

MARKING SCHEME -Class X

(2022-23)

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Section A: READING SKILLS (20 marks)

Note:

- (i) 15-minute prior reading time allotted for Q-paper reading.
- (ii) The Reading Section focuses on testing a candidate's ability to comprehend.
- (iii) **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.

I. Based on your understanding of the passage, answer the questions given below. 10 marks

i. Why does the writer say that mountains inspire 'awe' in humans?

- A. They present us with opportunities for exciting sports.
- B. They evoke the wish in us, to master them.
- C. They inspire in us, deeds of valour.
- D. They represent peace and calm, to us.

(1 mark)

Value Points

Guidance

B. They evoke the wish in us, to master them.

- Award 1 mark for the correct answer.
- There is no partial credit

ii. Select the option that corresponds to the following relation below:

The more incredible the mountains—the greater the thrill (Paragraph 1)

- A. The higher the stamina—the lower the food intake
- B. The more you laugh—the lesser your illness
- C. The smaller the car—the bigger the advantage
- D. The heavier the luggage—the higher the penalty

(1 mark)

Value Points

Guidance

D. The heavier the luggage—the higher the penalty

- Award 1 mark for the correct answer.
- There is no partial credit

iii. Select the option that displays what the writer projects, with reference to the following:

So, mountain climbing is undoubtedly one of the most popular adventure sports
(Paragraph 1)

- A. doubt
- B. caution
- C. conviction
- D. denial

(1 mark)

Value Points

Guidance

C. conviction

- Award 1 mark for the correct answer.
- There is no partial credit

| | | | | | | |
|---|--|--|---------|--------|-------|--|
| | | | | | | |
| <p>iv. Complete the following with a phrase from paragraph 1.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Opinion</td> <td>Reason</td> </tr> <tr> <td>_____</td> <td>Best experienced rather than described</td> </tr> </table> <p>(1 mark)</p> | | | Opinion | Reason | _____ | Best experienced rather than described |
| Opinion | Reason | | | | | |
| _____ | Best experienced rather than described | | | | | |
| Value Points | | Guidance | | | | |
| hard to put in words | | <ul style="list-style-type: none"> ▪ Award 1 mark for the correct answer. ▪ There is no partial credit | | | | |
| <p>v. The writer compares training to penance in the line --<i>Then comes the penance of the rigorous training.</i> (Paragraph 2) State 1 point of similarity between training and penance. (1 mark)</p> | | | | | | |
| Value Points | | Guidance | | | | |
| very difficult / requires perseverance (Any other relevant) | | <ul style="list-style-type: none"> ▪ Award 1 mark for the correct answer ▪ No partial credit | | | | |
| <p>vi. Based on your reading of the text, list 2 reasons why the writer says that “mountaineering is not a sport that can be embraced without preparation”. (Paragraph 2) 1) _____ 2) _____ (1 mark)</p> | | | | | | |
| Value Points | | Guidance | | | | |
| (Any 2) <ul style="list-style-type: none"> • Because mountaineering includes difficulties like having to walk on icy sheets that cannot be accomplished without <u>proper preparation</u> of equipment • Because mountaineering includes dealing with several Health hazards that cannot be managed without <u>preparation</u>. • Because managing unpredictable weather is essential in mountaineering and cannot be accomplished without being <u>prepared</u> with specific training • Because mountaineering presents the risk of fatality due to faulty decision-making and cannot be addressed without <u>being prepared</u> by accompanying/ engaging experienced climbers (Any other relevant/ correct from text) | | <ul style="list-style-type: none"> ▪ Award 1 mark for 2 correct/ relevant points ▪ Award ½ mark for 1 correct/ relevant points | | | | |
| <p>vii. What connect does the writer draw out between unpredictable weather and setting up of camps? (Paragraph 3) .</p> <p style="text-align: right;">(1 mark)</p> | | | | | | |
| Value Points | | Guidance | | | | |
| If the weather is unpredictable, it makes it difficult to decide when to set up camp as mountaineers would prefer to climb when its sunny and camp when it’s snowing. | | <ul style="list-style-type: none"> ▪ Award 1 mark for the complete explanation ▪ Award ½ mark for a partial but correct | | | | |

