though travel, both domestic and international, has picked up, it has yet to reach its previous levels.
- (C) Indians are excited about being able to travel internationally.
- (D) The study needs to include experts from Tourism Department to offer any recommendations for further research.





SECTION B

Grammar and Creative Writing Skills

20 marks

Grammar

3. Complete any *ten* of the following twelve tasks, as directed. 10×1=10

- (i) Fill in the blank by using the correct form of the word in the brackets, for the given portion of a letter. 1

Dear Mr. Sanjay,

I am writing this letter to officially inform you that the management has _____ (approve) the request submitted by you for a business trip to Germany.

- (ii) Read the given sentence from a book review article. 1

Identify the error and supply the correction in the sentence.

Isn't it great when you find one of those books that completely pulls you in and make you fall in love with the characters ?

Use the given format for your response.

<i>Error</i>	<i>Correction</i>

- (iii) Tanmay and Sonia had a conversation about their summer vacation plans. 1

Report Tanmay's question.

Where are you planning to go this summer vacation ?

- (iv) Fill in the blank by choosing the correct option, to complete the warning given before a YouTube video. 1

Any props used in this video that show resemblance to _____ (some/many/any) illegal materials are merely props and should not be taken seriously. Do not try this at home.





- (v) Identify the error and supply the correction for the given sentence taken from an article about law. 1

A literary composition possess its own characteristics and its own standards of merit.

Use the given format for your response.

<i>Error</i>	<i>Correction</i>

- (vi) Complete the given narrative by filling in the blank with the correct option. 1

Summer is an ideal time to take a hike, especially if you _____ the opportunity to explore one of our country's many state and national parks.

- (A) are having
- (B) will have
- (C) have
- (D) has

- (vii) Read the dialogue between Amit and his sister Ambika regarding his future plan. 1

Ambika : Are you aiming for a State rank ?

Amit : Yes, I am. My teachers are guiding me to get my aim fulfilled.

Select the correct option to complete the reporting of the above dialogue.

Ambika asked Amit whether he was aiming for a State rank. Amit replied in the affirmative and _____ to get his aim fulfilled.

- (A) told her that the teachers are guiding him
- (B) replied that the teachers were guiding him
- (C) told her that his teachers were guiding him
- (D) replied that his teachers have been guiding him





- (viii) Select the option that identifies the error and supplies the correction for the opening line of a Privacy Policy document. 1

Your email address can only be recorded if you choose to send a message. It will not be used for any other purpose, and will not be disclosed without your consent.

<i>Option No.</i>	<i>Error</i>	<i>Correction</i>
(A)	can	will
(B)	choose	chooses
(C)	purpose	purposes
(D)	for	of

- (ix) Report the following dialogue between a doctor and his patient, by completing the sentence. 1

Doctor : Do you still have any pain in your lower back ?

Patient : No, there is no pain in the lower back, but I feel a numbing sensation in my left leg.

The doctor asked the patient if he still had any pain in his lower back. The patient answered in the negative and explained that _____.

- (x) Fill in the blank by choosing the correct option to complete the part of the acknowledgement printed in a textbook. 1

Every effort _____ made to trace all the copyright holders. We apologize for some omissions and will gratefully acknowledge them as soon as they can be traced.

- (A) were
- (B) are being
- (C) have been
- (D) has been





- (xi) Complete the line from a 'Save Trees' song, by filling in the blank with the correct option. 1

The little tree by the old road fence

Grew in the summer sun.

"I want _____ tall," said the little tree,

"And growing is so much fun."

- (A) to grow
- (B) to be growing
- (C) grown
- (D) growth

- (xii) Identify the error and supply the correction for the following note in a mobile phone's user guide. 1

To maintaining the water-resistant and dust-resistant features of your device, make sure that the SIM card tray openings are free of dust and water.

Use the given format for your response.

<i>Error</i>	<i>Correction</i>

Creative Writing Skills

Note : All details presented in the questions are imaginary and created for assessment purpose.

4. Attempt any **one** from (a) and (b) given below : 5

- (a) The household water supply in your locality is muddy and not fit for drinking. Despite several complaint letters to the civic authorities, the problem is still unresolved.

Write a letter to the editor of a local daily, in about 120 words, expressing your concern at the situation and suggesting measures to resolve the problem and drawing attention of the concerned authorities.

You are Somil / Soumya of 768, Silver Apartments, Ajitha Vihar, Karampeeth.

