

Part A (40 marks)

Question	Solution	Marks
<p><b>1. Discursive Passage</b>                      Attempt 10 of 12                      [Inference, Evaluation,                      Vocabulary ]</p>	<p>i. (a) constant need for something different.                      ii. (d) Option (4)                      iii. (c) 1 and 4                      iv. (c) How much is too much?                      v. (c) be possibly dangerous                      vi. (d) Officials admit that the emergency system is _____ in the longer run.                      vii. (d) offer advice to                      viii. (d) stress                      ix. (b) To organize our lives.                      x. (c) (3) and (5)                      xi. (c) lines on the highway.                      xii. (c) Be yourself.</p>	<p>1x10= 10 marks                      (Only1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

<p><b>2. Case-based factual passage</b>  Attempt 10 of 12  [Analysis &amp; Interpretation]</p>	<ul style="list-style-type: none"> <li>i. c) the ability to launch something new</li> <li>ii. b) Countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade</li> <li>iii. a) wild and untouched surroundings.</li> <li>iv. b) (1) is an ethical tourist and (2) is a geotourist</li> <li>v. c) 2&amp;4</li> <li>vi. b) the activity preferences were varied in females and males.</li> <li>vii. d) ecotourism was no more limited to the niche group of highly educated travelers.</li> <li>viii. b) 75%.</li> <li>ix. d) the opportunity to travel to new places.</li> <li>x. c) Emerging economies will receive negligible international tourists in the near future.</li> <li>xi. b) changed with the monetary requirements for the trip.</li> <li>xii. b) The person who is yet to travel even once as an ecotourist.</li> </ul>	<p>1x10= 10 marks</p> <p>(Only1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p><b>3. Literature</b>  <b>(Prose extract)</b></p>	<p><b>(A)</b></p> <ul style="list-style-type: none"> <li>i. (c) Fairly displeased</li> </ul>	<p>1x5=5 marks</p> <p>(Only1 answer for each Q will be accepted. Two answers chosen will result in zero credit of</p>

<p>Attempt 1 of 2 [Inference , Evaluation, Vocabulary ]</p>	<p>ii. d) 2, 3, 6 iii. (d) F – 3 and O – 1,2,4 iv. c) Intersected v. b) indulgence</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(B)</b> i. c) Option (3) / For Visually impaired Candidates – (c) ii. c) baking, as a job, isn't as gainful as it used to be. iii. b) The baker was paid for his services at the end of the month. iv. d) it was a dress-like attire. v. b) Option (2)</p>	<p>marks)</p>
<p><b>4. Literature</b> <b>(Poetry extract)</b> Attempt 1 of 2 [Analysis and Interpretation]</p>	<p><b>(A)</b> i. a) restless ii. d) abcd; abcb iii. c) freedom and captivity. iv. c) “Join me”. v. a) hopes to be free and in the wild, someday.</p>	<p>1x5=5 marks (Only1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

	<b>OR</b>	
	<p><b>(B)</b></p> <p>i. b) carefree childhood days.</p> <p>ii. d) whatever he has lost is irretrievable.</p> <p>iii. d) cargo.</p> <p>iv. c) a sense of unexpected interruption.</p> <p>v. a) worthless</p>	
<p><b>5. Grammar</b></p> <p>Attempt all 3</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) d) is an important</p> <p>(ii) b) celebrated to mark</p> <p>(iii) a) leads the youngsters</p>	<p>1x3=3 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p><b>6. Grammar</b></p> <p>Attempt all 3</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) c) asked him what he was</p> <p>(ii) d) replied that</p> <p>(iii) c) had heard that people who had</p>	<p>1x3=3 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>
<p><b>7. Grammar</b></p> <p>Attempt 4 of 6</p> <p>[Applying conventions using integrated structures with accuracy]</p>	<p>(i) d) need to</p> <p>(ii) c) is</p> <p>(iii) a) fewer</p> <p>(iv) a) a, an</p> <p>(v) b) shall be presenting</p> <p>(vi) b) will</p>	<p>1x4=4 marks</p> <p>(Only 1 answer for each Q will be accepted. Two answers chosen will result in zero credit of marks)</p>