| | |
|--|--|
| | explanation |
| <p>viii.The writer says, “A true mountaineer may challenge the mountain, yet is always respectful to the powerful forces of nature.” (Paragraph 3)</p> <p>Select the reason the mountaineer is respectful to the forces of nature, up in the mountains.</p> <p>A. survival B. experience C. tradition D. directive</p> <p>(1 mark)</p> | |
| Value Points | Guidance |
| A. survival | <ul style="list-style-type: none"> ▪ Award 1 mark for the correct answer ▪ No partial credit |
| <p>ix.Supply 1 point to justify the following: <i>While mountainclimbing, an impulsive mountaineer is either disaster-prone or as good as dead.</i></p> <p>(1 mark)</p> | |
| Value Points | Guidance |
| Survival is key in mountain climbing and it can be done with meticulously planning / careful decision-making/ careful application of training (any one or more) It has no room for rash or impulsive decisions/ actions— these would lead to accidents or fatalities. | <ul style="list-style-type: none"> ▪ Award 1 mark for relevant justification ▪ No partial credit |
| <p>x.Evaluate the INAPPROPRIATE reason for the feeling of exhilaration on reaching a summit, that the mountain climbers experience.</p> <p>A. Achievement of a seemingly impossible feat B. Spectacular panoramic view C. Application of the inculcated survival instincts D. Opportunity to use sophisticated mountaineering equipment</p> <p>(1 mark)</p> | |
| Value Points | Guidance |
| D.Opportunity to use sophisticated mountaineering equipment | <ul style="list-style-type: none"> ▪ Award 1 mark for relevant justification ▪ No partial credit |
| <p>II. Based on your understanding of the passage, answer the questions given below.</p> | |
| <p>i.Infer one reason for the following, based on information in paragraph 1. The rate of tourism in the North-East of India puzzles tourism officials.</p> | |
| Value Points | Guidance |
| This is so because these states are lesser explored as compared to the rest of the country, in spite of having lots to offer. | <ul style="list-style-type: none"> ▪ Award 1 mark for the complete answer. ▪ No partial credit |
| <p>ii.Select the appropriate options to fill in the blanks.</p> <p>From paragraph 1 we can infer that the _____ and _____ of the North-Eastern</p> | |

states aid attracting the 'money rich and time poor' tourists.

1. distinctiveness
2. conventionality
3. diversity
4. uniformity
5. modernity

- A. 1 & 3
 B. 2 & 4
 C. 2 & 5
 D. 1 & 4
 (1 mark)

| Value Points | Guidance |
|--------------|---|
| A.1&3. | <ul style="list-style-type: none"> ▪ Award 1 mark for correctresponse ▪ No partial credit |

iii. Complete the following analogy correctly with a word/ phrase from paragraph 1:

aroma: cooking:: _____: painting

(Clue: Just like aroma is integral to cooking, similarly _____ is/ are integral to painting)

(1 mark)

| Value Points | Guidance |
|-----------------|---|
| hues and shades | <ul style="list-style-type: none"> ▪ Award 1 mark for correctresponse ▪ No partial credit |

iv. Select the correct option to complete the sentence.

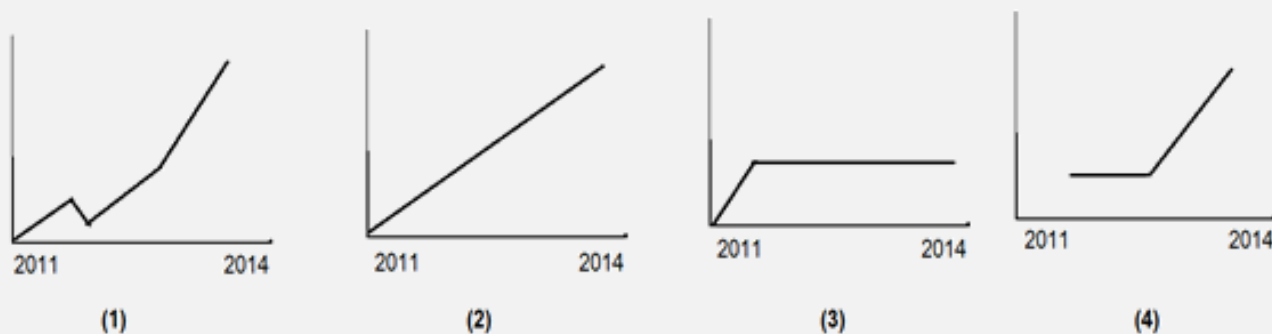
Travellers advocating the 'experience economy' seek a holiday package with _____

- A. grand facilities, expensive hotels and excellent services to pamper them.
- B. a wholesome experience within the budget they have planned for.
- C. places and cities to buy things from and opportunities spend money.
- D. minimal services, hostel accommodation and many days of touring.

