

Series WYXZ1/C



Set No. 2

Q.P. Code 2/C/2

Roll No.

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



**ENGLISH**  
(Language and Literature)

Time allowed : 3 hours

Maximum Marks : 80

**NOTE**

- (I) Please check that this question paper contains **19** printed pages.
- (II) 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.
- (III) Please check that this question paper contains **11** questions.
- (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.

**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/C/2

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1

P.T.O.\*



**SECTION A**  
**Reading Skills**

**20 marks**

1. Read the following passage carefully :

- 1 Happiness is like the sun; it is often hidden by the clouds of thoughts, worries and desires. We have to scatter and dissolve these clouds to experience happiness. You don't have to create it, all you have to do is calm your mind, because when there is a quiet mind and inner peace, there is happiness. It is not something far away and unattainable and does not depend on circumstances, objects or events. Happiness is an inseparable part of our consciousness, of our essence, but hidden and covered from sight by our thoughts, desires, and worries.
- 2 The mind is always in a constant race from one thought to another, from one worry to another. It constantly moves from one object or task to another. This restlessness hides the happiness that is within you. It is like a choppy sea that hides the bottom. When the sea gets calm, you can see the bottom. In the same way, when the mind gets quiet, you sense the happiness that is within you.
- 3 You cannot see a treasure at the bottom of a stormy and muddy lake although it is there. However, when the wind stops, the water becomes still and the mud sinks, you can see the treasure. The treasure is there, whether you see it or not. So is happiness. It is always here, only hidden by thoughts, desires and worries.
- 4 You can experience more happiness in your life. Only your thoughts stand in your way of experiencing it. Next time you feel happy, stop for a moment and watch the state of your mind. You will be surprised to discover that it is calm, and there are almost no thoughts in your mind. Since the mind is not accustomed to stay in this peaceful state for long, it soon becomes active again, and the sense of happiness disappears.

2/C/2

2



5 Many people connect happiness to achievement of certain goals. This makes happiness a reward and not an emotion that must be felt. We forget that it is something that comes by looking inward rather than waiting for an external trigger. Once you start looking inwards, you will have to treat yourself as you would treat a valued friend. This will lead to happiness. Take time to appreciate yourself, your work and your accomplishments. Surround yourself with happy people and recall positive memories. It is important to recognise that you have the power to feel happy within you and with practice, it will be felt frequently.

Based on your understanding of the passage, answer the questions given below :

*10×1=10*

- (i) Why does the writer say that you have to scatter and dissolve these clouds to experience happiness ?
- (a) Our thoughts and worries hide the true essence of our happiness.
  - (b) Our inner peace has to be dissolved to enhance true happiness.
  - (c) Our desires, thoughts and worries are a part of our consciousness and bring happiness.
  - (d) These clouds don't show us the real truth.
- (ii) Select the option that corresponds to the following relation below :  
Happiness is like the sun, hidden by clouds of worry.
- (a) Happiness is where there is a quiet mind and inner peace.
  - (b) Less work is like a breeze which brings happiness.
  - (c) The choppy sea hides the treasure of happiness.
  - (d) The wind blows and brings happiness.

- (iii) Select the option that displays what the writer projects, with reference to the following : (Paragraph 1)

Happiness is not something far away and unattainable.

- (a) doubt
  - (b) caution
  - (c) conviction
  - (d) denial
- (iv) Select the phrase that states reference to the following reason (Paragraph 2) :

Opinion	Reason
	This restlessness hides the happiness within

- (v) The writer compares the choppy sea hiding the bottom to \_\_\_\_\_.
- (vi) Based on your reading of the text, list two reasons why the writer says 'happiness is an inseparable part of our consciousness'.
- (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
- (vii) What connect does the writer draw out between the treasure that cannot be seen and happiness ? (Paragraph 3)
- (viii) The writer says 'Next time you feel happy, stop for a moment and watch the state of your mind'. The state of your mind will be :
- (a) resolute
  - (b) calm
  - (c) firm
  - (d) decisive
- (ix) Supply one point to justify the following :
- 'Connecting happiness to achievement of certain goals makes it a reward, not an emotion.'

