



COMMON PRE-BOARD EXAMINATION 2022-23

Subject: ENGLISH CORE (301)

MARKING SCHEME



	SECTION A- READING	20
	Note: (i) 15-minute prior reading time allotted for Question 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.	
1.1	On the basis of your understanding of the above passage, answer any ten questions from the eleven given below: <ul style="list-style-type: none">• Award 1 mark for the correct answer.• There is no partial credit	1*10=10
	(A) When the author mentions that the invention of wireless technology changed the very course of human civilization, it means that the invention has: (a) changed the lifestyle of people (b) changed the science on which technology is created (c) created adverse health issues (d) made humans more cautious and informed beings Ans: (a) changed the lifestyle of people	1
	(B) "We can make smarter choices about the way we use technology everyday usage of patterns." Pick the option in which the meaning of 'patterns' is NOT the same as it is in the passage. (a) By the time the police caught up to Sanders, they knew even more about his patterns and practices. (b) Silk scarfs in contrasting shades and embroidered patterns enhance this busy, but feminine look. (c) Over time, female textile entrepreneurs developed certain patterns in their business plans which made them very rich. (d) The nutrition researchers studied everyday breakfast patterns of the citizens of Washington Ans: (b) Silk scarfs in contrasting shades and embroidered patterns enhance this busy, but feminine look.	1
	(C) Based on your understanding of the passage, choose the option that lists the correct sequence of the information delivered to the reader about wireless technology. (I) Such as diseases of brain like cancer, brain tumors, Alzheimer's disease, Parkinson's disease and so on. (II) It is up to national authorities to adopt these international standards to protect their citizens against adverse levels of radio wave exposure. (III) Radio waves are the most commonly used wireless technology.	1

	<p>(IV) We can make smarter choices about the way we use technology by making changes in our everyday usage patterns.</p> <p>(V) The ease of connectivity is very convenient but causes health issues to humans.</p> <p>(VI) Wireless technology was invented by Graham Bell and Sumner Tainter in the year 1880.</p> <p>(a) (III), (VI), (V), (I), (II), (IV)</p> <p>(b) (III), (VI), (V), (I), (IV), (II)</p> <p>(c) (VI), (III), (V), (I), (IV), (II)</p> <p>(d) (VI), (III), (V), (I), (II), (IV)</p> <p>Ans: (d) (VI), (III), (V), (I), (II), (IV)</p>	
	<p>(D) Author says that given the ubiquity of technology in today's society, it is essential to understand the impacts of technology on developing brains. 'Ubiquity' means, being</p> <p>(a) Somewhere</p> <p>(b) Rare</p> <p>(c) Everywhere</p> <p>(d) Nowhere</p> <p>Ans: (c) Everywhere</p>	1
	<p>(E) Choose the option that best captures the central idea of the passage from the following:</p> <p>(a) The invention of wireless technology changed the very course of human civilization.</p> <p>(b) With the rapid growth of mobile phone devices in the market, technology has developed in such a way that it has ended up creating a horrifying situation for the human body.</p> <p>(c) With wireless technology being ubiquitous, health issues have increased but by making minor modifications to our daily routines and habits, we can try and minimise the harmful effects of it.</p> <p>(d) Many countries have banned the use of wireless technology. Even in India, several eminent scientists have begun a crusade to caution the Government against the roll-out of 5G technology-based services in the country.</p> <p>Ans: (c) With wireless technology being ubiquitous, health issues have increased but by making minor modifications to our daily routines and habits, we can try and minimise the harmful effects of it.</p>	1
	<p>(F) How can we make smarter choices about the way we use technology?</p> <p>Ans: (b) By making changes in our everyday usage patterns</p>	1
	<p>(G) According to the passage, the fact that wireless technology is one of the most conveniently and universally used invention, however potentially very dangerous to human life; shows that wireless technology is</p> <p>(a) favourable but unhealthy</p> <p>(b) advantageous but risky</p> <p>(c) beneficial but unthreatening</p> <p>(d) accessible but hazardous</p>	1

	<p>Ans: (d) accessible but hazardous</p> <p>(H) Pick the option showing the CORRECT use of the word 'discerning'.</p> <p>(a) Most chefs have very discerning sense of taste.</p> <p>(b) In the judiciary, discerning critical judgements are based on the evidences.</p> <p>(c) His championship was perhaps not the most discerning, but it was honest.</p> <p>(d) He made very discerning decision when the question of buying a new house arose.</p> <p>Ans: (d) He made very discerning decision when the question of buying a new house arose</p> <p>(I) Pick the option which correctly states what DOES NOT happen due to wireless technology?</p> <p>(a) Medical issues</p> <p>(b) Easy accessibility</p> <p>(c) Health benefits</p> <p>(d) High radiations</p> <p>Ans: (c) Health benefits</p> <p>(J) The precautionary measures recommended by the author are</p> <p>(a) Impractical and unreasonable</p> <p>(b) Practical and easily adaptable</p> <p>(c) Practical with little modifications in daily routine</p> <p>(d) Practical with no modifications in daily routine</p> <p>Ans: (c) Practical with little modifications in daily routine</p> <p>(K) Pick the option that CORRECTLY lists the final feelings of the author with reference to the use of wireless technology.</p> <p>(I) Mindful</p> <p>(II) Frustrated</p> <p>(III) Aware</p> <p>(IV) Cautious</p> <p>(V) Scared</p> <p>(VI) Annoyed</p> <p>(a) (I) and (V)</p> <p>(b) (IV) and (V)</p> <p>(c) (I) and (III)</p> <p>(d) (III) and (VI)</p> <p>Ans: (c) (I) and (III)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
2.1	<p>On the basis of your understanding of the above passage, answer any ten questions from the eleven given below:</p> <ul style="list-style-type: none"> Award 1 mark for the correct answer. 	1*10=10