(1 mark)

| Value Points | Guidance |
|--|---|
| B. a wholesome experience within the budget they have planned for. | <ul style="list-style-type: none"> ▪ Award 1 mark for correctresponse ▪ No partial credit |

v. Select the chart that appropriately represents the trend of foreign tourist travels in the North-East, from 2011-2014, as per paragraph 2.



- A. Option 1
- B. Option 2

- C. Option 3
D. Option 4

For the Visually Impaired Candidates

Describe the trend of foreign tourist travels in the North-East, from 2011-2014 in ONE word, as per paragraph 2.
(1 mark)

| Value Points | Guidance |
|---|--|
| B. Option 2 For the visually impaired candidates rising/ growing/ increasing (any other relevant, correct) | <ul style="list-style-type: none"> ▪ Award 1 mark for correct response ▪ No partial credit |

vi. Fill in the blank by selecting the correct option.

The study of tourist travel statistics in the North-East, from 2005 to 2014 showed _____ results.

- A. expected
B. encouraging
C. inconsistent
D. questionable

(1 mark)

| Value Points | Guidance |
|----------------|--|
| B. encouraging | <ul style="list-style-type: none"> ▪ Award 1 mark for correct response ▪ No partial credit |

vii. Substitute the word 'witnessed' with ONE WORD similar in meaning, in the following sentence from paragraph 2:

Foreign tourist arrivals in the North-East witnessed a growth of...

(1 mark)

| Value Points | Guidance |
|---|--|
| observed/ recorded/ showed/ displayed (Any other similar relevant) | <ul style="list-style-type: none"> ▪ Award 1 mark for correct response ▪ No partial credit |

viii. List any 2 examples of 'tourist facilities' as referred to, in Paragraph 3.

(1 mark)

| Value Points | Guidance |
|--|---|
| (Any 2) Accommodation—hotels, hostels, camps Recreation—Parks, Gardens, Museums, Shopping areas Essential- eating outlets, toilets, water points, kiosks for maps / currency exchange (if needed), certified travel guide availability Transport-dedicated shuttle service, sight-seeing buses, cards or passes, car hiring stations Digital upgrades –WiFi availability, websites, ticketing, forums (Any other relevant) | <ul style="list-style-type: none"> ▪ Award 1 mark for 2 relevant examples ▪ Award ½ mark for 1 relevant example |

ixList one reason why the researchers recommend that the formulation of a tourism strategy in the North-Eastern States of India be sustainable.
(1 mark)

| Value Points | Guidance |
|---|---|
| (Any one) <ul style="list-style-type: none"> To create socio-economic benefits for the local community To reduce the negative impacts caused on the destination/s To ensure protection of culture and heritage/ To ensure minimal intervention in the cultural aspects To protect natural wildlife and resources (Any other relevant) | <ul style="list-style-type: none"> Award 1 mark for relevant and correct answer No partial credit |

x.Select the option that titles paragraphs 1-3 appropriately, with reference to information in the text.

| | | | |
|---------------------|---------------------|--------------------------|--------------------|
| 1 Full Speed Ahead! | 1 Winds of Change | 1 Inspecting Trends | 1 Cause & Effect |
| 2 Ups and Downs | 2 Numbers Don't Lie | 2 Statistically Speaking | 2 Dynamic Data |
| 3 Cause for Concern | 3 Time for Action | 3 Let's Investigate | 3 Dependable Facts |
| (A) | (B) | (C) | (D) |

(1 mark)

| Value Points | Guidance |
|--|---|
| B. 1 Winds of Change 2 Numbers Don't Lie 3 Time for Action | <ul style="list-style-type: none"> Award 1 mark for complete answer No partial credit |

III SECTION B – GRAMMAR

| | | | | | | |
|---|---|--|-------|------------|-----------|---------|
| i. B. blew up | <ul style="list-style-type: none"> Award 1 mark for complete answer No partial credit | | | | | |
| ii. that he does not stay in a good mood. (Addition of <i>sometimes/time to time</i> acceptable) | | | | | | |
| iii. C. will | | | | | | |
| iv. C. the/a | | | | | | |
| v. D. washed | | | | | | |
| vi. seek | | | | | | |
| vii. it is anyone who shows kindness and compassion to others | | | | | | |
| viii. | | <table border="1"> <tr> <td>error</td> <td>correction</td> </tr> <tr> <td>Balancing</td> <td>Balance</td> </tr> </table> | error | correction | Balancing | Balance |
| error | | correction | | | | |
| Balancing | | Balance | | | | |
| ix. Tariq asked Sunil if/whether he had enjoyed travelling by sea. | | | | | | |
| x. D. CAN | | | | | | |

| | | | |
|-----------------------------------|-------|------------|--|
| xi. A. keep asking till one does. | | | |
| xii. | error | correction | |
| | all | each | |

