

Series **WYXZ1/2**



Set No. **3**

Q.P. Code **2/2/3**

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.

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P.T.O.\*

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

**20 marks**

1. Read the following passage carefully :

- 1 Organic food is very popular these days. It can also be very expensive. Some organic food costs twice as much as non-organic food. Parents of young children and even some pet owners, will pay high prices for organic food if they think it is healthier. But many others think organic food is just a waste of money.
- 2 There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals such as pesticides that stop insects from damaging crops. In many countries, foods that claim to be organic must have special labels that guarantee they're grown organically.
- 3 Some people think organic also means 'locally grown' and originally it was indeed true. But over a period of time organic farming has become a big business, with many organic foods now being grown by large agricultural companies that sell their products far from where they're grown. Processed food made with organic ingredients has also become more popular. At first, only small companies produced these products. But as demand overtook supply, big food companies that had been selling non-organic products for many years also began selling organic products.
- 4 Is organic food safer and more nutritious ? This is an important part of the debate. Many farmers and consumers believe it is safer and more nutritious. They think agricultural chemicals can cause serious illnesses such as cancer, but there isn't much evidence proving this is true. However, recent studies have shown that eating organically-grown produce reduces your chances of developing heart diseases. Many doctors think it is more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate both organic and non-organic fruits and vegetables, and doctors recommend washing produce carefully before eating it. Meat, fish and chicken can also become contaminated so washing your hands before handling these foods is also very important.

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2

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

10×1=10

- (i) People are willing to pay high prices for organic food because
- (a) it is not easily available.
  - (b) it helps in weight loss.
  - (c) it is produced by small companies.
  - (d) it does not contain agricultural chemicals.
- (ii) Select the option that displays what the writer projects with reference to the following :
- Is organic food safer and more nutritious ? This is an important part of the debate.
- (a) denial
  - (b) confirmation
  - (c) caution
  - (d) acceptance
- (iii) Complete the following with a phrase from paragraph 3.

Opinion	Reason
Big food companies have started selling organic food products.	

- (iv) The writer contrasts organic food to non-organic food. State one point of comparison between the two.
- (v) Based on your reading of the text, list one benefit of eating organic food.
- (vi) What connect does the writer draw between contamination of food and washing hands ?
- (vii) The writer says that people believe that it is safer and more nutritious to eat organic food. Select the reason for his sceptical view.
- (a) the price decides the popularity
  - (b) there is no confirmed evidence
  - (c) it is tastier
  - (d) it is marketed by big food companies

- (viii) Supply one point to justify the following :  
Some people think organic also means 'locally grown'.
- (ix) Supply one method of how we can control the contamination of organic and non-organic food.
- (x) List one factor that certifies food to be organic.

**2.** Read the following passage carefully :

- 1 According to a new study, a vast blanket of pollution stretching across South Asia is cutting down sunlight by 10 per cent over India, damaging agriculture, modifying rainfall patterns and putting hundreds of thousands of people at risk.
- 2 It is said, "Acids in the haze may, by falling as acid rain, have the potential to damage crops and trees. Ash falling on leaves can aggravate the impact of reduced sunlight on the Earth's surface. The pollution that is forming the haze could be leading to several hundreds of thousands of premature deaths as a result of higher levels of respiratory diseases."
- 3 "The haze has cut down sunlight over India by 10 per cent (so far) — a huge amount ! As a repercussion, the North-West of India is drying up," Prof. V. Ramanathan said when asked specifically about the impact of the haze over India. He said, "We are still in an early stage of understanding of the impact of the haze."
- 4 Prof. V. Ramanathan was asked whether the current droughts in most parts of India after over a decade of good monsoons was owing to the haze. He said, "It was too early to reach a conclusion. If the droughts persist for about four to five years, then we would start suspecting that it may be because of the haze." India, China and Indonesia are the worst affected owing to their population density, economic growth and depleting forest cover.