	<ul style="list-style-type: none"> • There is no partial credit 	
	<p>A) When the narrator said that, it would be a blessing if each human being was stricken blind and deaf for a few days at some time during his adult life; the narrator intended</p> <p>(a) Human beings to experience the absence of sensory organs. (b) Human beings to respect the presence of sensory organs. (c) Human beings to be grateful of their experiences through sensory organs. (d) Human beings to feel the pain of people with the absence of sensory organs.</p> <p>Ans: (c) Human beings to be grateful of their experiences through sensory organs</p>	1
	<p>(B) Pick the options that lists statements that are NOT TRUE according to the passage and the timeline.</p> <p>(I) Despite of losing her ability to see and hear, Hellen Keller observed things minutely. (II) Anne Sullivan was the one who introduced Hellen Keller to Indian Sign Language. (III) Often Hellen Keller desired the ability to see and hear. (IV) Hellen Keller received her first formal education in the year 1887.</p> <p>(a) (III) and (IV) (b) (I) and (III) (c) (I) and (II) (d) (II) and (IV)</p> <p>Ans: (d) (II) and (IV)</p>	1
	<p>(C) The word 'longing' used in paragraph 4, means _____.</p> <p>Ans: (b) Desire</p>	1
	<p>(D) Looking at Helen Kellers's achievements and works in the year 1904, 1924 and 1943, it can be said that she</p> <p>(a) Worked for people with disability (b) Acknowledged people with disabilities (c) Encouraged people with disabilities (d) Sympathized with people with disabilities</p> <p>Ans: (c) Encouraged people with disabilities</p>	1
	<p>(E) "I would want to see the people, whose kindness, and gentleness, and companionship have made my life worth living." The phrase "life worth living" is mainly in reference to the:</p> <p>(a) Opportunity to travel overseas (b) Inability to hear and see (c) Education and achievements (d) Qualities that helped her survive and overcome the difficulties that she faced due to her disabilities.</p> <p>Ans: (d) Qualities that helped her survive and overcome the difficulties that she faced due to her disabilities.</p>	1

	<p>(F) Based on the timeline of Helen Keller, choose the option that lists the statements that are TRUE.</p> <p>(I) In 1909, Helen joined the Suffragist Movement, demanding the right to vote for the marginalized.</p> <p>(II) After two years from her birth, Helen lost her sight and hearing.</p> <p>(III) Helen visited blind, deaf and disabled soldiers of World War I in military.</p> <p>(IV) In 1964 Helen received Presidential Medal of Freedom, the nation's highest civilian honor.</p> <p>(a) (II) and (IV)</p> <p>(b) (I) and (II)</p> <p>(c) (II) and (III)</p> <p>(d) (III) and (IV)</p> <p>Ans: (a) (II) and (IV)</p>	1
	<p>(G) Based on the timeline of Helen Keller, pick the year which signifies one of the biggest achievements of Helen in reference to publication.</p> <p>(a) 1887</p> <p>(b) 1902</p> <p>(c) 1904</p> <p>(d) 1964</p> <p>Ans: (b) 1902</p>	1
	<p>(H) In paragraph 2 of the passage, the reaction of Helen Keller's friend to Helen's question on what did she observe on her walk in the woods:</p> <p>(a) Relieved Helen Keller</p> <p>(b) Enlightened Helen Keller</p> <p>(c) Amazed Helen Keller</p> <p>(d) Collapsed Helen Keller</p> <p>Ans: (c) Amazed Helen Keller</p>	1
	<p>(I) Which of the following statements is NOT substantiated by information in the timeline of Helen Keller?</p> <p>(a) Anne Sullivan taught letters to Hellen Keller.</p> <p>(b) Often Helen Keller desired to see the world using her eyes.</p> <p>(c) Helen became a member of the freshmen class of 1904 at Radcliffe college.</p> <p>(d) In 1924 Helen and Anne begin their work with the American foundation of Blind.</p> <p>Ans: (I) (b) Often Helen Keller desired to see the world using her eyes.</p>	1
	<p>(J) According to your understanding of the above passage and the experiences of Hellen Keller, pick the option which correctly displays the relationship between</p> <p>(i) Her ability to see and hear and,</p> <p>(ii) Her ability to feel the touch</p>	1