IVSECTION B – CREATIVE WRITING SKILLS

1. LETTER

Format – 1 Content -2 Organisation of ideas -1 Accuracy 1

Format

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted -*Yours truly*- editor & *Yours sincerely*- formal /business)

FORMAT – 1 mark

NOTE-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.

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

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.

1.A

You are Sunidhi Prakash, the Vice Captain of Brilliant Vidyalaya, Barra, Kanpur. You have recently noticed several posters around your school premises conveying a hazardous message:

Lose weight in just a month!
*“A **WONDER DIET** comes to your rescue ...
A privilege available for only a few!”*

Write a letter to the Editor of The DWA, in not more than 120 words, drawing attention towards harm caused by such advertising. Propose the implementation of “Wholesome Lunch Month’ in schools as an idea to address such practices, mention the advantages and share suggestions to foster healthy eating routines and develop positive body image among youngsters.

Example- fully solved

1.A

Brilliant Vidyalaya, Barra
Kanpur

29 August 2022

The Editor
The DWA
K-21, Anjana Pura
Kanpur

Subject: Need for Promoting Healthy Eating Routines

Dear Madam

This is with reference to posters bearing the message of ‘crash diet’ being posted around our school premises. Such posters impact the youngsters negatively and can be hazardous for their self-esteem.

I would like to propose the idea of implementing “Wholesome Lunch Month’ for all school students to counter the implications of such misleading advertisements. This initiative is sure to encourage all students to bring nutritious and healthy lunch daily and develop healthy eating routines. To ensure that this project gains strength, schools may organize puppet shows, street plays, Ted Talks (by Nutritionist/ Psychologist), encompassing the theme, to foster healthy eating routines and a positive body image.

I hope that the publishing of my letter in the columns of your renowned Daily, helps spread awareness and promotes a healthy lifestyle among students.

Yours truly



Sunidhi Prakash
Vice-Captain

(Content-132 words)

OR

1.B

You are Zac Skaria, a resident of # 412, Magna Greens Apartments, Gandhi Marg, Jonpara, Mumbai. Three students of grade 10 from your residential complex have rescued and rehabilitated a few old beggars from the neighbourhood. You think that their work deserves appreciation and recognition. Write a letter to the President of the RWA, seeking recommendation for these youth, to be nominated for 'Serving Citizens' Award'. Suggest other ways such acts of kindness could be recognised and awarded in the future.

Example -fully solved

421, Magna Greens Apartments
Gandhi Marg, Jonpara
Mumbai

19 July 2022

The President
RWA, Magna Greens Apartments
42, Gandhi Marg, Jonpara
Mumbai

Subject: Seeking Recommendation for 'Serving Citizens' Award' Nominations.

Dear Sir

This is with reference to the empathetic social service done by Miss Jiya, Mas Adwait and Master Pranit (residents of our complex), in rescuing and rehabilitating a few old beggars from our neighbourhood. These students ensured that the beggars were rehabilitated at 'Seva Sadan'- an NGO which takes care of the needy of our city.

This selfless initiative carried out with dedication and responsibility, deserves due recognition. I, therefore, request you to issue a letter of recommendation for these students to be nominated for 'Serving Citizens' Award' organised by the local Municipal Corporation.

I would also like to submit that the RWA set up a special committee that looks into such acts in the future. This would aid dedicated attention and appropriate screening of nominations. Arrangement of academic sponsorships for such children would also be an encouraging gesture.

I entreat you address this at your earliest convenience and issue the recommendation letters.

Yours sincerely
Zac Skaria

(Content-152 words)

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

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 -2 marks

2 marks

- Highly effective style capable of conveying the ideas convincingly
- Carefully structured content with an organised single paragraph, presented cohesively.
- Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

1 ½ marks

- Frequent clarity of expression most of the times.
- Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.
- Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.

1 mark

- Inconsistent style, expression sometimes awkward.
- Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion.
- Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.