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**Part B (40 marks)**

<b>Question</b>	<b>Solution</b>	<b>Marks</b>
<p><b>8. Writing</b> Attempt 1 of 2 [Creation, Application and Analysis]</p>	<p align="center">Formal Letter</p>	<p>1x5=5 2 marks for content 2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas)</p>
	<p><b>Format</b> 1. sender's address 2. Date (any standardised format -21.5.20 /21 May '20 / 21/5/20 etc.) 3. receiver's address—mentioned in the Q/ fictitious (receiver's address may also be followed by date) 4. subject 5. salutation 6. complimentary close</p>	<p>Format = 1 mark</p> <ul style="list-style-type: none"> <li>• An organised format structure is expected.</li> <li>• Absence of even one aspect shall result in credit of ½ marks only.</li> <li>• Full credit of 1 mark requires all listed aspects of format.</li> <li>• Zero credit if just format is listed without letter content</li> </ul>

<p><b>(A)</b></p>	<p><b>Letter to SHO requesting action against flouters of quarantine rules</b></p> <p>Suggestive Points:</p> <p><u>Complaint about some residents not following the quarantine rules</u></p> <ul style="list-style-type: none"> <li>- There is an evident disregard to the rules of social distancing</li> <li>- people roaming without masks in the colony</li> <li>- no staying indoors</li> <li>- The Resident Welfare Association is not taking any steps to prevent such behavior</li> <li>- Any other relevant</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>- Putting everyone's life at risk through their casual behavior</li> <li>- Aggravates mental stress</li> <li>- Any other relevant</li> </ul> <p><u>Appeal</u></p> <ul style="list-style-type: none"> <li>- Request to look into the matter at the earliest</li> <li>- Take immediate action</li> <li>- Any other relevant point</li> </ul>	<p><u>Competency applied for overall expression</u></p> <ul style="list-style-type: none"> <li>• Paragraphing recommended. Listing of points shall lead to deduction of 1 mark</li> <li>• Opening--using phrases like 'This is to draw your attention towards...'; 'I would like to draw your attention towards...' etc.</li> <li>• Complaint—use of linking words for sequencing, adding, etc.</li> <li>• Impact- use of linking words for cause &amp; effect etc.</li> <li>• Appeal- use of phrases like ' I earnestly hope...', 'I'd like to request...' etc.</li> <li>• Accuracy—grammar, spellings</li> </ul> <p><u>Competency applied for content</u></p> <ul style="list-style-type: none"> <li>• Stating reason/s for writing by explaining the situation followed by complaints-min. 2</li> </ul> <p>(content-1 mark)</p> <ul style="list-style-type: none"> <li>• Stating the impact-min. 2</li> </ul> <p>(content- ½ mark)</p> <ul style="list-style-type: none"> <li>• Requesting need for action</li> </ul> <p>(content- ½ mark)</p>
<p><b>OR</b></p>		

<p><b>(B)</b></p>	<p><b>Letter to Book Haven Store requesting home delivery of ordered goods</b></p> <p>– Reference</p> <p>- Inform - Give reason - Illness, family emergency, professional commitments, any other relevant reason &amp; - Request</p> <p>– Details</p>	<p><u>Competency applied for overall expression</u></p> <ul style="list-style-type: none"> <li>• Paragraphing recommended. Listing of points shall lead to deduction of 1 mark</li> <li>• Opening--using phrases like ‘This is with reference to the order ...’; ‘Kindly refer to order no....’ etc.</li> <li>• Reason—using ‘because’, ‘due to’, ‘since’ etc.</li> <li>• Request-- use of ‘Kindly...’, ‘I would be grateful...’ etc.</li> <li>• Accuracy—grammar, spellings</li> </ul> <p><u>Competency applied for content</u></p> <ul style="list-style-type: none"> <li>• Reference to order placed telephonically for pick-up in person (content ½ mark)</li> </ul> <ul style="list-style-type: none"> <li>• Inform about inability to pick in person, provide reason/s and forward request to deliver the goods at home (content 1 mark)</li> </ul> <ul style="list-style-type: none"> <li>• Present details of suitable time slot, conformation of address and phone number (content ½ mark)</li> </ul>
<p><b>9. Writing</b> Attempt 1 of 2 [Analysis and Evaluation]</p>	<p>Analytical Paragraph writing</p>	<p>1x5 = 5 3 marks for content 2 marks for expression (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas and style)</p>

