



COMMON PRE-BOARD EXAMINATION 2022-23

Subject: ENGLISH CORE (301)



Date:

Class: XII

MARKING SCHEME

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.

As per syllabus document--Passages to assess comprehension, interpretation and inference, vocabulary through inference of meaning

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

I

(1x10=10)

i. D. The garments acted as a welcome curtain in the cabin.

ii. A. hyperbolic

iii. D. regular

iv. To let the reader know that even though the light of the bulb is dim, it acts as a source of hope and guidance in the dark and desolate areas (like a bright beacon) to travellers who are tired from their journey and seek respite. (Any other similar/ relevant)

v. The person with the horse—caring towards the domesticated animal [healthy]

Motorcycle- likes flamboyance/ flashiness [tassles]

Jeep—attached to things owned; meager finances; careless about maintenance [old jeep/ battered condition]

vi. That he used to belong to a group similar to the departing patrons/ That a group similar to the departing patrons, reminded him of a life previously led (Any other similar/ relevant)

vii. B. black and gray

viii. Just like warriors wear their battle scars with pride, similarly the truck carries its scratches/dents/ marks to showcase all that it has weathered through the years (Any other similar/ relevant)

ix. This is so because it was an old truck, a model that had long stopped being produced, yet it negotiated the incline without the engine causing problems, as would have been expected.

x. B. Memoir

II.

(1x10=10)

i. The positive contribution of NBT operators plays an increasingly important role, as much research is done on it and has proven so.

ii. Tourism / Nature-based Tourism industry

iii. D. assess

iv. B. Both (1) and (2) are true, but (2) is not the correct explanation of (1).

v. A. Option (i)

vi. True— in comparison to what respondent tourists knew pre-trip, more than 10% respondents, immediately post trip, clearly admitted to / displayed gaining knowledge about Antarctica (74.1%) and a large number (72.6%) continued to retain this knowledge even three months after the trip.

vii---Significant change occurred in the behaviours, immediately after the participation in the trip.--- Even though there was significant change immediately post trip, it dropped considerably and reached close to what it was prior to the trip. (Any one)

viii. A. Both (1) and (2) can be deduced from the given information.

ix. C. Is involved in sincere promotion of Antarctic tours.

x. D. For the current study... (paragraph 3)

SECTION B--CREATIVE WRITING SKILLS (20 Marks)

III.

1. NOTICE

5 MARKS

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

FORMAT – 1 mark

Box, NOTICE (centre), name of issuing authority- organisation/ agency (centre), date of issue(aligned left), heading (centre), signature, authorisation name & designation (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 x 4=2 marks

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, 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.

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.

Value Points

1. A

- Correct format (as listed above)
- Drawing attention—residents
- Mentioning the camp
- Giving details –Date, Time, Venue
- Sharing how the initiative is for their health and safety + urging them to be cooperative and attend without fail
- Line with reference to the undersigned

OR

1. B
- Correct format (as listed above)
 - Drawing attention—students of Classes XI and XII
 - Sharing the purpose/reason of the notice
 - Giving details -Date, Time, Venue
 - Mentioning how the initiative is for a noble cause + urging them to be cooperative and attend without fail
 - Line with reference to the undersigned

2. INVITATION

5 MARKS

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

FORMAT – 1 mark

2 A. Formal invite to many -Card type

- ☐ a single sentence presentation in third person / end line punctuations skipped
- ☐ Use the simple present tense
- ☐ answers the questions who, whom, when, where, whattime and for what
- ☐ includes name and address of the organiser /host and name/s of special invitees (if any)
- ☐ No signatures

Layout usually pertains to the following--

- ☐ 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

2 B. Reply to formal invite- Letter type

- ☐ Acknowledge the invitation, express gratefulness
- ☐ Express thanks in third person
- ☐ Mention acceptance
- ☐ Use formal and polite language

Layout usually pertains to the format of a formal letter.

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.

CONTENT – 2 marks

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

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

(Formal invite to many -Card type)& (Reply to formal invite- Letter 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.

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.

Value Points

2 A Card type; box; written in third person; single sentence structure (hour glass design)

State -

- name of the host-HUMANE & name of NGO
- invitees—Residents
- the occasion- (can give it a name—Lend a Warm Hand)/ charity event for donating woollens
- date, time and venue
- mention of Guest-of-Honour- local MLA (name + designation)
- name, designation, phone no. of host—Jason, coordinator, HUMANE

Refer to the format(2A)

OR

2.B Letter type-reply

- Reference to invitation and expressing thanks on behalf of the M.C.
- Acceptance of invitation on behalf of the M.C.
- Confirmation of date, time and venue
- Comment on looking forward to attending

3. LETTER TO THE EDITOR/APPLICATION FOR JOB

5 MARKS

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 for letter to editor)

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.

Value Points

3.A

Suggested points

- Importance of caregivers —

Elaboration on the vast implications on the lives they touch

- Why care giving should be promoted in current times—

medical issues / the longevity among elders, as seen today/existing family situations

- Importance as career —

a fast-growing field that requires a broad range of skills/ allows one to make a difference in the lives of others; open to all (minimum formal education to higher degrees)/opportunities for working in a variety of disciplines

- Need for more training institutes —

specialized training in geriatrics still not matching with the growing population of older adults; need for institutes with specialization certification focusing on geriatric issues.