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

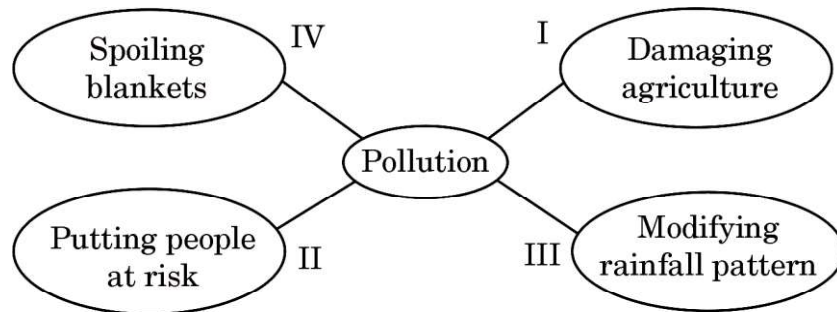
10×1=10

- (i) Infer one reason for the following based on the information in paragraph 1 :

In India rainfall patterns are changing.

- (ii) The pollution spreading across South Asia is affecting India by \_\_\_\_\_.

Choose the correct option from the ones given below :



- (a) I, II and III  
(b) I, III and IV  
(c) II, III and IV  
(d) I, II and IV

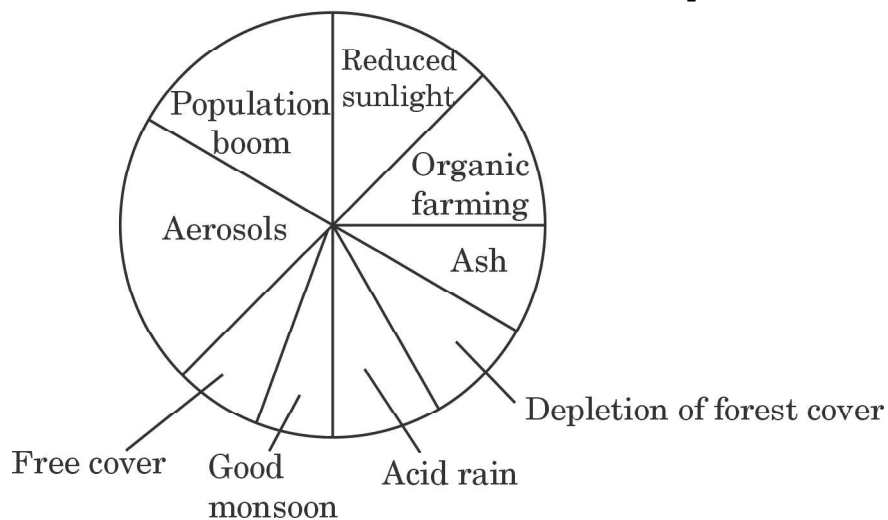
- (iii) Complete the following analogy correctly with a word/phrase from paragraph 2.

possibility : \_\_\_\_\_ :: suspecting : doubting

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

\_\_\_\_\_ droughts were caused by the haze.

- (a) Strong evidence suggested that
  - (b) Past surveys confirmed that
  - (c) There has not been enough time to determine that
  - (d) Superstitious people believe that
- (v) From the following pie chart, identify one reason each which does and does not contribute to weather disruption :



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

- (v) List two phenomena which lead to weather disruptions.
- (vi) Fill in the blank by selecting the correct option.  
Ash falling on leaves can \_\_\_\_\_ the impact of reduced sunlight on the Earth's surface.
- (a) worsen
  - (b) encourage
  - (c) diminish
  - (d) support

(vii) Substitute the word 'repercussion' with one word similar in meaning in the following sentence from paragraph 3.

The haze has cut down sunlight over India ... As a repercussion, the North-West of India is drying up.

(viii) List any two countries which are affected due to depleting forest cover.

(ix) Which of the following mean the same as 'persist' in 'droughts persist' as used in para 4 ?

- (a) destroying
- (b) halting
- (c) continue
- (d) blocking

(x) Select the option that titles paragraphs 1 – 4 appropriately with reference to information in the text.