OR





(b) As Geetanjali / Girish of 83, Star Apartments, Virbagh, you have noticed that a lot of senior citizens in your society are leading lonely lives. Write a letter in about 120 words, to the President of RWA of your society, requesting him to organize more community get-togethers and celebrations to bring cheer to their lonely lives.

5. Attempt any **one** from (a) and (b) given below :

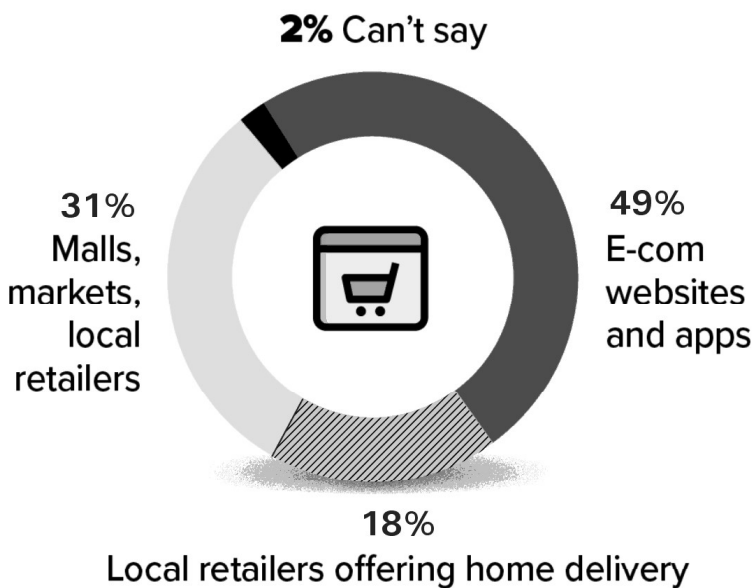
5

(a) E-commerce business for shopping picked up manifold during the pandemic year and consumers have continued to shop online. Given below is a chart that depicts the various trends associated with E-commerce shopping. Analyze this chart and write an analytical paragraph in about 120 words, by selecting features that support your analysis.

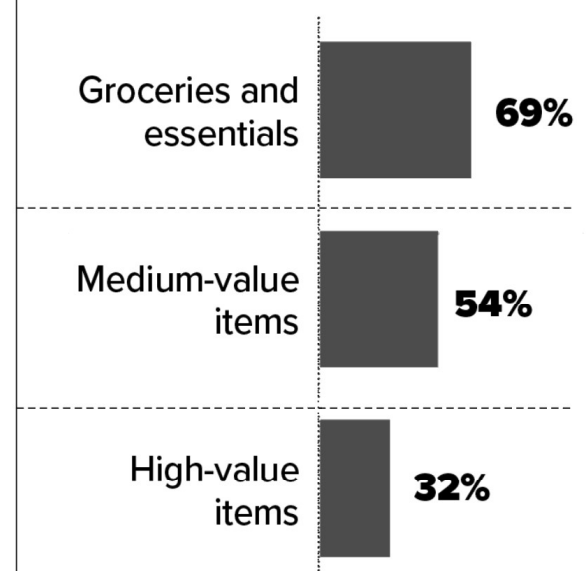
The proliferation of e-commerce in India

Consumers who took to e-commerce during the pandemic year are continuing to use them, a LocalCircles survey shows.

Which has been your most preferred mode of shopping?



What categories of products did you purchase online?





For Visually Impaired Candidates only in lieu of Q. No. 5 (a) :

E-commerce business for shopping picked up manifold during the pandemic year and consumers have continued to shop online. Based on the information given below, write an analytical paragraph in about 120 words, by selecting features that support your analysis.

Modes of shopping

E-com websites/apps	– 49%
Local retailers offering home delivery	– 18%
Malls, markets	– 31%
Can't say	– 2%

Products purchased online

Groceries, essentials	– 69%
Medium-value items	– 54%
High-value items	– 32%

OR

(b) There are two types of bottles available in the market : glass and plastic. Based on the information given in the chart below, write an analytical paragraph, in about 120 words, assessing the pros and cons of using glass and plastic bottles.

Glass vs. Plastic Bottles
Pros and Cons

GLASS BOTTLES

PROS

- Non toxic, no chemicals
- Environmentally friendly
- Easy to clean and sanitize
- Durable, last forever
- Do not absorb odours
- Dishwasher safe

CONS

- Heavy
- More expensive
- Breakable
- Fewer options

PLASTIC BOTTLES

PROS

- Easy to use, lightweight
- Unbreakable
- Widely available
- Wide variety of options
- More affordable

CONS

- More chemicals
- Shorter life span
- Harder to clean
- Cannot completely sanitize
- Can absorb odours





SECTION C

Literature

40 marks

6. Read the following extracts and answer the questions for any **one** of the given two, (a) or (b) :

5

(a) We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

Never, never, and never again shall it be that this beautiful land will again experience the oppression of one by another.