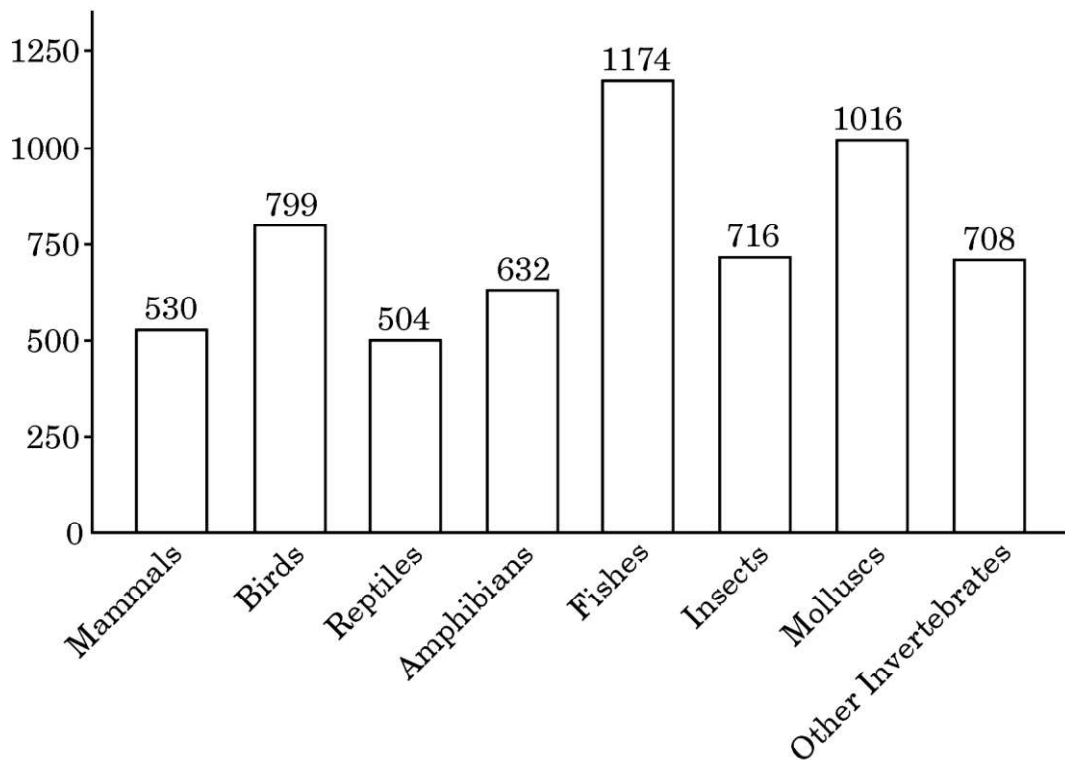
- (x) Evaluate the *inappropriate* reason for having the power to feel happy to be within ourselves.
- (a) recalling positive memories
  - (b) appreciating yourself
  - (c) achievement of certain goals
  - (d) looking inwards

2. Read the following passage carefully :

- 1 There was a time when human interference was minimum, the number of wild animals was quite high and there was no problem of their protection or conservation.
- 2 Due to the irrational use of natural and biotic resources of the Earth in the past, most of the wildlife has been destroyed beyond retrieval. According to an estimate, in India about 200 species of wild animals and birds have become extinct and another 2500 are on the verge of extinction. Some of them are black buck, chinkara, wolf, swamp deer, nilgai, Indian gazelle, antelope, tiger, rhinoceros, gir lion, crocodile, flamingo, pelican, bustard, white crane, grey heron, mountain quail, etc.
- 3 In India, the Government and NGOs are taking keen interest in protection of wildlife. The Wildlife Protection Act, 1972, has several provisions for the conservation of wildlife. As many as 165 game sanctuaries and 21 national parks have been deployed to protect the natural habitat and wild animals. Apart from this, Wildlife Conservation Week is also celebrated from 1<sup>st</sup> to 7<sup>th</sup> October every year. But still there is a long way to go in this direction.

4. Preservation of wildlife does not mean a blanket protection to all faunal and floral species; rather it implies a proper, judicious control over the multiplication of plants and animals which interact together to provide a proper environment to man whose very existence is in peril today.
5. It is our urgent duty to protect the natural splendour of ecosystems and to evolve a system of coexistence with every living creature upon the Earth.

\*based on IUCN Red List data



Based on your understanding of the passage, answer the questions given below :

$10 \times 1 = 10$

- (i) Infer one reason for the following, based on the information in the passage.

The number of wild animals was quite high and there was no problem of their protection or conservation.



(ii) Select the appropriate options to fill in the blanks.

Most of the wildlife has been \_\_\_\_\_ beyond \_\_\_\_\_ due to the irrational use of natural resources on the Earth.