- (a)
  1. Impact of Pollution in South Asia
  2. Effects of Acid Rain
  3. Understanding Consequences of Haze
  4. Debate over Droughts
- (b)
  1. Impact of Droughts
  2. Understanding Acid Rain
  3. Effect of Haze
  4. Debate over Pollution
- (c)
  1. Impact of Pollution in South Asia
  2. Effects of Acid Rain
  3. Debate over Droughts
  4. Understanding Haze
- (d)
  1. Impact of Haze
  2. Understanding Acid Rain
  3. Debate over Pollution
  4. Effect of Haze

## 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.

I appreciate even \_\_\_\_\_ help given to me.

- (a) little
- (b) much
- (c) the little
- (d) few

(ii) Read the conversation between Meera and her father.  
Complete the sentence by reporting the reply correctly.

*Meera* : What did you buy ?

*Father* : I bought a heater.

Meera asked her father what he had bought. The father replied that he \_\_\_\_\_.

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

One \_\_\_\_\_ read the newspaper every day.

- (a) should
- (b) would
- (c) can
- (d) may

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

I can't never forget my childhood friend Bella.

<i>Option No.</i>	<i>Error</i>	<i>Correction</i>
(a)	can't	can
(b)	forget	forgotten
(c)	my	mine
(d)	friend	friends





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

The domestic cat \_\_\_\_\_ related to the lion and the tiger.

- (a) be
- (b) is
- (c) has been
- (d) is being

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

Last week it \_\_\_\_\_ (rain) heavily and my house was flooded with water.

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

*Father* : How are you getting on with your studies ?

*Rashid* : Fine. I have got a certificate of improvement from the school.

Father asked Rashid how he was getting on with his studies. Rashid replied that \_\_\_\_\_.

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

Playing outdoor games have benefits over being indoors.

Use the given format for your response.

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

(ix) Raman shared some information with Seema. Report Seema's question.

Can you solve the sum ?

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

We \_\_\_\_\_ not really change a man's mind and heart with money.

- (a) can
- (b) could
- (c) may
- (d) might

(xi) Fill in the blank by choosing the correct option.

Economics \_\_\_\_\_ difficult for the students of grade nine.

- (a) is
- (b) are
- (c) has
- (d) were

(xii) Fill in the blank by choosing the correct option.

If you had worked hard you \_\_\_\_\_ have passed.

- (a) may
- (b) will
- (c) would
- (d) might

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

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- (A) You are Sonu/Sonali, living in 43 B, Dilshad Garden, Delhi. You happen to see a news item in the newspaper about the popularity of Indian handicrafts abroad. However, you are unhappy about the lack of recognition given to the artisans by the Government. This is leading to the dying of traditional forms of art and craft. Write a letter to the editor of 'The Times of India' in about 100 – 120 words about the difficulties faced by the artisans and suggest ways to revive and popularize Indian indigenous products. You may use the information given below.

#### INDIAN HANDICRAFTS SOUGHT AFTER

New Delhi : Indian handicrafts are in great demand in the US, Europe and the Gulf countries. However, the artisans feel their products are not given the required publicity. Further, the products are bought from them at very low prices by the middlemen and sold later at much higher prices abroad. The artisans hope that the Government would do something in this regard.

OR

- (B) You are Ajay/Anita of Diwan Public School, Moga, Punjab, who had arranged a trip of forty students to Shimla during the summer vacation for a week with 'Madan Travels and Tours'. The arrangements done by the travel agency were far below standard. The accommodation and food facilities were inferior in quality. Write a letter of complaint to the Director of the agency to stop duping the tourists with fake promises.

(Word limit : 100 – 120 words)

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P.T.O.