The sun shall never set on so glorious a human achievement.

Let freedom reign. God bless Africa!

(Nelson Mandela – Long Walk to Freedom)

(i) State any one inference about Nelson Mandela from the given context :

1

“We have, at last, achieved our political emancipation.”

(ii) State True or False :

1

When Mandela says, “God bless Africa”, he intends to mean well-being and welfare of only black people in South Africa.

(iii) “Nelson Mandela’s speech is full of optimism.” Elaborate in about 40 words with reference to the extract.

2

(iv) Which phrase would correctly substitute ‘so glorious’, in the given sentence from the extract.

1

“The sun shall never set on so glorious a human achievement.”

OR

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~~~~~



(b) The expected call came within a few days. Mrs. Pumphrey was distraught. Tricki would eat nothing. Refused even his favourite dishes; and besides he had bouts of vomiting. He spent all his time lying on a rug, panting. Didn't want to go for walks, didn't want to do anything.

I had made my plans in advance. The only way was to get Tricki out of the house for a period. I suggested that he be hospitalised for about a fortnight to be kept under observation.

(A Triumph of Surgery)

- (i) Which of the following is **not** a reason why Mr. Herriot thinks Tricki needs to be taken out of the house for a period ? 1
- (A) He wanted to keep Tricki away from Mrs. Pumphrey.
- (B) He wanted to keep Tricki under observation.
- (C) He wanted to do an experiment on Tricki.
- (D) He wanted to improve Tricki's health.
- (ii) What was the main reason for Mrs. Pumphrey to be distraught ? Answer in about 40 words. 2
- (iii) State True or False : 1
- When Mr. Herriot says, "I had made my plans in advance" – what he actually means is, he had already seen this trauma coming for Tricki.
- (iv) Which of the following best describes Mrs. Pumphrey ? 1
- (A) unkind and inconsiderate
- (B) impractical but compassionate
- (C) anxious and ambitious
- (D) fearful but confident





7. Read the following extracts and answer the questions for any **one** of the given two, (a) or (b) :

5

(a) In a world of possessions. People will take  
Balls, balls will be lost always, little boy.  
And no one buys a ball back. Money is external.  
He is learning, well behind his desperate eyes,  
The epistemology of loss, how to stand up  
Knowing what every man must one day know  
And most know many days, how to stand up.

(The Ball Poem)

(i) Fill in the blank with one word. 1

When the speaker says “People will take balls, Balls will be lost always, little boy”, his tone is \_\_\_\_\_.

(ii) The poet says that money is external. What inference can be drawn from this statement ?

Answer in about 40 words. 2

(iii) Which of the following best describes the speaker’s attitude towards material possessions ? 1

(A) indifferent

(B) emotional

(C) casual

(D) respectful

(iv) Identify the poetic device used in “And no one buys a ball back”. 1

**OR**







(b) Don't eat that chocolate, Amanda!  
 Remember your acne, Amanda!  
 Will you please look at me when I'm speaking to you,  
 Amanda!  
 (I am Rapunzel, I have not a care;  
 life in a tower is tranquil and rare;)

(Amanda)

- (i) What is the central idea of the poem as reflected in the lines above ?  
 Answer in about 40 words. 2
- (ii) Complete the sentence with the appropriate option. 1  
 "Will you please look at me when I'm speaking to you, Amanda!" tells us that the mother's attitude is \_\_\_\_\_.  
 (A) loving (B) relaxed  
 (C) authoritative (D) thoughtful
- (iii) Identify any one poetic device used in the above extract. 1
- (iv) For what reason does Amanda imagine herself to be Rapunzel ? 1

8. Answer any **four** of the following five questions in 40 – 50 words each :  $4 \times 3 = 12$

- (i) Maxwell decides to keep an otter as a pet. Elucidate with reference to the fact that owning a pet is a life of commitment.  
(Mijbil the Otter)
- (ii) 'The Tale of Custard the Dragon' is a humorous ballad. How does Ogden Nash create humour and entertainment in the poem ?
- (iii) Justify the title of the play 'The Proposal' with reference to the characters and plot.
- (iv) "Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers."  
 Elaborate with reference to the chapter "Glimpses of India".
- (v) "The Trees" is a symbolic poem and Adrienne Rich has used trees as a metaphor for human beings. What do they symbolize ? Explain.