	<p>Ans: (c) Option (III)</p> <p>(K) Based on your understanding of the passage and timeline, choose the option that lists the correct timeline of the events in the life of Helen Keller.</p> <p>(I) Helen became a member of the freshmen class at Radcliffe college.</p> <p>(II) With the help of the writer, Helen writes, 'The story of my life'.</p> <p>(III) Helen and Anne begin their work with the American foundation of Blind.</p> <p>(IV) Helen travels overseas and visits 37 nations.</p> <p>(a) (I), (II), (IV), (III)</p> <p>(b) (II), (I), (III), (IV)</p> <p>(c) (IV), (III), (I), (II)</p> <p>(d) (I), (III), (II), (IV)</p> <p>Ans: (b) (II), (I), (III), (IV)</p>	1
III	SECTION B – CREATIVE WRITING SKILLS	20
1	Attempt ANY ONE from A and B given below.	1*5=5
1A	<p>You are Sumit, the Secretary of Air Force Public School, Mathura. Draft a notice in not more than 50 words informing students about the planned excursion to Ooty.</p> <p>NOTICE Format - 1 Content - 2 Organization of ideas - 1 Accuracy- 1</p> <p>FORMAT – 1 mark Box, name of issuing authority- organization/ agency (Centre), NOTICE (Centre), Heading (Centre), date of issue(aligned left), Authorization name, designation & signature (bottom left)</p> <p>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.</p> <p>CONTENT – 2 marks (As listed in value points) --- ½ mark *4=2 marks Value Points</p> <ul style="list-style-type: none"> • Correct format (as listed above) • Drawing attention—students of IX-XII/ all students • Mentioning the trip/ event • Giving details • Sharing cost and mode of payment details 	

- Line with reference to the undersigned

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 notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc.
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

½ mark – Limited display of listed parameters.

- Inconsistent style, expression sometimes awkward, layout of the notice, 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.

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.

OR

1B

You are Nivedita, Sports Captain, St John's School, Delhi. Write a notice in about 50-60 words for the school notice board informing the students about an Inter school Tennis match to be played in your school. Invite them to watch and cheer the teams.

NOTICE

Format - 1

Content - 2

Organization of ideas - 1

Accuracy- 1

FORMAT – 1 mark

Box, name of issuing authority- organization/ agency (Centre), NOTICE (Centre), Heading

(Centre), date of issue(aligned left), Authorization name, designation & signature (bottom left)

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

(As listed in value points) --- ½ mark *4=2 marks

Value Points

- Correct format (as listed above)
- Drawing attention—students of IX-XII/ all students
- Mentioning the trip/ event
- Giving details
- Sharing cost and mode of payment details
- Line with reference to the undersigned

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 notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc.
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

½ mark – Limited display of listed parameters.

- Inconsistent style, expression sometimes awkward, layout of the notice, 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.

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 <ul style="list-style-type: none"> Frequent errors in spelling, punctuation and grammar, impeding communication. 	
2	Attempt ANY ONE from A and B given below.	1*5=5
2A	<p>The Students' Council of your school has planned a Career Guidance Day on the occasion of International Career Day. Acclaimed career counsellor, Dr Amrita Tandon will preside as Chief Guest and Keynote speaker. Draft an invitation in not more than 50 words inviting parents to be a part of the event. Give all the necessary details. You are Bhavit/Bhavna, President, Students' Council, Harmony Public School, Kanpur, UP.</p> <p>INVITATION Format – 1 Content -2 Organization of ideas -1 Accuracy 1</p> <p>Features: Card type-formal invite</p> <ul style="list-style-type: none"> a single sentence presentation in third person / end line punctuations skipped Use the simple present tense answers the questions who, whom, when, where, what time and for what includes name and address of the organizer /host and name/s of special invitees (if any) No signatures <p>Layout usually pertains to the following—</p> <ul style="list-style-type: none"> ✓ Name of host /hosts ✓ Formal standard expression-cordial ✓ Purpose of invitation ✓ Date /time of event ✓ Venue (address) ✓ Name of special guest (if any) ✓ RSVP ✓ Contact detail/ number <p>FORMAT – 1 mark A. Reply to formal invite--- Letter type & B. Formal invite to many ---Card type</p> <p>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.</p> <p>CONTENT – 2 marks (As listed in value points) --- ½ mark *4=2 marks ORGANISATION OF IDEAS -1 mark 1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> Highly effective style capable of conveying the ideas convincingly with appropriate layout [Reply to formal invite--- Letter type] & [Formal invite to many ---Card type] Carefully structured content with organised information presented cohesively in an 	5