½ mark

- Expression unclear.
- Poor sequencing of ideas but ideas related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas.
- Very limited vocabulary or copying from the 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.

2.A

Gurmeet Kaur is an aspiring candidate for a public- funded engineering college in the suburbs. She belongs to a nearby village, has minimal technological skills and exposure, has the required cut-off percentage and is looking for a complete or partial scholarship.

Write a paragraph in about 100-120 words analysing her SWOT notes to support your stand on whether she should /not join the college.

| | |
|---|---|
| STRENGTH | WEAKNESS |
| <ul style="list-style-type: none"> ▪ Strong Curriculum ▪ Quality faculty ▪ Vibrant Activity Clubs ▪ Green location ▪ Close proximity to residential areas | <ul style="list-style-type: none"> ▪ Lack of diversity ▪ Students’ behavioural problems ▪ No hostel facility ▪ Slow repair and maintenance work ▪ Underutilization of IT Services ▪ Lack of targeted advertisements to out-state students |
| OPPORTUNITIES | THREAT |
| <ul style="list-style-type: none"> ▪ Practice based research ▪ Partnership with professional organisations ▪ Strong alumni ▪ Acclaimed Student Exchange Programme with European countries | <ul style="list-style-type: none"> ▪ Lack of publicity in areas of excellence ▪ Public perception towards funded colleges ▪ Declining students’ interest towards technical subjects ▪ Low employee morale due to budget cuts |

Example - fully solvedIn support of the decision:

The given information illustrates the options Gurmeet would weigh in order to take the right decision about her admission in a public-funded engineering college. With availability of strong curriculum, quality faculty and vibrant Activity Clubs, she will be assured of an enriching educational journey. Though hostel facility is unavailable, she may take up accommodation in the suburbs or choose to travel daily from her village. Good opportunities of practice-based research, partnership with professional companies and international students exchange program will enhance her professional and interpersonal skills. Hard work, responsible behaviour and prudent decision-making could help Gurmeet thrive in the college even though it has a rigid and conventional culture. The strengths and opportunities work in favour of Gurmeet. Taking this opportunity will allow her to mend the incorrect public perception towards public-funded colleges and students’ outlook towards technical subjects. (129 words)

Against the decision:

The given information indicates Gurmeet’s dilemma about seeking admission in a public- funded college. Though equipped with a strong curriculum, engaging activity clubs and an able faculty, the college lacks diversity and good conduct among the students, giving rise to concerns of safe environment for a novice like Gurmeet. Underutilization of IT services will be further detrimental to the progress of Gurmeet’s educational journey and add to extra costs related to research work. If she does not qualify for a complete or partial scholarship, arrangement of own accommodation and additional expense of students exchange programme will increase her expenditure, too. Such a college environment may dampen her endeavouring spirit. The weakness and threats outweigh the strengths, in case of Gurmeet. So, it is recommended that Gurmeet does not apply for admission to the said college. (139 words)

OR**2.B**

Read the following excerpt from an online post of a website on educational practices.

Kids who appreciate how much effort, time and care goes into growing food will understand how important farmers are, and why it's important to take care of our Earth. In the world of today, gardening needs to be given more importance than sports, music and dance in all schools because it creates environmental stewards and outdoor learning laboratories that help the child and community for years to come.

Write a paragraph in 100-120 words to analyse the given argument.

You could think about what alternative explanations might weaken the given conclusion and include rationale / evidence that would strengthen / counter the given argument.

Example - fully solved

Argument FOR the subject of the statement:

In the world of today, gardening needs to be given more importance than sports, music and dance in all schools. While sports, music and dance contribute towards personal growth, the current times mandate attention towards an issue that is global ---nature and natural processes. With growing food wastage in many homes today and the urban young believing that vegetables are grown, harvested at the super markets, the efforts of the farmers are discredited. Gardening at school will open a world of first-hand learning experiences of sowing, watering and harvesting processes. Waiting for the saplings to grow will inculcate sensitivity, patience, empathy, gratitude and value for one's hard work. They will feel accountable for their piece of Mother Earth, resulting in making them efficient and enterprising environmental stewards. Unlike sports, music or dance, gardening goes beyond just enjoyment to create aware and responsible citizens of the future. (148 words)

Argument AGAINST the subject of the statement:

Gardening, certainly, should not be given precedence over sports, music and dance in all schools. Gardening at school requires good planning with hands-on guidance and continued supervision by the teachers. Students tend to lose interest due to the slow and natural growth progress of plants as well as the investment of continuous hard work. Small targets or goals would be missing whereas the danger of destruction of their work due to rains, intrusion of grazing animals or a pest attack is like to set in a feeling of defeat. It may be noted that sports, music and dance are uplifting activities which display faster results, are enjoyable and inculcate team spirit, collaboration and confidence. Unlike gardening, setbacks in these activities can be addressed with some sense of personal control. These activities help students express and de-stress successfully. So, maintaining their due importance in the school's co-curriculum is imperative. (148 words)

SECTION C – LITERATURE

VReference to Context

1.A.