9. Answer any **two** of the following three questions in 40 – 50 words each :  $2 \times 3 = 6$

- (i) One should never judge a book by its cover. Explain with reference to Ausable and how he outwits Max with his presence of mind.  
(The Midnight Visitor)
- (ii) “Horace Danby is a thief who was cheated by another thief.” Justify.  
(A Question of Trust)
- (iii) How can one say that Ebright’s curiosity / inquisitiveness drove him to become a scientist ?  
(The Making of a Scientist)

10. Answer any **one** of the following two questions in 100 – 120 words : 6

- (a) You have been asked to present an evaluation of the approaches of both, the Baby Seagull and the Pilot who was lost in the clouds, towards achieving their dreams of conquering the skies.

Write this presentation draft including your insights, comparing the approaches of both.

You may begin this way : One acknowledges that both, the Seagull and the Pilot, wanted to ..... however, .....

(Reference : Two Stories About Flying)

**OR**

- (b) You have been chosen to address the school assembly, to speak on the epistemology of loss and the resilience of the human spirit during times of crisis. Prepare the speech draft, with reference to the commonality of themes in ‘The Ball Poem’ by John Berryman and ‘From the Diary of Anne Frank’.

You may begin this way :

Good morning everyone.

Today, I’d like to discuss two pieces of literature that offer a powerful insight into how to deal with loss and the resilience of the human spirit required during times of crisis.

You may end this way :

To conclude, I’d like to say that ..... Thank you.





11. Answer any **one** of the following two questions in 100 – 120 words :

6

- (a) Imagine that Bholi writes a diary entry, exploring the themes of 'Girl Child' and 'Impact of Education', in the context of her own experiences.

Write this dairy entry, as Bholi.

**OR**

- (b) A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of his/her experiences, challenges and interactions with other characters.

In light of the above information, trace the character arc of Griffin in H.G. Wells' 'Footprints without Feet'.



| <b>Marking Scheme</b><br><b>Strictly Confidential</b><br><b>(For Internal and Restricted use only)</b><br><b>Secondary School Examination, 2024</b><br><b>SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (184)</b><br><b>(Q.P. CODE – 2/5/2)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Instructions: -</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>1</b>                                                                                                                                                                                                                                         | 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.                                                                                                                                                                                                                                                                         |
| <b>2</b>                                                                                                                                                                                                                                         | <b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done, and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”</b>                                                                                                                                                                                              |
| <b>3</b>                                                                                                                                                                                                                                         | 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. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b> |
| <b>4</b>                                                                                                                                                                                                                                         | 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, the due marks should be awarded accordingly.                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>5</b>                                                                                                                                                                                                                                         | 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 zero 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.                                                                                                                                                                                                                   |
| <b>6</b>                                                                                                                                                                                                                                         | Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is the most common mistake which evaluators commit.</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>7</b>                                                                                                                                                                                                                                         | 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 may be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>8</b>                                                                                                                                                                                                                                         | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>9</b>                                                                                                                                                                                                                                         | 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 <b>“Extra Question”</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>10</b>                                                                                                                                                                                                                                        | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 12 | 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). This is in view of the reduced syllabus and number of questions in question paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiners in the past:-</p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul> |
| 14 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 15 | Any un assessed 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 be followed meticulously and judiciously.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 17 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 18 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