2B	<p>aligned manner.</p> <ul style="list-style-type: none"> • Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s 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. <p>ACCURACY -1 mark</p> <p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication. <p style="text-align: center;">OR</p> <p>You were invited as the Chief Guest to inaugurate the cultural fiesta of Bhavan International School. However, due to sudden illness you are unable to attend the same. Draft a formal reply in not more than 50 words on behalf of your personal assistant and sign yourself as Sudhanshu.</p> <p style="text-align: center;">INVITATION</p> <p>Format – 1 Content -2 Organization of ideas -1 Accuracy 1</p> <p>Features: Card type-formal invite</p> <ul style="list-style-type: none"> • a single sentence presentation in third person / end line punctuations skipped • Use the simple present tense • answers the questions who, whom, when, where, what time and for what • includes name and address of the organizer /host and name/s of special invitees (if any) • No signatures <p>Layout usually pertains to the following—</p> <ul style="list-style-type: none"> ✓ Name of host /hosts ✓ Formal standard expression-cordial ✓ Purpose of invitation ✓ Date /time of event ✓ Venue (address) ✓ Name of special guest (if any) ✓ RSVP ✓ Contact detail/ number 	
----	--	--

	<p>FORMAT – 1 mark A. Reply to formal invite--- Letter type & B. Formal invite to many ---Card type</p> <p>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.</p> <p>CONTENT – 2 marks (As listed in value points) --- ½ mark *4=2 marks</p> <p>ORGANISATION OF IDEAS -1 mark 1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout [Reply to formal invite--- Letter type] & [Formal invite to many ---Card type] • Carefully structured content with organised information presented cohesively in an aligned manner. • Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s 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. <p>ACCURACY -1 mark 1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication. 	
3	Attempt ANY ONE from A and B given below.	1*5=5
3A	<p>Your school organized a campaign to raise awareness about the harmful effects of fireworks on the environment, to reduce noise pollution and help the burn victims. This effort by the students received widespread appreciation. You decide to write a letter to the editor of a national daily to create awareness amongst people. You are Deepak/Deepika, a student of LPS Public School, Lucknow. (120-150 words)</p> 	

LETTER

Format-1

Content-2

Organization 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 for letter to editor & in business circuits -Yours sincerely)

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.

3B

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.

OR

Diwakar Awasthi of 24/7 Hollyhock Apartments, Gurugram comes across an advertisement in the Indian Express and decides to apply for the post of sales executive. Write an application in 120-150 words to the Personnel Manager, Ayush Ayurveda, 34-B Shanti Nagar, Gurugram.

LETTER

Format-1

Content-2

Organization 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 for letter to editor & in business circuits -Yours sincerely)

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

	<ul style="list-style-type: none"> • Most of the points of the given task not incorporated • Limited awareness of task development <p>ORGANISATION OF IDEAS -1 mark</p> <p>1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> • 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. <p>½ mark – Limited display of listed parameters.</p> <ul style="list-style-type: none"> • 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. <p>ACCURACY -1 mark</p> <p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication. 	
4	Attempt <u>ANY ONE</u> from A and B given below.	1*5=5
4A	<p>You are Martin/Maria, staff reporter for The News Express. Write a report in 120-150 words covering the alarming rise in pollution levels and declining air quality in the National Capital Territory in the month of October, keeping in the mind the given cues.</p> <p>(1) Capital choking under a cloud of smog. (2) Children complaining of burning sensation in the eyes and throat. (3) Government’s initiative of a cracker free Diwali. (4) Number of vehicles shall reduce and green cover increase.</p> <p style="text-align: center;">ARTICLE / REPORT</p> <p>Format – 1 Content -2 Organisation of ideas -1 Accuracy 1</p> <p>Article: Assessment Parameters</p> <p>Format</p> <ul style="list-style-type: none"> • Title & By line 	

Report**Format**

- Headline & By line
- Reporting place and date

Organization & Content:

- Introductory paragraph (relevant topic sentence + expansion)
- Development of topic (1 or 2 paras) (discussion of various aspect of the topic, causes, effects etc. presented with evidence.
- Concluding paragraph (writer's opinion/comment+ recommendations or solutions+ hope/call for action/warning
-

FORMAT – 1 mark**NOTE-**

Full credit if both aspects included.

Partial credit (½ mark) if one aspect is missing or erroneous.

No credit if both aspects are missing or erroneous.

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
- Carefully structured content with organized 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.

4B	<ul style="list-style-type: none"> • 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. <p>ACCURACY -1 mark</p> <p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication. <p style="text-align: center;">OR</p> <p>With rapid digitalization students have started using digital devices for entertainment as well as schoolwork. This may lead to a change in every sphere of life especially in the field of education. As Rohit, write an article in 120-150 words with the help of the given cues, highlighting the reasons and ways in which this might happen and also cite the advantages and disadvantage of the same.</p> <ol style="list-style-type: none"> (1) Current and accurate data can be found online. (2) Effect not limited to education only. (3) Children becoming victims of cyber bullying. (4) Overdependence on social media. (5) Perfect balance between the virtual world and reality. <p style="text-align: center;">ARTICLE / REPORT</p> <p>Format – 1 Content -2 Organisation of ideas -1 Accuracy 1</p> <p>Article: Assessment Parameters</p> <p>Format</p> <ul style="list-style-type: none"> • Title & By line <p>Organization & Content:</p> <ul style="list-style-type: none"> • Introductory paragraph (relevant topic sentence + expansion) • Development of topic (1 or 2 paras) (discussion of various aspect of the topic, causes, effects etc. presented with evidence. • Concluding paragraph (writer’s opinion/comment+ recommendations or solutions+ hope/call for action/warning <p>FORMAT – 1 mark</p> <p>NOTE-</p>	
----	--	--

Full credit if both title & by line included.
Partial credit (½ mark) if one aspect is missing or erroneous.
No credit if both aspects are missing or erroneous.