“Hey, a tea garden!” Rajvir cried excitedly.

Pranjol, who had been born and brought up on a plantation, didn't share Rajvir's excitement.

“Oh, this is tea country now,” he said. “Assam has the largest concentration of plantations in the world.

You will see enough gardens to last you a lifetime!”

“I have been reading as much as I could about tea,” Rajvir said. “No one really knows who discovered tea but there are many legends.”

- i. C. He had grown up in and around tea gardens.

| | |
|---|--|
| ii. | ...that the cultivation/harvesting (or any similar suitable word) (of tea) is the highest at one place namely Assam. |
| iii. | frustration / irritation/ exasperation (or any suitable word) compatible with the exclamation mark in the sentence. |
| iv. | B. Traditional tales |
| v. | B. Jaspreet <u>cried</u> out loud when she saw a white tiger in the sanctuary. |
| OR | |
| 1.B | |
| OMEGA: It shall be done, Sir. Remove vitamins. (Crew takes vitamins from boxes on their belts.) Present vitamins. (They hold vitamins out in front of them, stiffly.) Swallow vitamins. (They pop the vitamins into their mouths and gulp simultaneously. They open their eyes wide, their heads shake, and they put their hands to their foreheads.) THINK-TANK: Excellent. Now, decipher that code. ALL: It shall be done, Sir. (They frown over the book, turning pages.) OMEGA: (brightly) Aha! IOTA: (brightly) Oho! OOP: (bursting into laughter) Ha, ha, ha. THINK-TANK: What does it say? Tell me this instant. Transcribe, Omega. | |
| i. | B. Iota needs to <u>present</u> his opinion firmly. |
| ii. | frown: smile: gloomily: brightly |
| iii. | D. accomplish a specific task. |
| iv. | B. 2 & 4 |
| v. | <ul style="list-style-type: none"> • Help actors and director gain clarity about the emotions and gestures required while performing / directing • Helps with understanding stage setting and movements (Or any other suitable explanation) (accept any two for full 1 mark) |
| 2.A | |
| The trees inside are moving out into the forest, the forest that was empty all these days where no bird could sit no insect hide no sun bury its feet in shadow the forest that was empty all these nights will be full of trees by morning. | |
| i. | <u>...the sun, which is non-human, is attributed the human feature of having feet.</u> (Accept any synonyms giving the similar/ correct meaning) |
| ii. | A. emphasis |
| iii. | FALSE |

| | |
|---|--|
| <ul style="list-style-type: none"> • By his own admission, (From what I've tasted) he had experienced its destructive effects in his life. | <p>Award 2 marks for the valid reference with analysis 1 mark if only reference is stated No credit of ½ mark</p> <p>Expression – 1 mark when both given aspects are included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ The language usage needs to display a rationale and presentation of textual evidence <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |
|---|--|

iii. Valli's unique maiden bus ride experience could be possible because she belonged to a small village. Do you agree? Why? /Why not? (2 reasons)
(Madam Rides a Bus)

| Value Points | Guidance |
|--|--|
| <p>Agree:</p> <ul style="list-style-type: none"> • A bus ride seemed like a fascinating means of recreation and adventure ---unlike cities and bigger towns • She could travel alone safely –unfortunately, not recommended in larger townships or cities • There was only one bus that Valli observed several times – cities have varied means of transport that might seem mor adventurous <p>Disagree:</p> <ul style="list-style-type: none"> • Fascination for riding a bus or an automobile can exist in children of Valli's age even in big cities. • Travelling unnoticed is easier in large cities than in small towns or villages due to familiarity • Cities would offer more opportunities for a bus ride due to availability and frequency of several buses on the same route. | <p>Content - Award 2marks for 2 valid points and explanation Award 1mark for 1 valid point and explanation No credit of ½ mark</p> <p>Expression – 1 mark when</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ The language usage needs to display reasons. <p>½ mark when either is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |

iv. Give one reason why 'The TaleofCustardtheDragon' is more a fable than a ballad.