Set 2/5/2

**MARKING SCHEME**  
**ENGLISH LANGUAGE AND LITERATURE**

| SECTION A (Reading) |                                                                                                                                                                                                                                                                        | (20 marks) |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1</b>            | <b>Discursive Passage :</b>                                                                                                                                                                                                                                            | <b>10</b>  |
| i)                  | (C) All three biotics are equally important to support microscopic organisms that live in the gut microbiome.                                                                                                                                                          | (1)        |
| ii)                 | Yes, scientific evidence has linked prebiotics, probiotics and postbiotics with improvements in:<br>- metabolic diseases / obesity / cholesterol abnormalities<br>- depressive symptoms<br>- poor sleep quality<br>- respiratory tract infections.<br>(any two points) | (2)        |
| iii)                | live and active cultures / Listing of specific strains of bacteria/name of bacteria                                                                                                                                                                                    | (1)        |
| iv)                 | (A) Increase and decrease<br>(C) Beneficial and harmful<br><br>(partial credit of ½ marks for each)                                                                                                                                                                    | (1)        |
| v)                  | Dozens of strains / different strains                                                                                                                                                                                                                                  | (1)        |
| vi)                 | - Prebiotics are beneficial molecules: support microscopic organisms living in gastro–intestinal tract / gut.<br>- Prebiotics: indigestible carbohydrate / fiber.<br>- Source of food for the probiotics.<br>(any two points)                                          | (2)        |
| vii)                | (B) Checking the label for specific strains of bacteria.                                                                                                                                                                                                               | (1)        |
| viii)               | (A) Their relevance has been proven by scientific evidence.                                                                                                                                                                                                            | (1)        |
| <b>2.</b>           | <b>Case-based Factual Passage :</b>                                                                                                                                                                                                                                    | <b>10</b>  |
| i)                  | People were tired of being cooped up, started travelling with a vengeance, in same way people were tired of eating home food, started eating out with a vengeance.                                                                                                     | (1)        |
| ii)                 | a fact<br>an objective detail                                                                                                                                                                                                                                          | (1)        |
| iii)                | -The survey said 51 percent of Indian travelers believed that international travel remained an important means of expanding their horizons and connecting with other cultures.<br>- 70 percent of Indians are excited to travel internationally                        | (2)        |
| iv)                 | <b>Education.</b>                                                                                                                                                                                                                                                      | (1)        |
| v)                  | Travel and Tourism industry/ hospitality industry/travel industry/Tourism industry                                                                                                                                                                                     | (1)        |
| vi)                 | <b>Residency purpose.</b><br>Inference – for better opportunity/infrastructure/standard of living/to unite with family/more income – or any other possible inference. (partial credit of                                                                               | (1)        |

2/5/2

3



|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |            |         |           |     |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|---------|-----------|-----|
|                                            | ½ mark for writing “residency” and partial credit of ½ mark for any one inference. No partial credit for inference alone if “residency” is not written.)                                                                                                                                                                                                                                                                                                                 |       |            |         |           |     |
| vii)                                       | <ul style="list-style-type: none"> <li>- Growing aspirations among middle class students from Tier-II and Tier-III cities.</li> <li>- Growing affordability among middle class students from Tier-II and Tier-III cities.</li> <li>– better opportunity for jobs</li> <li>- acquiring better skills from best universities/study courses as per one’s interest</li> <li>- broaden horizons/learn cultural differences and develop tolerance.</li> </ul> (any two points) | (2)   |            |         |           |     |
| viii)                                      | (B) Though travel, both domestic and international, has picked up, it has yet to reach previous levels.                                                                                                                                                                                                                                                                                                                                                                  | (1)   |            |         |           |     |
| <b>SECTION B (Grammar) (10x1=10 Marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |            |         |           |     |
| <b>3.</b>                                  | <b>Any ten out of twelve questions to be attempted / marked</b>                                                                                                                                                                                                                                                                                                                                                                                                          |       |            |         |           |     |
|                                            | Full credit for correct answers. No partial credit of 1/2, for any question in this section.                                                                                                                                                                                                                                                                                                                                                                             |       |            |         |           |     |
| i)                                         | Approved                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (1)   |            |         |           |     |
| ii)                                        | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Error</td> <td style="width: 50%;">Correction</td> </tr> <tr> <td>Make</td> <td>Makes</td> </tr> </table>                                                                                                                                                                                                                                                                | Error | Correction | Make    | Makes     | (1) |
| Error                                      | Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |            |         |           |     |
| Make                                       | Makes                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |            |         |           |     |
| iii)                                       | Tanmay asked/enquired Sonia where she was planning to go that summer vacation.                                                                                                                                                                                                                                                                                                                                                                                           | (1)   |            |         |           |     |
| iv)                                        | Any                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | (1)   |            |         |           |     |
| v)                                         | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Error</td> <td style="width: 50%;">Correction</td> </tr> <tr> <td>Possess</td> <td>Possesses</td> </tr> </table>                                                                                                                                                                                                                                                         | Error | Correction | Possess | Possesses | (1) |
| Error                                      | Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |            |         |           |     |
| Possess                                    | Possesses                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |            |         |           |     |
| vi)                                        | (C) have                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (1)   |            |         |           |     |
| vii)                                       | (C) told her that his teachers were guiding him.                                                                                                                                                                                                                                                                                                                                                                                                                         | (1)   |            |         |           |     |