I. destroyed

II. retrieval

III. desertion

IV. build

V. revived

(a) I and II

(b) II and III

(c) III and IV

(d) IV and V

(iii) Complete the following analogy correctly with a word/phrase from the passage.

Flowers : Garden :: \_\_\_\_\_ : Sanctuaries

(Clue : Just like flowers are in a garden, similarly \_\_\_\_\_ are in the sanctuaries.)

(iv) Select the correct option to complete the sentence.

Judicious control over the multiplication of plants and animals which provide

(a) natural splendour of ecosystem

(b) proper environment to man

(c) blanket protection

(d) happy and comfortable living



- (v) According to the graph, which is the most vulnerable animal species and the least vulnerable from the graph.
- I. Birds
  - II. Insects
  - III. Fishes
  - IV. Reptiles
  - V. Insects
  - VI. Mammals
  - VII. Molluscs
- (a) I and II
  - (b) III and IV
  - (c) V and VI
  - (d) VI and VII

***For the Visually Impaired Candidates only in lieu of Q. No. 2 (v) :***

Name any two vulnerable animal species from the passage.

- (vi) Fill in the blanks by selecting the correct option.  
The Wildlife Protection Policy has several provisions for \_\_\_\_\_ of wildlife.
- (a) conservation
  - (b) safety
  - (c) habitation
  - (d) well being
- (vii) Substitute the word extinction with *one word* similar in meaning from the passage.  
Many species are at the verge of extinction because of carelessness of human race.
- (a) multiplying
  - (b) disappearance
  - (c) diseased
  - (d) poaching
- (viii) List any two examples of Government and NGOs trying to protect the wildlife.
- (ix) List one reason why the Government makes certain recommendations for protection of wild animals.





- (x) Select the option that can be the best title for the passage.
- (a) Wild Animals
  - (b) Sanctuaries
  - (c) Natural Resources
  - (d) Conservation of Wildlife

### SECTION B

#### Grammar and Creative Writing Skills

20 marks

3. Attempt any **ten** of the following twelve questions : 10×1=10

- (i) Fill in the blank by choosing the correct option.

She \_\_\_\_\_ in the middle of his speech.

- (a) broke down
- (b) broke with
- (c) broke
- (d) broke out

- (ii) Read the conversation between Alok and Mohit and complete the sentence by reporting Mohit's reply correctly.

*Alok :* Why did you get into a fight with Manu ?

*Mohit :* Manu made some offensive allegations.

Alok enquired of Mohit why he had got into a fight with Manu.

Mohit replied that \_\_\_\_\_.

- (iii) Select the correct option to fill in the blank for the given line.

There \_\_\_\_\_ be an accident at any time on this bridge.

- (a) will
- (b) must
- (c) could
- (d) shall



- (iv) Select the option that identifies the error and supplies the correction for the following line :

World leaders should work to establish peace of the world so that human and economic resources could be used to meet the pressing demands of mankind.

<i>Option No.</i>	<i>Error</i>	<i>Correction</i>
(a)	of	in
(b)	so that	although
(c)	could	shall
(d)	meet	met

- (v) Complete the given narrative by filling in the blank with the correct option :

The school \_\_\_\_\_, I could not get my certificate.

- (a) been closed
- (b) being closed
- (c) being close
- (d) been close

- (vi) Fill in the blank by using the correct form of the word in the brackets.

It \_\_\_\_\_ (rain) since yesterday.

- (vii) Report the dialogue between Rahul and his father by completing the sentence.

*Rahul* : Father, I want a car.

*Father* : No, you are not eighteen yet.

Rahul asked his father to get him a car but his father \_\_\_\_\_.



- (viii) Identify the error in the given sentence and supply the correction.

A story, to engage the interest of the read, must include mystery and adventure.

Use the given format for your response.

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

- (ix) Rashid shared some information about the piano with Tanu. Report Tanu's question.

Who could have broken the piano ?

- (x) Fill in the blank by choosing the correct option.

\_\_\_\_\_ we afford to fell trees ?

- (a) Will  
(b) May  
(c) Need  
(d) Can
- (xi) Select the correct option to complete the narration of the dialogue between the Postmaster and Rama.

*Postmaster* : Rama, who do you want to send the parcel to ?

*Rama* : I want to send it to my uncle.

The postmaster asked Rama whom did she want to send the parcel to, to which Rama replied

- (a) that she wish to send to her uncle.  
(b) that she want to send to her uncle.  
(c) that she wanted to send to her uncle.  
(d) that she may send to her uncle.



(xii) Identify the error and supply the correction.