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

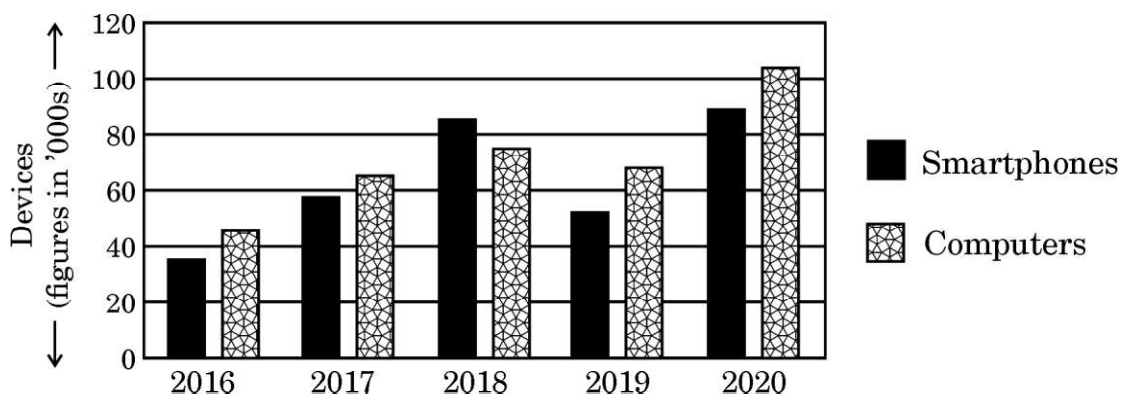
5

(A) Look at the data given below which shows the changes that have occurred between 2010 to 2020 in Jind regarding women's education. Write a paragraph in 100 – 120 words interpreting the data.

Women's Education in Jind		2010	2020
1.	Number of Girls' Schools	40	45
2.	Number of Women Colleges	23	34
3.	Number of Students in Schools	40,000	46,000
4.	Number of Students in Colleges	16,000	28,000
5.	Literacy Rate	50%	70%
6.	Distance Education Centres	02	06

OR

(B) The bar chart below shows data about the number of digital devices purchased in Sahibabad across the years 2016 – 20. Write a paragraph analyzing the given data in 100 – 120 words.



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***For the Visually Impaired Candidates only in lieu of Q. No. 5 (B) :***

- (B) You are Rita/Rohan, Head Girl/Head Boy of your school. You decided to make the school population aware of the advantages of tree plantation and tell them how trees can serve as better air-conditioners.

Write an analytical paragraph in 100 – 120 words. Take the help of the notes given below :

Trees keep environment cool by :

- (i) taking heat off the Earth and air.
- (ii) absorbing carbon dioxide that helps in controlling temperature rise.
- (iii) bringing rains.
- (iv) checking direct sunlight.
- (v) providing shade.

### 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 :  $5 \times 1 = 5$

I wrote the three pages Mr. Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did, if not more, and that there's not much one can do about inherited traits.

- (i) Who was Mr. Keesing ?
- (a) English teacher
  - (b) Social Science teacher
  - (c) Warden
  - (d) Principal



(ii) According to the extract, the incorrigible habit possessed by the speaker was

- I. making noise in class
- II. talking too much
- III. procrastinating
- IV. coming late to class
- V. asking irritating questions

Select the correct option :

- (a) I and III
- (b) Only II
- (c) I, IV and V
- (d) Only III

(iii) Complete the analogy by selecting the suitable word from the extract.

routine : habit :: characteristic : \_\_\_\_\_

(iv) Select the reason why the narrator is unable to control her trait.

- (a) She had deliberately practised it.
- (b) She wanted to be different from her brother.
- (c) Her teacher had encouraged her to continue as she was.
- (d) She had inherited it.

(v) Which of the following most nearly means the opposite of the phrase 'under control' ?

- (a) to spend less
- (b) unable to take on the challenge
- (c) find it difficult to manage
- (d) being very stubborn

**OR**

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

His landlord disliked him and tried to eject him. In revenge, Griffin set fire to the house. To get away without being seen he had to remove his clothes. Thus it was that he became a homeless wanderer, without clothes, without money and quite invisible — until he happened to step in some mud, and left footprints as he walked !

- (i) Griffin's landlord tried to eject him because
- (a) he was a lawless person.
  - (b) he had set his house on fire.
  - (c) he didn't like him.
  - (d) he was a drug addict.
- (ii) Fill in the blank with one word only.  
Griffin deliberately removed his clothes because he wanted to become \_\_\_\_\_.
- (iii) Select the option that correctly captures the application of the word 'fire' as used in this extract.
- (a) Griffin said that he would fire the manager.
  - (b) The soldiers opened fire at the enemy.
  - (c) His remarks provoked heavy fire from the political opponents.
  - (d) The Amar Palace was completely destroyed by the fire.
- (iv) Griffin's presence was felt when
- (a) he jumped into the water with a splash.
  - (b) he wore clothes.
  - (c) he left muddy footprints.
  - (d) he stepped in mud.