|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| viii)                                        | (A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (1)        |
|                                              | Error                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Correction |
|                                              | can                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | will       |
| ix)                                          | There was no pain in the lower back but he felt a numbing sensation in his left leg.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (1)        |
| x)                                           | (D) has been                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)        |
| xi)                                          | (A) to grow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (1)        |
| xii)                                         | Error                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Correction |
|                                              | maintaining                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | maintain   |
|                                              | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |
|                                              | To                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | For        |
| <b>SECTION B (Writing Skills) (10 Marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
| <b>4.</b>                                    | <b>Any one from (a) and (b) to be attempted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>5</b>   |
| a)                                           | <p>Letter to Editor<br/> Format – 1 mark – full credit if all aspects included. Partial credit (½ mark) if one/two aspects are missing. No credit if more than two aspects are missing.</p> <p>Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure, formal tone)</p> <p>Accuracy – 1 mark (vocabulary, spelling, punctuation and grammar.)</p> <p>Content – 2 marks<br/> Value Points:<br/> Any relevant value points other than the ones mentioned below to be accepted:<br/> *Concern of residents about household water supply being muddy and not fit for drinking<br/> *Mention of previous letters of complaint to civic bodies.<br/> *Measures to resolve the problem.</p> |            |
| <b>OR</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
| b)                                           | <p>Letter to the RWA of the Society<br/> Format – 1 mark – full credit if all aspects included. Partial credit (½ mark) if one/two aspects are missing. No credit if more than two aspects are missing.</p> <p>Organisation of ideas – 1 mark (effective style, orderly sequence, paragraphed structure, formal tone)</p> <p>Accuracy – 1 mark (vocabulary, spelling, punctuation and grammar.)</p> <p>Content – 2 marks</p>                                                                                                                                                                                                                                                                                           |            |





|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                                                         | Value Points:<br>Any relevant value points other than the ones mentioned below to be accepted:<br>*Concern about the loneliness of the senior citizens --- health & social aspects<br>*Suggesting to organize community get-togethers, etc. to resolve this problem and how.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| <b>5</b>                                                                | <b>Attempt any <i>one</i> from (a) and (b) given below :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>5</b> |
| a)                                                                      | Organisation of ideas – 2 marks (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary)<br><br>Accuracy – 1 mark<br>Spelling, punctuation and Grammar.<br><br>Content – 2 marks<br>Value Points:<br>Four trends / points to be included, well developed with sustained clarity<br>Any relevant value points other than the ones mentioned below to be accepted:<br><ul style="list-style-type: none"> <li>• Analysis of the modes of shopping.</li> <li>• Identification of the highest and the lowest in the modes of shopping.</li> <li>• Analysis of the products purchased.</li> <li>• Identification of the highest and the lowest in the products purchased.</li> </ul>                        |          |
| <b>OR</b>                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
| b)                                                                      | All credits and points included and well developed with sustained clarity.<br>Organisation of ideas – 2 marks (effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary)<br><br>Accuracy – 1 mark<br>Spelling, punctuation and Grammar.<br><br>Content – 2 marks<br>Value Points:<br>Four trends / points to be included, well developed with sustained clarity<br>Any relevant value points other than the ones mentioned below to be accepted:<br><ul style="list-style-type: none"> <li>• Comparison between the pros of the glass bottles and plastic bottles.</li> <li>• Comparison between the cons of the glass bottles and plastic bottles.</li> <li>• Evaluation of the comparison.</li> </ul> |          |
| <b>SECTION C</b>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
| <b>(Literature Textbook and Supplementary Reading Text ) (40 Marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
| <b>6.</b>                                                               | <b>Attempt any <i>one</i> of the two extracts (a) and (b) given below :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>5</b> |
| a)                                                                      | Reference to Context – Prose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
|                                                                         | i) * Mandela felt a sense of achievement/fulfilment.<br>* Mandela felt that their struggles & sufferings were worth it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (1)      |