Both the boys have got a scolding but either of them paid heed.

Use the given format for your response.

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

4. Attempt any **one** from (A) and (B) given below :

5

(A) In the recent years, Indian athletes have started to perform well in the international arena. To encourage sportsmen, it is important that the Government set up training institutes, better infrastructure, and award schemes to promote a sports culture amongst the youth today. You are Sarit/Sarita. Write a letter to the editor of a national daily in 100 – 120 words expressing your views on the Government's role in making India a sporting nation.

**OR**

(B) You are Vinni/Vicky. In your colony, the residents park their cars and scooters in a disorderly manner. In addition, outsiders too come and park their vehicles. This leads to traffic jams and frequent incidents of rage and violence. Write a letter in about 100 – 120 words to the President of the RWA to increase security at the gates to prevent outside vehicles from parking, give parking stickers and appeal to the residents to maintain civil behaviour.



5. Attempt any **one** from (A) and (B) given below :

5

(A) Negligent disposal of single-use plastic bags leads to choked drains. Single-use plastic is non-biodegradable and causes dangerous substances to leach into the water and soil. It should be banned completely. Write an analytical paragraph in 100 – 120 words on the above given input.

**OR**

(B) The following table shows details about the different Internet activities for six categories of people according to different age groups. Study the table and write an analytical paragraph in about 100 – 120 words, drawing comparisons between the different purposes. Use the given input.

<b>Internet Activities by Age Group</b>							
	<i>Age group</i>						
Activity %	Teens	20s	30s	40s	50s	60s	70+
Get News	76	73	76	75	71	74	70
Online games	81	54	37	29	25	25	32
Downloads	52	46	27	15	13	8	6
Product research	0	79	80	83	79	74	70
Buying a product	43	68	69	68	67	65	41
Searching for people	5	31	23	23	24	29	27



## SECTION C

### Literature

40 marks

6. Attempt any **one** from (A) and (B) given below :

(A) Read the following extract and answer the questions that follow :  $5 \times 1 = 5$

“Don't you want to have a look at the sights, now that you're here ?”

“All by myself ? Oh, I'd be much too afraid.”

Greatly amused by the girl's way of speaking, the conductor said,

“But you weren't afraid to come in the bus.”

“Nothing to be afraid about that,” she answered.

(i) Why did the girl not want to look at the sights ?

- (a) She had seen them before.
- (b) She disliked visiting historical sites.
- (c) She did not want to go with the conductor.
- (d) She feared going by herself.

(ii) Fill in the blank with *one* word only.

The conductor's \_\_\_\_\_ clearly comes through when he hears the girl speaking.

(iii) Select the option that correctly captures the application of the word 'sight' as used in the extract.

- (a) Rashid could not sight the tiger.
- (b) Rashi lost his sight in the left eye.
- (c) The General ordered the soldiers not to shoot at sight when they saw the enemy.
- (d) Rashid was fascinated by the sights of the city as he went on a tour.



- (iv) The last line indicates the girl's
- (a) self-confidence
  - (b) worry
  - (c) fear
  - (d) anxiety
- (v) Complete the analogy using a word from the text.  
entertained : amused :: apprehensive : \_\_\_\_\_.

**OR**

(B) Read the following extract and answer the questions that follow :  $5 \times 1 = 5$

Lomov : He is old, but I wouldn't take five Squeezers for him. Why, how can you ? Guess is a dog; as for Squeezer, well it's too funny to argue. Anybody you like has a dog as good as Squeezer... you may find them under every bush almost. Twenty-five roubles would be a handsome price to pay for him.

Natalya : There's some demon of contradiction in you today, Ivan Vassilevitch. First you pretend that the Meadows are yours; now, that Guess is better than Squeezer. I don't like people who don't say what they mean, because you know perfectly well that Squeezer is a hundred times better than your silly Guess. Why do you want to say he isn't ?

Lomov : I see, Natalya Stepanovna, that you consider me either blind or a fool. You must realise that Squeezer is overshot !

- (i) To pay a 'handsome price' most nearly means :
- (a) to pay good looking money
  - (b) to pay for a good looking dog
  - (c) to pay a lot of money
  - (d) to pay less money



(ii) Fill in the blank with *one* word only.

Lomov degrades Squeezer by commenting that dogs like him are very \_\_\_\_\_.

(iii) What is the demon of contradiction in what Lomov says ?

(iv) Based on the given extract, state whether the following statement is *True* or *False*.

The argument between Natalya and Lomov is a lover's quarrel.