- (v) Which of the following is **not** true with reference to the given extract ?
- (a) Griffin had become penniless.
  - (b) Griffin promised to behave himself.
  - (c) Griffin revealed himself by his muddy footprints.
  - (d) No one could see Griffin when he took off his clothes.

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

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

Or if some time when roaming round,  
A noble wild beast greets you,  
With black stripes on a yellow ground,  
Just notice if he eats you.  
This simple rule may help you learn  
The Bengal Tiger to discern.

- (i) Who is the 'noble wild beast' in the above lines ?

- (a) zebra
- (b) Asian Tiger
- (c) Asian Lion
- (d) Bengal Tiger

- (ii) Complete the sentence appropriately.

It is clear that 'Alliteration' is the poetic device used for 'roaming round' because \_\_\_\_\_. (Clue : explain how alliteration applies here)

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

The extract helps to identify a Royal Bengal Tiger.





(iv) In the given lines, what effect does the poet create ?

‘Just notice if he eats you.

This simple rule may help you learn

The Bengal Tiger to discern.’

- (a) irony
- (b) terror
- (c) sympathy
- (d) criticism

(v) Which word in the extract tells you that you have recognised the ‘noble beast’ ?

- (a) rule
- (b) discern
- (c) roaming
- (d) notice

**OR**

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

He hears the last voice at night.

The patrolling cars,

And stares with his brilliant eyes

At the brilliant stars.

He stalks in his vivid stripes

A few steps of his cage.

(i) Whose is the last voice heard by the tiger ?

- (a) police jeep
- (b) patrolling cars
- (c) watchmen
- (d) roar of lion

- (ii) Complete the sentence appropriately.  
It is clear that 'Repetition' is the poetic device used for 'his brilliant eyes at the brilliant stars' because \_\_\_\_\_. (Clue : explain how repetition applies here)
- (iii) The main contrasting ideas in this extract are
- (a) tiger and deer.
  - (b) cruelty and sympathy.
  - (c) confinement and freedom.
  - (d) master and slave.
- (iv) The use of the word 'stalks' creates an image of
- (a) cowardice.
  - (b) frustration.
  - (c) lethargy.
  - (d) purposefulness.
- (v) State whether the following statement is *True* or *False* :  
The poem uses 'staring at the sky' to symbolize the freedom 'he' yearns for.

8. Answer any **four** of the following questions in about 40 – 50 words each : 4×3=12

- (a) 'A Baker from Goa' is a nostalgic saga of childhood memories. Comment.
- (b) The postmaster had mixed emotions while opening the letter. Explain.
- (c) "I'll take the risk." What is the risk ? Why does the narrator take it ?  
(The Black Aeroplane)
- (d) What impression do you form about Amanda in the poem ?
- (e) What did Siddhartha Gautama come across by chance when he was about twenty-five years old ?

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

- (a) How did Hari Singh justify to himself his stealing Anil's money ?
- (b) How did Ebright's mother help him to become a scientist ?
- (c) Why was Mr. Herriot shocked at Tricki's appearance ?

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

- (a) The people and surroundings are a great book to learn from. Valli in the lesson 'Madam Rides the Bus' learns a lot from others. Mention the traits of her character which help her to learn from people and her surroundings.

**OR**

- (b) Mandela said, "People must learn to hate, and if they can learn to hate, they can be taught to love." Discuss.

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

- (a) Mme Loisel's disposition invites her doom. Elucidate with reference to the text.

**OR**

- (b) Bholi was believed to be a 'dumb cow'. What turned her into a fearless, bold and confident girl ?