| Value Points | Guidance |
|---|--|
| <ul style="list-style-type: none"> • Fable is fictitious narrative usually with animals, birds etc as characters and shares a strong message whereas a ballad is narrative verse that can be silly or heroic. • <i>The TaleofCustardtheDragon</i> includes animals, is surely fictitious and shares a meaningful message. Hence, better qualifies as a fable. | <p>Content - Award 2 marks for stating the reason with valid textual evidence. Award 1 mark for either No credit of ½ mark</p> <p>Expression – 1 mark when both given aspects are included</p> |

| | | |
|---|---|---------------------|
| | | |
| ii. State any one likely reason the writer of <i>The Midnight Visitor</i> chose to characterise Ausable as short and fat. | | |
| Value Points | Guidance | |
| <ul style="list-style-type: none"> Ausable-- characterised as short and fat as the writer wants to draw attention to and emphasise his wits and mental ability to handle any grave situation [Ausable was able to successfully plant a story of a non-existent balcony and also made the agile and smart Max believe it ---didn't require an attractive physique to do this.] The writer, perhaps, wanted to give a strong message that the brain is what counts more than brawn/ muscle power OR brain power is far more potent/effectivethan any other type of power- muscle/armsetc. | <p>Content- Award 2 mark for a point supported with textual evidence Award 1mark for just textual evidence No credit of ½ mark</p> <p>Expression: 1mark when complete explanation is given</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ The language usage needs to display stating of inference (based on...I believe that/.... reveals that.... etc.) <p>½ mark when explanation has missing aspects.</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p> | |
| iii. Validate the importance of small, fun learning tasks towards successful careers, in the context of Richard Ebright in <i>The Making of a Scientist</i> . | | |
| Value Points | Guidance | |
| <ul style="list-style-type: none"> Started the collection and breeding of butterflies as a fun activity. Got curious about the gold spots and the secretion from them. Was able to develop a theory of cell structure and later DNA because of it. Fun learning resulted in a career as a renowned successful scientist. | <p>Content" Award 2 marks for explanation with clear textual evidence Award 1 mark for just textual evidence No credit of ½ mark</p> <p>Expression: 1mark when complete explanation is given</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ The language usage needs to display action and impact (therefore... hence...this caused etc.) <p>½ mark when explanation has missing aspects.</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p> | |
| VIII | Answer ANY ONE of the following in about 100-120 words. | |
| | Content 3 | Expression 2 |
| | | Accuracy 1 |
| Curriculum document—Questions to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question/ or taken from a situation/plot from the texts. | | |
| Note- | | |
| ✓ 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) | MARKS |
|--|----------|
| <ul style="list-style-type: none"> Sustained, clear, well-developed personal response to the task Well-developed and justified arguments/evidence provided | 3 |
| <ul style="list-style-type: none"> Largely, a reasonably well-developed personal response to the task Clear justification with arguments/evidence provided | 2 |
| <ul style="list-style-type: none"> Fairly competent personal response to the task Justification with restricted arguments/evidence | 1 |
| <ul style="list-style-type: none"> Limited awareness of the task Limited justification or relevant arguments/evidence | ½ |

| DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion) | MARKS |
|--|------------|
| <ul style="list-style-type: none"> Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively. | 2 |
| <ul style="list-style-type: none"> Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. Range of vocabulary suffices in large parts to convey the overall idea and meaning | 1 ½ |
| <ul style="list-style-type: none"> 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 | 1 |
| <ul style="list-style-type: none"> 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 | ½ |

| DESCRIPTORS FOR ACCURACY | MARKS |
|---|----------|
| <ul style="list-style-type: none"> Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication | 1 |
| <ul style="list-style-type: none"> Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication | ½ |
| <ul style="list-style-type: none"> A lot of errors in spelling, punctuation and grammar that impede communication. | 0 |

A. Mijbil and the Tiger, both were looked after by humans. Assume they both meet each other in the zoo and have a conversation about their lifestyle and feelings.

Write this conversation, as per your understanding of *Mijbil the Otter* and *A Tiger in the Zoo*.

You may begin like this

Tiger: Thanks for visiting me, though I don't usually like visitors.

Mijbil: Oh? I would love visitors, I think.