<b>(A)</b>	<b>Data about purchase of digital devices</b>	<u>Competency applied for overall expression</u> <ul style="list-style-type: none"> <li>• single paragraph</li> <li>• use of appropriate functional language required to show trend progression and comparison (more/less/ increase/ decrease/ stable etc.) to achieve cohesion</li> <li>• accuracy</li> </ul> <u>Competency applied for content</u> <ul style="list-style-type: none"> <li>• Paraphrase Q. information (content-½ mark)</li> </ul>
	- Introductory sentence	
	- identification of main trends	(content -2 marks content) <ul style="list-style-type: none"> <li>• at least 4 clearly identified trends</li> </ul> Note – focusing and extending one particular trend would be considered as one trend only.
	- concluding line	(content-½ mark) stating main inference from the data provided.
	<b>FOR VISUALLY IMPAIRED CANDIDATES</b>	
	<b>Data about sources of nutrition information in college athlete respondents</b>	<u>Competency applied for overall expression</u> <ul style="list-style-type: none"> <li>• single paragraph</li> <li>• use of appropriate functional language required to show trend progression and comparison (more/less/ increase/ decrease/ stable etc.) to achieve cohesion</li> <li>• accuracy</li> </ul> <u>Competency applied for content</u> <ul style="list-style-type: none"> <li>• Paraphrase Q. information (content-½ mark)</li> </ul>
- Introductory sentence		
- identification of main trends	(content -2 marks content) <ul style="list-style-type: none"> <li>• at least 4 clearly identified trends</li> </ul> Note – focusing and extending one particular	



		trend would be considered as one trend only.
	- concluding line	(content-½ mark) stating main inference from the data provided.
<b>OR</b>		
<b>(B)</b>	<b>Argument for excerpt --Ban on Plastic</b>	<u>Competency applied for overall expression</u>
		<ul style="list-style-type: none"> <li>• single paragraph</li> <li>• use of appropriate functional language required to show comparison/ contrast/ emphasis etc. to achieve cohesion</li> <li>• accuracy</li> </ul>
		<u>Competency applied for content</u>
		<ul style="list-style-type: none"> <li>• stating the given assumption in the question as the introduction.</li> </ul>
	- Introductory sentence	(content-½ mark)
	- arguments rationalizing against/in favour of assumption	(content -2 marks content)
		<ul style="list-style-type: none"> <li>• at least 2 clearly listed arguments countering/ favouring the premise.</li> </ul>
		Note – focusing and extending one particular trend would be considered as one trend only.
		(content-½ mark)
	- concluding line	<ul style="list-style-type: none"> <li>• reiterating main inference/position.</li> </ul>
<b>10. Literature (20-30 words)</b>	First Flight & Footprints Without Feet	Content = 1 mark Expression = 1 mark (coherence and cohesion+ accuracy)

<p><b>(A)</b> Any 2 of 3</p>	<p>(i) she felt Wanda lied about her dresses - Wanda wasn't ordinary as she had a funny name - she believed that she was just having fun and didn't mean harm</p> <p>(ii)-Custard was always teased as being the cowardly one, by all others -When the pirate arrived, others ran away to hide -Custard was the only one who stood up to fight with him/who attacked him.</p> <p>(iii)-not someone who doesn't experience fear -someone who doesn't give in to it -one who wins over fear</p>	<p>2x2=4 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Stating Minimum 2 rationales</li> <li>• Depicting Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion</li> <li>• Response relevance for overall sense according to the question attempted- coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion &amp; coherence.</p>
<p><b>(B)</b> Any 2 of 3</p>	<p>(i)- she knew her son Lutkins was pretending to be Bill - the narrator's predicament amused her</p> <p>(ii)-she was overfeeding Tricky; being overindulgent -she needed to cut down Tricky's food intake to help him regain his health (be cruel to be kind)</p> <p>(iii)- Kind/encouraging/empathetic/assuring/any other relevant trait from the text. -Reason from text required</p>	<p>2x2=4 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Stating Minimum 2 rationales</li> <li>• Depicting Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion</li> <li>• Response relevance for overall sense according to the question attempted-</li> </ul>