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2023**  
**SUBJECT NAME ENGLISH (LANGUAGE AND LITERATURE) (SUBJECT CODE J0280B)**  
**(PAPER CODE 2)**

**General Instructions: -**

<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, 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, 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 Term**

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**SECTION A**

(Reading)

(20 marks)

**Note:**

- (i) **The Reading Section focuses on testing a candidate's ability to comprehend.**
- (ii) **Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.**

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

**1. Value Points**

**1×10=10**

- (i) **(d) – it does not contain agricultural chemicals**
- (ii) (c) - caution
- (iii) because demand overtook supply
- (iv) chemicals (or pesticides) are not used while growing organic food / organic food is costlier than non-organic food.
- (v) reduces chances of developing diseases(heart disease/cancer) / safer and healthier
- (vi) bacteria from dirty hands can contaminate both organic and non-organic food.
- (vii) **(b) there is no confirmed evidence**
- (viii) because it was initially /originally locally grown

2/2/3

- (ix) washing (hands/produce/food) before eating
- (x) special labels

2.

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

**2. Value Points**

**1×10=10**

- (i) **vast blanket of pollution**
- (ii) (a) I, II, III
- (iii) potential
- (iv) (c) – There has not been enough time to determine that
- (v) **Does** - ash/acid rain/ reduced sunlight/ aerosols / population bloom / depletion of forest cover  
**Does not** - organic farming/ tree cover / free cover/good monsoon (Does not) etc. ( $\frac{1}{2} + \frac{1}{2}$ )
- (v) **For Visually Impaired candidates only**– acid rain/depletion of forest cover/ pollution/ haze etc.
- (vi) (a) worsen
- (vii) **consequences / result**
- (viii) India, China, Indonesia
- (ix) continue
- (x) (a) 1. Impact of pollution in South Asia  
2. Effects of Acid rain  
3. Understanding consequences of Haze  
4. Debate over droughts

**SECTION B**

**Grammar and Creative Writing Skills (20 marks)**

4

**Note:**

- award 1 mark for complete answer
- no partial credit

**Value Points:**

- (i) (c) the little
- (ii) had bought a heater
- (iii) (a) should
- (iv) (a) can't (error), can (correction)
- (v) (b) is
- (vi) rained
- (vii) **he was doing/getting on fine and that he had got a certificate of improvement from the school**
- (viii) have (error), has (correction)
- Note: no marks is to be deducted if the child does not use the format
- (ix) Seema asked Raman if / whether he could solve the sum.
- (x) (a) can / (c) may
- (xi) (a) is
- (xii) (c) would / (d) might

**4. Creative Writing Skills****Letter****5****marks**

Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
<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 & <i>Yours sincerely</i> - formal /business)			



**FORMAT – 1 mark**

**NOTE** - full credit if all aspects included. Partial credit ( $\frac{1}{2}$  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.

**NOTE FOR GIVEN DESCRIPTORS---**Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

**CONTENT – 2 marks****Value Points**

The points given in the question paper are indicative. Accept any relevant point that the candidate writes to develop the given writing task.

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**ORGANISATION OF IDEAS****1 mark**

**1 mark-- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout barely accurate.
- 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.
- 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.

**ACCURACY -1 mark****1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

5

5 marks

**ANALYTICAL PARAGRAPH WRITING****ANALYTICAL PARAGRAPH WRITING****Content -2 Organisation of ideas -2 Accuracy 1**

**NOTE FOR GIVEN DESCRIPTORS---**Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

**CONTENT – 2 marks****2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed



<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 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>
<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>

**Section C (40 Marks)****(Literature)****6. Guidance:**

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

**Reference to context****1×5=5****Attempt any *one* of the two extracts (A) and (B) given below :**

(A)

- |       |  |   |
|-------|--|---|
| (i)   | <b>all answers are correct. One mark should be awarded to all those who attempt.</b> | 1 |
| (ii)  | (b) only II  | 1 |
| (iii) | trait  | 1 |
| (iv)  | (d) she had inherited it.  | 1 |
| (v)   | (c) find it difficult to manage.   | 1 |

**OR**

(B)

- |       |  |   |
|-------|--|---|
| (i)   | (c) he didn't like him.                                  | 1 |
| (ii)  | (b) invisible  | 1 |
| (iii) | (d) The Amar Palace was completely destroyed by the fire | 1 |
| (iv)  | (c) he left muddy footprints                             | 1 |