|           |                                                                                                                                                                                                                                                                                                                                    |     |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|           | * Mandela felt a sense of collective achievement.<br><br>(Any one inference)                                                                                                                                                                                                                                                       |     |
|           | ii) False                                                                                                                                                                                                                                                                                                                          | (1) |
|           | iii) *Achieving political emancipation<br>*Liberation from continued bondage of poverty / deprivation / Suffering / gender and discrimination.<br>*No more oppression in Africa.<br>*Repeating of the word 'never' to show optimism.<br>* Optimism in the way he refers to Africa as beautiful land.<br><br>(Any two value points) | (2) |
|           | iv) Distinguished/outstanding/magnificent, etc. (any other appropriate synonym to be accepted)                                                                                                                                                                                                                                     | (1) |
|           | <b>OR</b>                                                                                                                                                                                                                                                                                                                          |     |
| b)        | i) (C) He wanted to do an experiment on Tricky                                                                                                                                                                                                                                                                                     | (1) |
|           | ii) *The dog became really sick.<br>*He didn't want to go for walks.<br>*He refused to eat and would just lay on the rug, panting.<br><br>(Any two value points)                                                                                                                                                                   | (2) |
|           | iii) True                                                                                                                                                                                                                                                                                                                          | (1) |
|           | iv) (B) impractical but compassionate.                                                                                                                                                                                                                                                                                             | (1) |
| <b>7.</b> | <b>Attempt any one of the two extracts (a) and (b) given below :</b>                                                                                                                                                                                                                                                               |     |
| a)        | Poetry – (The Ball Poem)                                                                                                                                                                                                                                                                                                           | (5) |
|           | i) Instructive/Practical/Realistic/Matter-of-fact (Any other appropriate synonym)                                                                                                                                                                                                                                                  | (1) |
|           | ii) *Money can buy a new ball but cannot buy back the love associated with it.<br>*Things that one loves cannot be replaced with money.                                                                                                                                                                                            | (2) |
|           | iii) (A) Indifferent                                                                                                                                                                                                                                                                                                               | (1) |
|           | iv) Alliteration                                                                                                                                                                                                                                                                                                                   | (1) |
|           | <b>OR</b>                                                                                                                                                                                                                                                                                                                          |     |
| b)        | Poetry – (Amanda !)                                                                                                                                                                                                                                                                                                                |     |
|           | i) *The central idea is the contrast between control and freedom.<br>*Amanda's character symbolizes the desire for freedom and her mother represents the control over freedom.<br>*The poem is about a child whose parents constantly regulate her.<br>(Any two value points)                                                      | (2) |
|           | ii) (C) Authoritative                                                                                                                                                                                                                                                                                                              | (1) |
|           | iii) Repetition – Amanda<br>Metaphor – Amanda compares herself to Rapunzel.<br>Allusion – Amanda's character is alluded to the character of Rapunzel                                                                                                                                                                               | (1) |
|           | iv) *To escape mother's nagging, she fantasizes to be Rapunzel.<br>* In the tower, Rapunzel is beyond anyone's interference, free and Peaceful, better situation than her.                                                                                                                                                         | (1) |



|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>8.</b> | <b>Four of five Short Answer questions to be attempted.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>4x3=12</b> |
|           | <p>First Flight<br/> Content – 2 marks (any two relevant points to be accepted)<br/> Organisation – 1 mark (1/2 mark to be deducted for accuracy from the overall credit of a response, if error density is high-more than a total of 2 spellings and / grammatical errors)</p>                                                                                                                                                                                                                                                                                                                                         |               |
| i)        | <ul style="list-style-type: none"> <li>* When he brought the otter, a new phase of his life began.</li> <li>* Maxwell had to understand the ways of Mijbil's life.</li> <li>* Maxwell had to make accommodations in his living space and his routine for Mijbil.</li> <li>* Maxwell had to face comments from various people about Mijbil.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>                                                                                                                                                                                                  | (3)           |
| ii)       | <ul style="list-style-type: none"> <li>* Use of non-standard language</li> <li>* Vivid and funny imagery of the pirate and the characters</li> <li>* The ironic humour of the characters who portray them as brave actually fleeing in the face of danger.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>                                                                                                                                                                                                                                                                                  | (3)           |
| iii)      | <ul style="list-style-type: none"> <li>* Title refers to the central event of the play --- Proposal of Lomov to Natalya.</li> <li>* The proposal sets the stage for the conflict and tension and drives the action of the play.</li> <li>* Lomov's proposal turns out to be a complicated negotiation that involves matters of property, pride and social status: fight about the Oxen Meadows and the dogs.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>                                                                                                                                | (3)           |
| iv)       | <ul style="list-style-type: none"> <li>* Coorgis have a tradition of hospitality.</li> </ul> <p>Points for "tales of valour":</p> <ul style="list-style-type: none"> <li>* The Indian Army's Coorg Regiment --- one of the most decorated regiments.</li> <li>* The first Chief of the Indian Army, General Cariappa, was a Coorgi.</li> <li>* People of Coorg possibly of Greek or Arabic descent related to Alexander's military campaign.</li> <li>* Kadavus are the only people in India permitted to carry firearms without a license.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p> | (3)           |
| v)        | <ul style="list-style-type: none"> <li>* Trees a symbol of people / women trapped by society: like trees in a house.</li> <li>* People / women left in the dark, neglected for too long: like the trees.</li> <li>* People / women wanting their freedom: like trees pushing against the walls.</li> </ul> <p>(any two points, any other relevant point to be accepted)</p>                                                                                                                                                                                                                                             | (3)           |