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
- 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.

	<p>(c) cheerful (d) resigning</p> <p>Ans: (a) sad</p> <p>(E) What do you understand by 'Ashen face'?</p> <p>(a) Aging is painful (b) Old is gold (c) It shows the narrator's fears (d) It is the pale and lifeless face of the mother</p> <p>Ans: (d) It is the pale and lifeless face of the mother</p> <p>(F) The literary device used in the line 'Driving from my parent's home to Cochin last Friday' is:</p> <p>(a) Alliteration (b) Irony (c) Assonance (d) Metaphor</p> <p>Ans: (c) Assonance</p>	<p>1</p> <p>1</p>
	OR	
1B	<p>without rush, without engines, we would all be together in a sudden strangeness. Fishermen in the cold sea would not harm whales and the man gathering salt would look at his hurt hands.</p> <p>(A) Why would that moment be strange?</p> <p>(a) Because it will be a morning hour (b) Because everything will be stationary (c) Because people will be sleeping (d) Because people will be praying</p> <p>Ans: (b) Because everything will be stationary</p> <p>(B) Why does the Poet ask to put on clean clothes?</p> <p>(a) So that all humans appear submissive (b) Because we should pray to god in clean clothes (c) So that they can embrace others (d) So that they could feel the meaning of peace</p> <p>Ans: (b) Because we should pray to god in clean clothes</p> <p>(C) Mention the literary device used in 'hurt hands'</p> <p>(a) Alliteration</p>	<p>1</p> <p>1</p> <p>1</p>

	<p>(b) Simile (c) Hyperbole (d) Metaphor</p> <p>Ans: (a) Alliteration</p> <p>(D) What does the poet want from fisherman? (a) To harm the whales (b) Not to harm the whales (c) To abandon the sea (d) To gather salt</p> <p>Ans: (b) Not to harm the whales</p> <p>(E) Exotic moment referred here means: (a) Moment of destruction (b) Moment where human activity is suspended (c) Moment of anger (d) Moment of war</p> <p>Ans: (b) Moment where human activity is suspended</p> <p>(F) Who is referred as 'we' here? (a) The fisherman and the poet (b) The man gathering salt and the poet (c) Whole Mankind (d) Both (a) and (b)</p> <p>Ans: (c) Whole Mankind</p>	<p>1</p> <p>1</p> <p>1</p>
2	<p>Attempt <u>ANY ONE</u> of two extracts given.</p> <ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit. 	1*4=4
2A	<p>That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894 the postmark showed that I didn't remember it at all. The stamp was o six-cent, dull brown , with a picture of President Garfield. Naturally, when the envelope came to Granddad in the mail, it went right into his collection and stayed there and opened it.</p> <p>(A) Why should this particular first-day cover not be there? (a) Because Charley did not notice its existence before. (b) Because it could not have been collected by his grandfather. (c) Because it was a modern first-day cover from the future. (d) Because it was too old to be from his grandfather's time.</p>	1

	<p>Ans: (b) Because it could not have been collected by his grandfather</p> <p>(B) Why doesn't Charley remember the existence of this first-day cover?</p> <p>(a) Because Charley was forgetful. (b) Because Louisa collected it. (c) Because it appeared recently. (d) Because it was in a bad state.</p> <p>Ans: (c) Because it appeared recently.</p> <p>(C) The Picture of President Garfield indicates that the first-day cover was:</p> <p>(a) not at all old (b) slightly old (c) somewhat old (d) definitely old</p> <p>Ans: (d) definitely old</p> <p>(D) What is First Day Cover?</p> <p>(a) A new stamp gets the Postmark and date (b) A gift (c) A gift wrapper (d) A gift wrapped in a beautiful wrapper</p> <p>Ans: (a) A new stamp gets the Postmark and date</p>	<p>1</p> <p>1</p> <p>1</p>
	OR	
2B	<p>They did not try to hide what they said from the ears of Hana as she stood arranging the day's flowers in the veranda nearby, and she knew they spoke on purpose that she might hear. That they were right she knew too in most of her being. But there was another part of her which she herself could not understand.</p> <p>(A) Pick out the option that lists Hana's feelings in the extract:</p> <p>1. Sorrow 2. Hatred 3. Confusion 4. Fear 5. Sympathy 6. Anger</p> <p>(a) 1, 3, 4 (b) 2, 5, 6 (c) Only 3 (d) 4 and 5</p> <p>Ans: (c) Only 3</p> <p>(B) Why were they not trying to hide anything from Hana?</p> <p>(a) To make her feel guilty.</p>	<p>1</p> <p>1</p>