(v) Lomov argues that

I. Squeezer is more intelligent than Guess.

II. Natalya does not love animals.

III. Guess is a better dog than Squeezer.

IV. Natalya disagrees with Lomov's opinion.

Choose the correct option :

(a) I and III

(b) Only III

(c) II and IV

(d) III and IV

7. Attempt any **one** from (A) and (B) given below :

(A) Read the following extract and answer the questions that follow :  $5 \times 1 = 5$

Belinda embraced him, Mustard licked him,

No one mourned for his pirate victim.

Ink and Blink in glee did gyrate

Around the dragon that ate the pirate.

Answer in *one* word only :

(i) Mustard was happily licking the \_\_\_\_\_.





(ii) Belinda embraced Mustard

I. out of shock

II. out of helplessness

III. out of happiness

IV. out of gratitude

Choose the correct option :

(a) I and IV

(b) Only III

(c) II and III

(d) III and IV

(iii) Why were Ink and Blink happy ?

(iv) Complete the analogy and choose the word from the extract that means the opposite of the given word.

Day : Night :: Steady : \_\_\_\_\_

(v) The phrase 'no one mourned' most nearly means

(a) no one celebrated

(b) no one embraced him

(c) no one felt sad

(d) no one paid a tribute to him

**OR**

(B) Read the following extract and answer the questions that follow :  $5 \times 1 = 5$

Some say the world will end in fire

Some say in ice.

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice,

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.



(i) Complete the analogy with reference to the text.

wish : desire :: die : \_\_\_\_\_

(ii) Complete the sentence appropriately.

It is clear that alliteration is the poetic device used for 'world will...' because \_\_\_\_\_. (Clue – explain how alliteration applies here)

(iii) State whether the following statement is *True* or *False*.

The poet believes that both feelings like indifference and jealousy, and violence and rage will end the world one day.

(iv) Select the appropriate option to complete the sentence, according to the extract.

I \_\_\_\_\_ those who favour ice.

- (a) disbelieve
- (b) support
- (c) betray
- (d) belittle

(v) Complete the analogy with a word from the extract.

construction : destruction :: \_\_\_\_\_ : dissatisfy

8. Answer any **four** of the following questions in about 40 – 50 words each :

4×3=12

- (a) Why was the young seagull afraid to fly with his family members ?
- (b) Why does Anne think that 'paper' has more patience than 'people' ?
- (c) The people of Coorg have a tradition of courage and bravery. How has it been recognized in modern India ?
- (d) What experiment did Maxwell think Camusfearna would be suitable for ?
- (e) What does the poet mean by 'epistemology of loss' in 'The Ball Poem' ?



9. Answer any **two** of the following questions in about 40 – 50 words each : 2×3=6

- (a) Why is Dr. Herriot tempted to keep Tricki on as a permanent guest ?
- (b) Why did Ausable frame the story of the balcony ?
- (c) What happened when Mr. and Mrs. Hall entered the stranger's room ?

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

- (a) Timely help and sympathy are a great help for those who are in grief. Gautama Buddha helped Kisa Gotami by his kind words and guidance in overcoming her grief. It is a big relief for grieving persons if support and care are extended to them. How are kindness and sympathy important in a peaceful and joyful life ?

**OR**

- (b) Physical beauty is not permanent, but the beauty of character or internal beauty is permanent. Justify on the basis of your reading of 'For Anne Gregory'.

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

- (a) 'Put the fear out of your heart and you will be able to speak like anyone else.' These words of encouragement from the teacher highlight that change of social attitude and encouragement can help a child like Bholi to become confident and face the world bravely. On the basis of the lesson 'Bholi', write how social attitudes towards Bholi made her an introvert. What should be done to help such children to face the world bravely ?

**OR**

- (b) Matilda's over-ambitiousness was the cause of her destruction. Justify.

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2023**  
**SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SET NO 2)**

**General Instructions: -**

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. It’s 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>
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <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 the given answer and even if reply is not from the marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
4	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be 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.
6	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>
7	If a question has parts, marks are to be awarded on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled and written in the left-hand margin and circled. <b>This must be followed strictly.</b>
8	If a question does not have any parts, marks must be awarded in the left-hand margin and circled. <b>This must be followed strictly.</b>
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
10	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. <b>Please award full marks if the answer deserves it.</b>
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).
13	<p><b>Ensure that you do not make the following common types of errors committed by Examiners in the past:-</b></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 totalling on the title page.</li> <li>● Wrong totalling 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 an 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 totaling 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 totaled 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.