		<p>coherence</p> <ul style="list-style-type: none"> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion &amp; coherence.</p>
<b>11. Literature</b> (40-50 words)	First Flight & Footprints Without Feet	<p>Content = 2 mark Expression = 1 mark (coherence and cohesion+ accuracy)</p>
<b>(A)</b> Any 2 of 3	<p>(i)- poem referred to the father swan who bit his three ducks because they quacked too much; allusion to Mr. Keesing - Poem written to turn the joke around on Mr. Keesing; metaphorically convey the value of talking - fortunate that Mr. Keesing got the joke, else, the disciplinary action could have been severe.</p> <p>(ii) - Poem discusses the way the world can end. -Fire stands for greed/lust/human desire; Ice stands for hatred/ coldness/human indifference; -world can end with either greed or indifference</p> <p>(iii)-It is justified as Rapunzel lived with a witch who would constantly keep a check on her and had several rules to be followed. -Amanda too, feels caged by the impositions -Amanda desires peace in isolation like Rapunzel had in her tower; clarifying she will not let her hair down for anyone</p>	<p>2x3=6 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Stating Minimum 2 points + justification/ explanation</li> <li>• Depicting Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion</li> <li>• Response relevance for overall sense according to the question attempted- coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE— Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion &amp; coherence.</p>

<p><b>(B)</b> Any 2 of 3</p>	<p>(i) - Brilliant scientist (give example) - he was a lawless person, he was disliked by most people, was quick tempered, burnt the house of the landlord to take a revenge on him, stole money at priest's house, (any other trait that reveals his darker side) - undoubtedly brilliant but his brilliance eclipsed by his negative traits.</p> <p>(ii) - Mr. Weiherer was pleased that Ebright balanced academics as well as recreational pursuits (hobbies etc.); - As a teacher, he wanted Ebright's growth as a well-rounded personality.</p> <p>(iii) -The change in Matilda's physical appearance (comparison from what she was at the time of the minister's ball, to current)</p>	<p>2x3=6 marks</p> <p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Stating Minimum 2 points + justification/ explanation</li> <li>• Depicting Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (e.g. because/ besides, in order to, therefore etc.)- cohesion</li> <li>• Response relevance for overall sense according to the question attempted- coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE- Writing in a paragraph recommended. Just listing of points shall result in deduction of marks allotted for cohesion &amp; coherence.</p>
<p><b>12. Literature</b> Attempt 1 of 2 [Creativity, imagination and extrapolation beyond the text and across the texts]</p>	<p>First Flight</p>	<p>1x5=5 marks</p> <p>Content = 3 marks</p> <p>Expression = 2 marks (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas)</p>

<p><b>(A)</b></p>	<p style="text-align: center;"><u>Extrapolating via dialogue writing</u></p> <p>Accept relevant responses corresponding to the competencies listed for content and expression.</p>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Response (dialogues) need to be creatively composed to match the personality of the two characters from the play</li> <li>• language included, must correspond to that of an argument, and show an understanding of the common expressions/exclamations attributed to the characters in the play.</li> </ul> <p>NOTE—Marks to be allotted for creation. No marks to be deducted for lack of appropriacy in the form or structure involved in a writing task. The response is to be treated as a literary creation.</p> <p>expression-</p> <ul style="list-style-type: none"> <li>• Logical progression in developing the conversation- cohesion</li> <li>• Response relevance for overall sense according to the situation chosen - coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul>
<p><b>OR</b></p>		
<p><b>(B)</b></p>	<ul style="list-style-type: none"> <li>- Both need help</li> <li>- In <i>The Black Aeroplane</i>, he is helped by a stranger in a black aeroplane in the storm, without lights</li> <li>- steered through the dark clouds; was told there was no other aeroplane in the air other than his</li> <li>-wasn't clear who helped him</li> <li>-open to interpretation</li> <li>-help is not asked for but he receives it.</li> <li>- is thankful</li> </ul>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Required to display understanding of the <u>variation of a common aspect</u>, across the texts. (Movement of response from common element to the differences.)</li> <li>• Support of / reference to textual evidence</li> </ul> <p>expression-</p>