|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>9.a)</b> | <b>Two out of three Short Answer type questions to be attempted.</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>2x3=6</b> |
|             | Footprints Without Feet<br>Content – 2 marks (any two relevant points to be accepted)<br>Organisation – 1 mark (1/2 mark to be deducted for accuracy from the overall credit of a response, if error density is high-more than a total of 2 spellings and / grammatical errors)                                                                                                                                                                                                                  |              |
| i)          | * Ausable did not fit into any description of a secret agent – he was chubby, lethargic, messy and clumsy.<br>* To outwit Max, Ausable acts calmly and wisely in a situation of danger.<br>* Ausable cooked up a convincing story to outwit Max: Max jumps out of the balcony.<br><br>(any two points, any other relevant point to be accepted)                                                                                                                                                  | (3)          |
| ii)         | * Horace Danby and the lady had planned to rob the same house.<br>* Danby was tricked by the lady disguised as the wife of the owner.<br>* While the lady got away with it, the police arrested him.<br><br>(any two points, any other relevant point to be accepted)                                                                                                                                                                                                                            | (3)          |
| iii)        | * Ebright’s curiosity leads him to collect butterflies and read more.<br>* His inquisitiveness leads him to contact Dr. Urquhart to learn more about science as a child.<br>* He did a research project on butterflies that led to his new theory on the lives of cells.<br><br>(any two points, any other relevant point to be accepted)                                                                                                                                                        | (3)          |
| <b>10.</b>  | <b>One out of the two Long Answer questions to be attempted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>6</b>     |
|             | First Flight<br>Content – 3 marks<br>Expression – 2 marks<br>Accuracy – 1 mark                                                                                                                                                                                                                                                                                                                                                                                                                   |              |
| a)          | Approach of the baby seagull:<br>* Takes to flying out of desperation and hunger.<br>* Needed to be pushed to the edge to overcome fear.<br>* Her approach is cautious and she is compelled to.<br>Approach of the pilot:<br>* Takes risk to go through the storm.<br>* Trusts his instincts to get through the difficult situations.<br>* His approach is adventurous and instinctive.<br><br>(any 3 points with atleast one for each side to be written, any other relevant point to accepted) |              |
|             | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |



|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| b)         | <ul style="list-style-type: none"> <li>* Both talk about loss --- the “The Ball Poem” about the loss of the ball and “From the Diary of Anne Frank,” about the loss of their homes.</li> <li>* Both talk about loss being part of growing up and an universal experience.</li> <li>* Both talk about how they dealt with loss --- the boy deals with loss of ball and Anne shares about her experience of the holocaust.</li> <li>* Loss as a transformative experience.</li> </ul> <p>(any 3 points with at least one for each side to be written, any other relevant point to accepted)</p>                                                                  |          |
| <b>11.</b> | <b>One out of the two Long Answer questions to be attempted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>6</b> |
|            | <p>Footprints Without Feet<br/> Content – 3 marks<br/> Expression – 2 marks<br/> Accuracy – 1 mark</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| a)         | <ul style="list-style-type: none"> <li>* Bholi seen as unmarriageable because she had pock marks/scars on her face.</li> <li>* Bholi’s worth determined by her marriageability as a girl child.</li> <li>* The teacher provided her support and encouragement.</li> <li>* Her education leads her to take a stand on dowry.</li> <li>* Her education leads her to stand against the humiliation of her father.</li> </ul> <p>(any three points from the above to be accepted)<br/> (any other relevant point also to be accepted)</p>                                                                                                                          |          |
| <b>OR</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| b)         | <ul style="list-style-type: none"> <li>* Griffin’s arc of transformation from a position of a gifted scientist to lawlessness.</li> <li>* Griffin was very gifted scientist.</li> <li>* Devised an experiment to become invisible.</li> <li>* Uses his invention for sinister actions</li> <li>* Shows a psychopathic lack of empathy and shame.</li> <li>* Shows a desire to cause harm for the sake of it.</li> <li>* Conducted unlawful activities, harmed innocent people.</li> <li>* Failed to gain sympathy due to his evil ways.</li> </ul> <p>(any three points from the above to be accepted)<br/> (any other relevant point also to be accepted)</p> |          |