- (v) (b) Griffin promised to behave himself 1

**7. Guidance:**

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

**Reference to context**

**1×5=5**

7. Attempt any *one* of the two extracts (A) and (B) given below :

**(A)**

- (i) (d) Bengal Tiger 1
- (ii) repetition of same consonant sound (Here it is R- roaming round) 1
- (iii) True 1
- (iv) (a) irony 1
- (v) (b) discern 1

**OR**

**(B)**

- (i) (a) patrolling cars 1
- (ii) creates a musical effect/emphasises the brilliance 1
- (iii) (c) confinement and freedom. 1
- (iv) (b) frustration 1
- (v) True 1

- 8. Answer any *four* of the following. 4×3=12**



**Guidance:**

**Content:** Award 2 marks for complete answer

Award 1 mark for partial answer

**Expression - 1 mark if answer organised effectively**

**Deduct ½ mark if more than 3 grammatical / spelling mistakes**

**(a) Value Points:**

any memory of childhood associated with

- sound (thud and jingle of baker's bamboo)
- taste (bread bangles)
- sight of the baker (his arrival in the street early morning)
- smell (of freshly baked bread products)

(any two)

**(b) Value Points:**

In the beginning, the postmaster laughed at it. Slowly he became eager and curious to know what was written in the letter to God

**(c) Value Points:**

**What (any one)**

- risk of flying through dark, stormy clouds
- danger of accident, damage to plane



**Why**

- he wanted to enjoy English breakfast with his family.

(d) **Value Points:**

- felt suffocated
- controlled and always instructed by her mother
- felt curtailed
- wanted freedom
- sensitive girl
- indulges in day dreaming.

(any two)

(e) **Value Points:**

he saw a sick man, an aged man, a funeral procession and a monk begging for alms / saw the sufferings of the world / saw poverty, old age, death and sickness

9. **Answer any two of the following:**

**2×3=6**

**Guidance:**

**Content:** Award 2 marks for complete answer

Award 1 mark for partial answer

**Expression -** 1 mark if answer organised effectively

**Deduct ½ mark if more than 3 grammatical / spelling mistakes**

(a) **Value Points:**

- told himself that he was not being paid any regular salary
- felt Anil was extravagant and careless
- would spend his money on his friends anyway.

(any two)

(b) **Value Points:**

- played an important role
- discovered his scientific temperament – encouraged him
- took him on trips, bought him telescope, microscope, camera, etc.
- gifted him a book which led Ebright to become a successful scientist.

(any two)

(c) **Value Points:**

- Tricki, a little dog, had become extremely fat (bloated sausage)
- had bloodshot eyes(rheumy eyes)
- tongue lolled from his jaws
- difficulty in walking
- could be extremely ill

(any two)

10. 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.**





2/2/3

- 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
- 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



2/2/3

- 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:**

- Curious - watched the bus - its schedule, listened to people's conversation about their journey
- resourceful - collected 30 paise
- resisted temptation at the fair and during the journey/ did not get tempted to go outside the bus and explore the town
- behaved maturedly – focussed on fulfilling her dream
- learnt about death and its inevitability. (any three)

(b) **Value Points:**

- Mandela refers to the apartheid policy



- Blacks subjected to oppression
- Blacks not allowed to discharge their obligations
- Mandela believed and expressed his view that apartheid is a system based on hate similarly there could be a system based on love and respect for each other. (any three)

11.

6 marks

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

2/2/3

- 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
- 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:**

- Mme Loisel longs for a life of luxury and wealth
- thinks that she was born to enjoy all delicacies
- borrows necklace when gets an invitation for a party
- lost the necklace
- pays heavily
- she and her husband work day and night
- live in poverty to repay
- loses her charm
- looks old and pale. (Any three)

(b) **Value Points**

- Bholi was sent to school as she supposedly had no future
- teacher's love and affection moulded her
- became confident, bold
- developed a practical outlook. So refused to marry lame, old, greedy Bishamber. (Any three)