	<ul style="list-style-type: none"> <li>- In <i>A Letter to God</i>-different nature of aid</li> <li>- Lencho writes a letter to God asking for money; his conviction in God touches the postmaster</li> <li>- postmaster raises money and sends it to him.</li> <li>- He asks for help</li> <li>- the source of his aid is clearly revealed</li> <li>- not satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (words/phrases showing comparison/contrast are expected to be a part of this answer- whereas, on the other hand, as opposed to etc. as they impact expression)- cohesion</li> <li>• Response relevance and an appropriate conclusion to achieve coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion &amp; coherence.</p>
<p><b>13. Literature</b> Attempt 1 of 2 [Interpretation, Extrapolation of theme or plot; Inference; Character sketch]</p>	<p>Footprints Without Feet</p>	<p>1x5=5 marks Content = 3 marks Expression = 2 marks (1 mark-grammatical accuracy, appropriate words and spellings + 1 mark-cohesion via connecting ideas, logical progression &amp; coherence through relevance of ideas)</p>
<p><b>(A)</b></p>	<ul style="list-style-type: none"> <li>-despite knowing that the money had been taken (dampness of notes) Anil chose to remain quiet about the matter</li> <li>- pretended that all was normal- realized that Hari Singh’s honesty had prevailed over his temptation</li> <li>- wanted to reward him/ encourage him-discussing the theft would have been counterproductive.</li> </ul>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Required to display clear rationale and evaluation in order to build on the mentioned statement—Decode the statement; apply it to the response.</li> <li>• Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (words/phrases</li> </ul>

		<p>showing cause &amp; effect, emphasis and illustration are expected to be a part of this answer- therefore, consequently, as revealed by etc. as they impact expression)- cohesion</p> <ul style="list-style-type: none"> <li>• Response relevance and an appropriate conclusion to achieve coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul> <p>NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion &amp; coherence.</p>
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**OR**

<p><b>(B)</b></p>	<p>The evolution process supported by examples from the text:</p> <ul style="list-style-type: none"> <li>- dumb cow---- people’s perception of her lack of sense, stammering which kept her quiet and submissive demeanour, most of the times</li> <li>- going to school----guidance of the teacher and education, overcame stammering- instilled confidence and a sense of self-esteem</li> <li>- Did not succumb to the greedy demands of the prospective groom and spoke out.</li> </ul> <p>Conclusion:</p> <p>This journey of Bholi’s growth clearly showcases the idea of being an individual and not being exploited by people or circumstances. Instead, evolves to being a person being proactive and contributing to the wellbeing of others around (which is exactly what she decides to do)</p>	<p><u>Competency applied for :</u></p> <p>content-</p> <ul style="list-style-type: none"> <li>• Required to display a clear growth part of the character to bring out the change</li> <li>• Support of / reference to textual evidence</li> </ul> <p>expression-</p> <ul style="list-style-type: none"> <li>• Applying logical progression, using appropriate linking devices (words/phrases showing emphasis sequence etc. are expected to be a part of this answer- as revealed by, initially, later, finally etc. as they impact expression)- cohesion</li> <li>• Response relevance and an appropriate conclusion to achieve coherence</li> <li>• Accuracy in use of grammatical structures, vocabulary and spellings</li> </ul>
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		<p>NOTE—Paragraphing recommended. Just listing of points shall result in deduction of 1 mark allotted for cohesion &amp; coherence.</p>
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