**MARKING SCHEME**  
**ENGLISH (Language and Literature)**

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SECTION A

(Reading) (20 marks)

Note:

- (i) The Reading Section focuses on testing a candidate's ability to comprehend.
- ii) 1 Mark to be awarded for each correct answer
- iii) No penalty for spelling, punctuation or grammatical errors/mistakes

**1. Guidance** (1×10=10)

- 1 mark for correct answer
- No partial credit

**1. Value Points:**

- (i) (a) Our thoughts and worries hide the true essence of our happiness.
- (ii) (c) The choppy sea hides the treasure of happiness.
- (iii) (c) conviction
- (iv) mind in a constant race
- (v) restlessness / worries / any other word with the same meaning  
**(any one)**
- (vi) not something far away & unattainable/ does not depend on circumstances, objects or events/ hidden within us / any other reason from the text **( any two )**
- (vii) both are always there, only hidden by our thoughts/desires/worries
- (viii) (b) calm

**2/C/2**

(ix) rewards are usually associated with goals and emotions are felt inwardly / happiness doesn't need external triggers and is found within (any one)

(x) (c) achievement of certain goals

**2. Guidance**

**(1×10=10)**

- **1 mark for correct answer**
- **No partial credit**

**Value Points:**

(i) less human interference / bare minimum human interference

(ii) (a) I and II

(iii) wildlife/animals/fauna (**any one**)

(iv) (b) proper environment to man

(v) (b) III & IV

Options are incorrectly placed. B is the closest.

Printing error

**(Free mark to be awarded to each candidate who has attempted the question)**

*For the Visually Impaired Candidates only in lieu of Q. No. 2 (v) :*

black buck/ chinkara/ wolf /swamp deer/nilgai/ Indian gazelle antelope/tiger/rhinoceros/ gir lion / crocodile / flamingo / pelican/ bustard/ white crane/ grey heron /mountain quail (**any two**)

(vi) (a) conservation

(vii) (b) disappearance

(viii) The Wildlife Protection Act, 1972, has several provisions for the conservation of wildlife /165 game sanctuaries and 21 national parks have been deployed / protecting the natural habitat and wild animals/ Wildlife Conservation Week is celebrated from 1<sup>st</sup> to 7<sup>th</sup> October every year

**(any two)**

(ix) to protect the natural habitat and wild animals / to keep ecological balance (**any one**)



- (x) (d) Conservation of wildlife

**SECTION B**

**20 Marks**

**(Grammar and Creative Writing Skills)**

**3.**

- Award 1 mark for any 10 questions attempted **(1×10=10)**
- No partial credit

- (i) (a) broke down  
 (ii) Manu had made some offensive allegations  
 (iii) (c) could

- (iv) (a)

Error	Correction
of	in

No mark to be deducted if the format is not given

- (v) (b) being closed  
 (vi) has been raining  
 (vii) replied in negative and added that he was not eighteen yet /  
 refused and said that he was not eighteen till then

- (viii)

Error	Correction
read	reader

No mark to be deducted if the format is not given

- (ix) Tanu enquired/asked who could have broken the piano  
 (x) (d) can  
 (xi) (c) that she wanted to send to her uncle.

- (xii)

Error	Correction
either	neither

No mark to be deducted if the format is not given





## 4. Creative Writing Skill

<b>LETTER</b>		<b>5</b>	
Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<p><b>Format</b>            Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -<i>Yours truly</i>–editor &amp; <i>Yours sincerely</i>- formal /business)</p>			
<b>FORMAT – 1 mark</b>			
<p><b>NOTE</b> - 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.            If there is no content in a letter, no marks are to be awarded for format.</p>			
<p><b>NOTE FOR GIVEN DESCRIPTORS---</b>Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are to be awarded at <b>a level lower</b>.</p>			
<b>CONTENT – 2 marks</b>			
<p><b>Value Points</b></p> <p>The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>✓ Two or more points corresponding to the question are included</li> <li>✓ Well-developed with sustained clarity</li> </ul> <p><b>1½ marks</b></p> <ul style="list-style-type: none"> <li>✓ Almost all points corresponding to the question are incorporated</li> <li>✓ Reasonably well-developed</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Some of the points corresponding to the question are incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>			
<b>ORGANISATION OF IDEAS</b>			
<b>1 mark</b>			
<p><b>1 mark-- Consistent to frequent display of the listed parameters.</b></p> <ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending</li> <li>• Carefully structured content with organised paragraphing presented cohesively.</li> <li>• Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>			