Value Points

Mijbil-

- Happy about his life with his owner as a pet—perhaps would be scared to be out in the wild – wouldn't know how to survive

- Gets to play/go for walks
- Enjoys meals and company of the owner – exists peacefully in the company of his owner

Tiger

- Unhappy in captivity-- blames humans for caging him—wished they’d know the value of peaceful co-existence
- Longing to be free and in natural habitat –perhaps wouldn’t wish to be tamed as a pet
- Gets disturbed by the human activity

(Accept any other relevant point stemming from textual inference/s)

OR

B. “Not from weeping nor from grieving will anyone obtain peace of mind’.

If you had to use the message of the given quote from the Buddha’s sermon (The Sermon at Benares) to help the boy cope with the loss of his ball and what it signifies (The Ball Poem), what would you include in your advice?

Also, evaluate why it might be difficult for him to understand the notion.

Value Points

The learning from the referenced quote of Buddha--

- the loss of irreplaceable things brings grief and sorrows.
- learning to stay calm and understanding the perishable/mortal nature of things helps in living life normally and forgetting loss

To help the boy cope with the loss --- that loss is an important part of life –important to learn from experience –adapt and move on.

Difficult for the boy to understand the notion---

The boy is too young to understand the depth of these words-- is alone in his loss ---has no one to explain and must learn from his experience painstakingly--requires time to cope ---easy to feel disheartened at that age

IX Answer ANY ONE of the following in about 100-120 words. 1*6=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.

- Note-**
- ✓ 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) | MARKS |
|---|----------|
| <ul style="list-style-type: none"> • Sustained, clear, well-developed personal response to the task • Well-developed and justified arguments/evidence provided | 3 |
| <ul style="list-style-type: none"> • Largely, a reasonably well-developed personal response to the task • Clear justification with arguments/evidence provided | 2 |
| <ul style="list-style-type: none"> • Fairly competent personal response to the task • Justification with restricted arguments/evidence | 1 |
| <ul style="list-style-type: none"> • Limited awareness of the task • Limited justification or relevant arguments/evidence | ½ |
| DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion) | MARKS |
| <ul style="list-style-type: none"> • Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively. • Highly effective vocabulary usage, relevant and appropriate sentences for | 2 |

| | |
|---|-----|
| conveying the ideas precisely and effectively. | |
| <ul style="list-style-type: none"> Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. Range of vocabulary suffices in large parts to convey the overall idea and meaning | 1 ½ |
| <ul style="list-style-type: none"> 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 | 1 |
| <ul style="list-style-type: none"> 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 | ½ |

DESCRIPTORS FOR ACCURACY

| | |
|---|---|
| <ul style="list-style-type: none"> Spelling, punctuation and grammar are almost always or mostly accurate with occasional minor errors which do not impede communication | 1 |
| <ul style="list-style-type: none"> Spelling, punctuation and grammar fairly accurate, with some minor errors that mildly impede communication | ½ |
| <ul style="list-style-type: none"> A lot of errors in spelling, punctuation and grammar that impede communication. | 0 |

A. Fiction writers prefer creating grey characters rather than black and white. Analyse this in detail, with reference to both the characters of *The Thief's Story*.

Value Points

Introductory –

Both characters in the story—neither completely black (negative) or white (ideal)—have redeeming qualities as well as those that need improvement—story reveals both their personas as grey.

Hari Singh

- Thief—artful - too smart for his age - fooled his victims and police --Wasn't ashamed in lying and stealing --made no efforts to confess that he had given in to the temptation of stealing the notes

However,

- Changed due to love, affection and Anil's trust

The character of Hari Singh—not a flat character who is either black or white.

Anil

- While we can admire Anil for his qualities --helpful and simple --easily trusting --forgave the thief -- never uttered a word despite knowledge of the theft

However,

- Not perfect--casual about money --ignored Hari Singh's pilfering

The character of Hari Singh—not a flat character who is either black or white.

Conclusion—Grey characters present a challenge to the readers, allow a sense of unpredictability and present a moral challenge. Hari Singh and Anil are created as grey characters.

OR

B. 'Honour among thieves' is considered a popular code.

Examine *A Question of Trust* as a story woven around this code.

Value Points

Honour among thieves---It is believed that thieves never double cross each other/ commit crimes against each other—would be inclined to help rather than betray each other

The protagonist, Horace Danby

- was careful and meticulous in his theft which he conducted once a year
- didn't anticipate the role of the lady in red

The Lady in red

- made a fool of him -- in spite of being a thief herself, she did not follow the code of honour normally existing between two thieves

This resulted in Horace Danby going to prison for the first time in his life---he felt betrayed