	<p>(b) To punish her (c) To express their dislike for her and her husband's actions. (d) To appreciate her husband.</p> <p>Ans: (c) To express their dislike for her and her husband's actions.</p> <p>(C) What were they right about? (a) their pride in their master. (b) Their disgust for the prisoner. (c) Their reaction to their master's act. (d) Their concern for their children.</p> <p>Ans: (c) Their reaction to their master's act</p> <p>(D) 'On purpose' in the extract means _____. (a) Casually (b) Intermittently (c) Accidentally (d) Intentionally</p> <p>Ans: (d) Intentionally</p>	1
3	<p>Attempt ANY ONE of two extracts given.</p> <ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit 	1*6=6
3A	<p>When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, "What can be the matter now?" Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me, "Don't go so fast, bub; you'll get to your school in plenty of time!" I thought he was making fun of me, and reached M. Hamel's little garden all out of breath.</p> <p>(A) In the past two years, what has been Franz's experience of the town's bulletin board? (I) exciting (II) idyllic (III) sad (IV) educational (V) disappointing (VI) whimsical</p> <p>(a) (I) & (VI) (b) (II) & (IV) (c) (III) & (V) (d) (II) & (VI)</p> <p>Ans: (c) (III) & (V)</p>	1

	<p>(B) Why was the narrator hurrying by as fast as he could go?</p> <p>(a) Because he wanted to watch the Prussians drill.</p> <p>(b) Because he had to meet the blacksmith.</p> <p>(c) Because he always naturally walked fast.</p> <p>(d) Because he was late for school that day.</p> <p>Ans: (d) Because he was late for school that day</p>	1
	<p>(C) What does 'apprentice' mean?</p> <p>(a) A person who earns a monthly wage by being employed by a company.</p> <p>(b) A person who learns a trade from a master for low wages or free.</p> <p>(c) A person who pays to give advice about how to improve one's life.</p> <p>(d) A person who works for the social services or a private organization.</p> <p>Ans: (b) A person who learns a trade from a master for low wages or free</p>	1
	<p>(D) Choose the word which is an antonym of 'out of breath'.</p> <p>(a) energetic</p> <p>(b) panting</p> <p>(c) winded</p> <p>(d) breathless</p> <p>Ans: (a) energetic</p>	1
	<p>(E) Which of the following words can replace the term 'crowd'?</p> <p>(a) group</p> <p>(b) team</p> <p>(c) multitude</p> <p>(d) people</p> <p>Ans: (c) multitude</p>	1
	<p>(F) Choose the statement that is true about Franz.</p> <p>(a) Franz was in hurry to reach the garden of the town hall.</p> <p>(b) Franz was not interested in reading the bulletin board.</p> <p>(c) Franz felt attracted on seeing the crowd.</p> <p>(d) Franz was dawdling as he has had no hurry to reach his destination.</p> <p>Ans: (c) Franz felt attracted on seeing the crowd</p>	1
	OR	
3B	<p>She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya." she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime-that's what she has reaped! Her husband, an old man with a flowing beard says, "I know nothing except bangles. All I have done is, make a house for the family to live in." Hearing him one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head! The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every</p>	

	<p>home. The young men echo the lament of the elders. Little has moved with time, it seems in Firozabad, years of mind-numbing toil have killed all initiative and the ability to dream.</p> <p>(A) 'She still has bangles on her wrist, but no light in her eyes.' This implies that: (a) she is married but has lost the charm in her eyes. (b) she is a married woman who has lost her grace and beauty. (c) though she is married, her eyes are devoid of happiness. (d) she is a married woman who has lost her eyesight.</p> <p>Ans: (c) though she is married, her eyes are devoid of happiness.</p> <p>(B) 'He has a roof over his head!' The tone of the author is: (a) pessimistic (b) empathetic (c) sympathetic (d) optimistic</p> <p>Ans: (d) optimistic</p> <p>(C) Choose the term which best matches the statement 'The young men echo the lament of their elders.': (a) acceptance (b) reflection (c) reiteration (d) doubtfulness</p> <p>Ans: (c) reiteration</p> <p>(D) 'Years of mind-numbing toil have killed all initiative and the ability to dream'. This shows that: (a) the bangle makers are exhausted yet they are enterprising and have dreams. (b) the drudgery of work has destroyed their willingness to improve their lot. (c) the daily grind has stolen the dreams of the bangle makers and made them dull. (d) the bangle makers have been working so hard that there's no time to dream.</p> <p>Ans: (b) the drudgery of work has destroyed their willingness to improve their lot</p> <p>(E) From this chapter, it is evident that the author has an attitude of: (a) sympathy (b) apathy (c) empathy (d) bewilderment</p> <p>Ans: (a) sympathy</p> <p>(F) Which of the following quotes captures the theme of 'The Lost Spring'? (a) "Poverty is the parent of revolution and crime" –Aristotle (b) "Poverty is the worst form of violence" –Mahatma Gandhi</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
--	--	---