<p><b>½ mark – Limited display of listed parameters.</b></p> <ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward, layout barely accurate.</li> <li>• Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.</li> <li>• Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.</li> </ul>
<b>ACCURACY -1 mark</b>
<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication.</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul> <p><b>No credit</b></p> <ul style="list-style-type: none"> <li>• Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>

5

**ANALYTICAL PARAGRAPH WRITING**

5

<b>ANALYTICAL PARAGRAPH WRITING</b>		
<b>Content -2</b>	<b>Organisation of ideas -2</b>	<b>Accuracy 1</b>
<p><b>NOTE FOR GIVEN DESCRIPTORS</b>---Dedicated marks at a level are to be awarded only if <b>ALL</b> descriptors match. If one or more descriptors do not match, the marks are awarded at <b>a level lower</b>.</p>		
<b>CONTENT – 2 marks</b>		
<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>✓ All points corresponding to the question are included (comparison/reason)</li> <li>✓ Well-developed with sustained clarity</li> </ul> <p><b>1½ marks</b></p> <ul style="list-style-type: none"> <li>✓ Almost all points corresponding to the question are incorporated</li> <li>✓ Reasonably well-developed</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Some points incorporated</li> <li>✓ Fair attempt at developing ideas with some impact on clarity of response</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Most of the points of the given task not incorporated</li> <li>✓ Limited awareness of task development</li> </ul>		
<b>ORGANISATION OF IDEAS -2 marks</b>		
<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Highly effective style capable of conveying the ideas convincingly</li> <li>• Carefully structured content with an organised single paragraph, presented cohesively.</li> <li>• Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul>		

<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Inconsistent style, expression sometimes awkward.</li> <li>• Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general over all cohesion.</li> <li>• Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.</li> </ul>
<p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>• Expression unclear.</li> <li>• Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited vocabulary or copying from the question.</li> </ul>
<b>ACCURACY-1 mark</b>
<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul> <p><b>½ mark</b></p> <ul style="list-style-type: none"> <li>✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul> <p><b>No credit</b></p> <ul style="list-style-type: none"> <li>✓ Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>
<p><b>1 ½ marks</b></p> <ul style="list-style-type: none"> <li>• Frequent clarity of expression most of the times.</li> <li>• Ideas generally well sequenced and related to the given top is maintaining over all cohesion of ideas.</li> <li>• Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.</li> </ul>

### Section C (40 Marks)

#### (Literature)

#### 6. Guidance

(1×5=5)

- **One mark for each correct answer**
- **No partial credit**



**(A) Value Points:**

- (i) (d) she feared going by herself
- (ii) amusement/ playfulness / curiosity / any other synonym (**any one**)
- (iii) (d) Rashid was fascinated by the sights of the city as he went on a tour.
- (iv) (a) self-confidence
- (v) afraid

**OR**

**(B) Value Points:**

- (i) (c) to pay a lot of money
- (ii) common /overshot /cheap (any one)
- (iii) he does not mean what he says / he contradicts what Natalya says (any one)
- (iv) False
- (v) (b) only III

**7. Guidance:**

**(1×5=5)**

- **One mark for each correct answer**
- **No partial credit**

**(A) Value Points:**

- (i) dragon
- (ii) (b) only III
- (iii) the dragon ate the pirate / the pirate was killed/ they were happy to be safe/ a great danger had been averted (any one)
- (iv) gyrate
- (v) (c) no one felt sad

**OR**

**(B) Value Points:**

- (i) perish



- (ii) repetition of consonant sounds in the beginning of adjacent words
- (iii) True
- (iv) (b) support
- (v) suffice

**8. Marks to be awarded for any four correct answers (3×4=12)**

**Guidance:**

**Content (2):**

- **Award 2 marks for complete answer**
- **Award 1 mark for partial answer**

**Expression (1):**

- **1 mark if answer organised effectively**
- **Deduct ½ mark if there are more than 3 grammatical / spelling mistakes**
- **No marks to be deducted for exceeding the word limit**

**(a) Value Points:**

- it was his first flight
- Seagull did not have the courage to fly/ he lacked confidence
- he tried to flap his wings but was afraid
- the vast sea beneath him frightened him
- he doubted his ability

**(any other relevant points)**

**(b) Value Points:**

- Paper listens to her more patiently and silently
- it does not react like other people /non -judgemental
- she can confide all her secrets in Paper