	<p>(c) "Poverty is not just lack of money; it is not having the capability to realize one's full potential as a human being." --Amartya Sen</p> <p>(d) "Poverty is like punishment for a crime you didn't commit." --Eli Khamarov</p> <p>Ans: (c) "Poverty is not just lack of money; it is not having the capability to realize one's full potential as a human being." --Amartya Sen</p>	1
4	<p>Answer ANY FIVE of the following questions in about 40-50 words each.</p> <p>Content – 1 mark Award 1 mark for writing at least 2 points. Award ½ mark for only one thing being mentioned.</p> <p>Expression – 1 mark 1 mark when both points are included</p> <ul style="list-style-type: none"> • Answer organised effectively • The language usage needs to display elaboration/comparison/ reasoning <p>½ mark when either point 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>	2*5=10
	<p>(A) Explain the ways how things of beauty prove to be significant to human life.</p> <p>Ans:</p> <ul style="list-style-type: none"> • things of beauty give hope to human beings and • make them want to live in spite of all the suffering and sorrow, ill-health and unhappiness. <p>(B) Comment on the significance of the bulletin board for the people of Alsace.</p> <p>Ans:</p> <ul style="list-style-type: none"> • The bulletin board was the carrier of all the bad news for the district of Alsace and Lorraine. • It was used for posting all the important news and since it was war-time, it seemed to be a harbinger of bad news, lost battles, the draft, etc. • The people were also brought abreast with the latest political situation through the board. <p>(C) Mukesh's dream appear like a mirage in the setting of Firozabad. State a reason why the writer says this.</p> <p>Ans:</p> <ul style="list-style-type: none"> • In the backward region of Firozabad, where the people are caught in a web of the caste system, poverty and exploitation, they daren't dream or aspire for a better life. • Mukesh's courage to even think about a different future seems an impossible 	<p>2</p> <p>2</p> <p>2</p>

	<p>dream and hence, more of an illusion than a practical decision.</p> <p>(D) Why did Douglas's mother warn him against swimming in the Yakima river?</p> <p>Ans:</p> <ul style="list-style-type: none"> • Yakima river was treacherous and its depth was undetermined. • Many people were also reported to have drowned into the river due to high currents. • She knew that he wasn't a proficient swimmer and was afraid of water. She was concerned about his safety and hence, she warned him against swimming in the river. <p>(E) In the poem 'Keeping Quiet', what lesson does the earth teach us?</p> <p>Ans:</p> <ul style="list-style-type: none"> • The earth teaches us that even when everything appears to be still, there is always some activity that is happening underneath. • Just like the seeds that lie dormant for a long time but when the time is right they blossom and grow into plants. • The earth tells us that we must never stay inactive and keep introspecting in order to resolve conflicts. <p>(F) 'I looked outside the window...' What does Kamala Das mean by this statement?</p> <p>Ans:</p> <ul style="list-style-type: none"> • The poet is pained at the sight of her ageing mother, she wants to divert her mind from the fear of losing her mother. • She looks outside the window in the hope that she will be able to take her mind off the childhood fear of losing her mother 	<p>2</p> <p>2</p> <p>2</p>
5	<p>Attempt <u>ANY TWO</u> of the following questions in 40-50 words each:</p> <p>Content – 1 mark Award 1 mark for writing at least 2 points. Award ½ mark for only one thing being mentioned.</p> <p>Expression – 1 mark 1 mark when both points are included Answer organised effectively The language usage needs to display elaboration/comparison/ reasoning</p> <p>½ mark when either point 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>	2*2=4
5	<p>(A) In the chapter 'On the Face of It', Derry was a victim of negative judgement. What kind of things did people say about Derry behind his back?</p>	2

	<p>Ans:</p> <ul style="list-style-type: none"> • Derry had overheard people say that he should not have survived the accident. • Some well-wishers even suggested that his parents should have left him in the hospital or maybe in a place where he was surrounded by people like him so that he would feel accepted. <p>(B) When the psychiatrist says that Charley's desire is an escape, Charley's wife gets upset with him. Why do you think so?</p> <p>Ans:</p> <ul style="list-style-type: none"> • When the psychiatrist suggests that Charley's desire to find the third level is an escape mechanism to get away from the stress and worries of the modern world, Charley's wife considers it an insult and a comment on their family life. • Sam tries to tell her that contrary to the psychiatrist's prognosis, Charley is trying to get away from the insecurity, wars, fears and worries of the modern world. <p>(C) Sadao was confident that despite his actions of treating a prisoner, nothing would happen to him. Support this statement with a rationale.</p> <p>Ans:</p> <ul style="list-style-type: none"> • Dr. Sadao informed the General about the prisoner in his house and the General promised that he would take care of him. • Being a careless and self-centered person, the General forgets to send assassins to kill the prisoner. • Since it is the General's fault, combined with the fact that the General needs him for the surgery, this knowledge gives Dr. Sadao the power and also the confidence that he is safe and no action would be taken against him. 	<p>2</p> <p>2</p>
6	<p>Answer <u>ANY ONE</u> of the following in about 120-150 words.</p> <p>Content-2 Expression-2 Accuracy-1</p> <p>DESCRIPTORS FOR CONTENT (with reference to value points)</p> <p>2 marks</p> <ul style="list-style-type: none"> • Sustained, clear, well-developed personal response to the task • Well-developed and justified arguments/evidence for the characters <p>1½ marks</p> <ul style="list-style-type: none"> • Largely, a reasonably well-developed personal response to the task • Clear justification with arguments/evidence for the characters <p>1 mark</p> <ul style="list-style-type: none"> • Fairly competent personal response to the task • Clear justification with restricted arguments/evidence for the characters 	1*5=5

	<p>½ mark</p> <ul style="list-style-type: none"> Limited awareness of the task Limited justification or relevant arguments/evidence for the characters <p>DESCRIPTORS FOR EXPRESSION (Coherence & Cohesion)</p> <p>2 marks</p> <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. <p>1½ marks</p> <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 <p>1 mark</p> <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 <p>½ mark</p> <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 <p>DESCRIPTORS FOR ACCURACY</p> <p>1 mark</p> <ul style="list-style-type: none"> Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> Frequent errors in spelling, punctuation and grammar, impeding communication. 	
6A	<p>The prose selections, <i>Deep Water</i> and <i>Indigo</i>, bring out the importance of overcoming fear, in order to be able to lead our lives successfully.</p> <p>Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.</p> <p>Ans:</p> <ul style="list-style-type: none"> Fear immobilizes us and prevents us from progressing – as in the case of William Douglas – due to his fear of water he could not lead a normal life – could not go fishing, canoeing, etc. Similarly, due to their fear of the Britishers, 	

6B	<p>the peasants of Champaran could not take a stand for their rights.</p> <ul style="list-style-type: none"> • Need to face our fear, devise a plan and work through it – William Douglas worked through his fear rather than giving into it. When the peasants gathered around the courthouse in Motihari, it was a step towards overcoming their fear. • Require determination – persistence – it took Douglas months to overcome his fear of water and learn swimming. It took nearly a year to get justice for the peasants in Champaran. • strength in unity when fighting a common fear – only when the people in Champaran were they able to overcome their fear and fight for justice. • But once overcome, one is free to live his / her life to the fullest. <p>(Any 4 points to be included) (Accept associated relevant points)</p> <p style="text-align: center;">OR</p> <p>The rattrap peddler thinks of the world as a big rattrap. However, his expectations are subverted time and again, throughout the story. Discuss with examples from the text.</p> <p>Ans:</p> <ul style="list-style-type: none"> • The rattrap peddler thinks of the world as a big rattrap and uses the metaphor to base his philosophy on. It was natural for him to consider something he was constantly associates with. • He always felt that he was impervious to such attractions and hence would never fall prey to the same. • His expectations, however, are subverted time and again, Firstly, when he meets the crofter and is taken in by his kindness. But the lure of the thirty kroners proves too much and he ends up stealing the same. • In order to escape being caught, he takes to the woods and gets lost there. • He finds refuge in the ironmaster's mill. Again the temptation of some more money is hard to resist and he accepts the ironmaster's invite under false pretense, which just goes to show that his philosophy of the world being a rattrap turns out to be true and he is not immune to falling victim of the lure of money and other attractions. <p>(Any 4 points to be included) (Accept associated relevant points)</p>	
7	Answer <u>ANY ONE</u> of the following in about 120-150 words.	1*5=5
7A	<p>On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enroll for the Students on Ice programme has been the single most important decision of her life that has completely transformed her. Imagine yourself to be Tishani and express these thoughts.</p> <p>Ans:</p> <ul style="list-style-type: none"> • An experience completely different than any other - to visit a landscape that is not inhabited by humans and so still relatively pristine. • Provided an insight into the earth's past, present and the future. • Made her delve deep into the threat faced by the environment and the earth 	

7B	<p>itself due to human activities.</p> <ul style="list-style-type: none"> • Realized how little changes can have a major impact on the environment and therefore the need to take care of the small things. • An eye opening experience – realized how everything on this earth is interlinked. • The trip indeed had a life changing impact. <p>(Any 4 points to be included)</p> <p style="text-align: center;">OR</p> <p>Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they both found a way to overcome it. Compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words.</p> <p>Ans:</p> <ul style="list-style-type: none"> • Both of them faced discrimination; Zitkala Sa was discriminated against because of cultural differences while Bama faced discrimination due to her caste. • Zitkala sa rebelled and refused to get her hair cut. She put up a strong fight, though had to give in finally. Bama was enraged and wanted to go and touch the packet of vadai to teach a lesson to the landlord. • Was guided by her elder brother to calm down. He showed her the path to overcome discrimination. • Both of them worked hard to excel in education. • Both succeeded as writers among other things; They have written much against discrimination and evils of oppression, thus continuing the fight for justice for their communities <p>(Any 4 points to be included)</p>	
----	---	--