2/C/2

- does not talk her from speaking  
**(any other relevant points)**

(c) **Value Points:**

- By awarding the Coorg Regiment of the army with most number of gallantry awards
- The Coorgies are only Indian citizens allowed to carry firearms without license
- The first chief of Indian Army ,General Cariappa ,was from Coorg

**(any other relevant points)**

(d) **Value Points:**

- wanted to keep an otter in place of a dog
- Camusfearna was marshy and surrounded by water
- was a suitable place for an otter

**(any other relevant points)**

(e) **Value Points:**

- the need to value and preserve cherished possessions
- to recover from loss and move on
- teaches the lesson of being self-reliant and dealing with loss

**(any other relevant points)**

**9. Marks to be awarded for any two correct answers (3 ×2=6)**

**Guidance:**

**Content (2) :**

- **Award 2 marks for complete answer**
- **Award 1 mark for partial answer**

**Expression (1) :**

- **1 mark if answer organised effectively**

- **Deduct  $\frac{1}{2}$  mark if there are more than 3 grammatical / spelling mistakes**
- **No marks to be deducted for exceeding the word limit**

**(a) Value Points:**

- they did not want the unlimited supply of eggs to stop
- they got used to the liberal flow of wine and brandy
- having Tricky made their days happy and content

**(any other relevant point)**

**(b) Value Points:**

- could only think of that particular option to get rid of Max
- wanted to save himself from Max who threatened him with a pistol
- did not want the critical information about missiles to be leaked
- he was a brilliant spy so he wanted to trick Max

**(any other relevant point)**

**(c) Value Points:**

- heard a sniff
- hat leapt up and dashed on Mrs. Hall's face
- bedroom chair came alive and pushed them both out of the room

**(any other relevant point)**

**10. Marks to be awarded for any one correct answer 6**

**Content 3 Expression 2 Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.



## 2/C/2

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

### **Descriptors for Content (with reference to value points) – 3 marks**

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

### **Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning
- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked





**Descriptors for accuracy – 1 mark**

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

**(a) Value Points:**

- Kisa Gotami suffers because of her selfish desires and craving for her son
- Gautam Buddha relieved her of her pain by his kindness
- helped her achieve peace of mind through his words, love and guidance
- kindness and sympathy help develop immediate connection and give validation to emotions

(any other relevant point)

**OR**

**(b) Value Points:**

- physical beauty is an attribute that cannot stand the test of time and age
- Bonds based on physical beauty may fade away quickly
- inner beauty is long lasting
- it is the character which is appreciated even after a person is long gone
- God does not discriminate, and loves everyone unconditionally

(any other relevant point)



11. Answer any *one* of the following in about 100-120 words.

6

**Content 3**

**Expression 2**

**Accuracy 1**

Curriculum document-Questions on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch.

- Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and Expression
- If the response does not justify all points of a level, the response is marked down.

**Descriptors for Content (with reference to value points) – 3 marks**

- Sustained, clear, well-developed personal response to the task
- Well-developed and justified arguments/evidence provided
- Largely, a reasonably well developed personal response to the task
- Clear justification with arguments/evidence provided
- Fairly competent personal response to the task
- Justification with restricted arguments/evidence
- Limited awareness of the task
- Limited justification or relevant arguments/evidence

**Descriptors for Expression (Coherence and Cohesion) – 2 marks**

- Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.
- Highly effective vocabulary usage, relevant and appropriate sentences for
- Range of vocabulary suffices in large parts to convey the overall idea and meaning
- Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.
- Range of vocabulary is limited and conveys a basic idea of the overall meaning



**2/C/2**

- Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited expected/ topical vocabulary as per question asked

**Descriptors for accuracy – 1 mark**

- Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication
- Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication
- A lot of errors in spelling, punctuation and grammar that impede communication.

**(a) Value Points:**

**Social attitudes**

- Bholi was a neglected child
- parents treated her with indifference
- she was mocked at for stammering

**For helping such children**

teachers/parents/society can perform a pivotal role by

- being mindful and thoughtful of their attitude towards children
- dealing with them affectionately and warmly
- reassuring and encouraging them to be good humans
- building their confidence and making them self-reliant

**(any other relevant point)**

**OR**

**(b) Value Points:**

- Matilda never appreciated what she already had
- chased things that lay out of her reach
- dreamt about and obsessed over luxuries
- unhappy in her current situation



**2/C/2**

- impractical/ unrealistic/brooding
  - materialistic in her approach
  - borrowed an expensive necklace and lost it
  - never valued the efforts of her husband
- (any other relevant point)**