OR

3.B

Sender's address - *any*

Date

Receiver's address - *Director, MS Architects...*

Subject - *Application for the Post of*

Salutation- *Dear Madam/ Madam*

- **Cover letter**
 - introduction
 - reference of the advertisement given/ source of information for available position
 - any relevant reason for applying for the job–have been looking for a suitable opening / learning opportunity/ motivation etc.
 - relevant qualities that make the candidate suitable for the job- Creativity, Good artistic skills, good communication skills, can work and manage a Team, thorough knowledge of AutoCAD and Sketch Up/ similar-relevant
- **Biodata**
 - Personal details
 - Educational details and experience that matches the job profile- Final year Architecture student, interned with a famous architect for 6 months etc.
 - References
- **Complimentary close** -(Yours sincerely recommended)
- **Enclosure/s**

4. ARTICLE /REPORT WRITING

5 MARKS

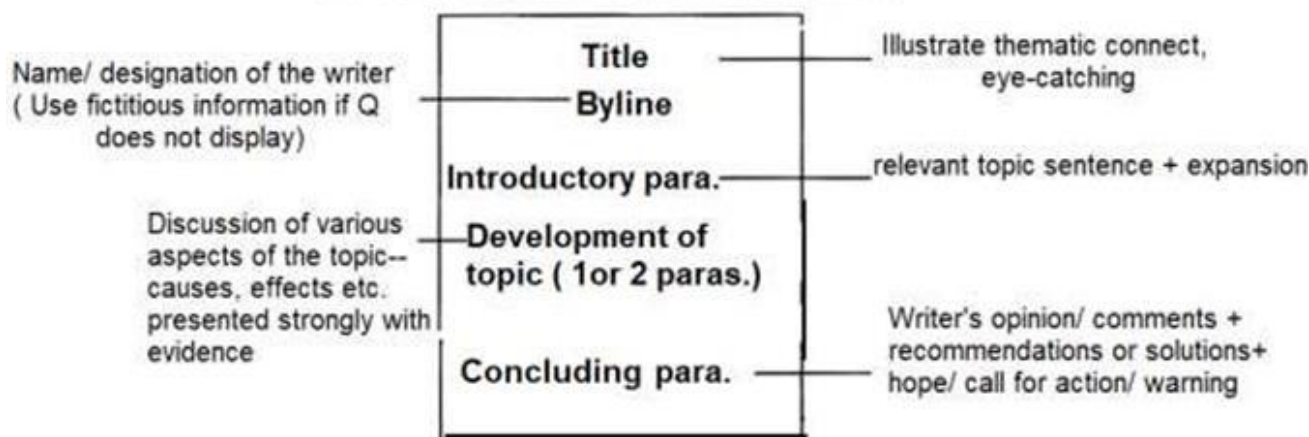
Format -1 Content -2 Organisation of ideas -1 Accuracy-1

Article: Assessment Parameters

Format :Title & By line

Organisation & Content:

The article should be crafted in this manner:



Note: An article is not boxed. A box has been used here, as a tool for clear illustration.

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 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.

OR

Report: Assessment Parameters

Format:

- ☐ Headline & By line
- ☐ Reporting place and date
- ☐ Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

Organisation & Content:

The report should answer these questions

WHO?	WHERE & WHEN?	WHAT & HOW?	WHAT DID THOSE PRESENT THINK?
name of event, sponsor/ organiser special guests, if any	date, time, place - town/ city + venue	events/ programme details	observations/ comments

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 of a newspaper report viz. headline and by-line, place, date.
- ☐ 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.

Value Points

(The value points are suggestions —the learner is expected to address similar areas.)

4.A

- Significance — explain the need for time management
- Advantages —(Any 2 elaborated)
- Suggestions (Any 2, from those given or any other/s relevant)
Setting achievable goals/Making priorities/Setting a time constraint for each task/Taking Breaks between Tasks/How to not dive into the cell phone every minute/Organising yourself and your tasks/Decluttering unwanted things and tasks....
- Conclusion-this equips students with time management skills in academics as well as life (or any other relevant)

OR

4.B

Title

Reporter's name/ as a correspondent

Date, day- *short form*

Content (split into paragraphs)

Paragraph 1-expansion of the headline + where? and when?

- *Introduction of the inauguration ceremony*

Paragraph 2- description/ details (chronologically)-why? and how?

[use of transition words expected]

Paragraph 3- *account/s concluding observation*

SECTION C–LITERATURE (40 Marks)

IV▪ Award 1 mark for the correct answer.

- **There is no partial credit.**

1.

1x 6=6

1.A

i. C suggestion

ii. The poet refers to it as 'exotic' and 'strangeness'

iii. A to address all humans of Earth.

iv. sudden – event to happen without prior warning / not anticipated
strangeness – has not occurred before

v. C hectic

vi. The extract presents the need for all to be quiet/ be silent in order to inspire people to forge a bond of common cause that would change lives.

OR

1.B

i. C crossing a road with a traffic-jam

ii. hands will lie

Still ringed with ordeals...

iii. C perspective

iv. The poet portrays the tigers are unafraid. They are depicted as 'prancing' to highlight their strutting and presenting them as confident rather than 'stalking' or 'prowling', which would suggest their need to hide.

v. C subjugation

vi. (b)

2.

1x 4=4

2.A

i. Everybody wishes to escape because they could be experiencing stress/ monotony/ challenges/competitive pressures (Any other relevant)

ii. B Presents an authentic form of the character's expression.

iii. D defensive

iv. Charley continued his grandfather's stamp-collecting hobby because it kept the good times alive/ allowed him relief from the harsh realities/ kept him connected to the type of life he yearned for

OR

2.B

- i. B.colour white
- ii. amazement/wonder/reverence (any other similar and relevant)
- iii. C.When Time Stood Still, by K.S. Adkins
- iv. To elicit a sense of awe in the readers/ (and/or) share that the huge aspects are also a force to reckon with / (and/or) the continent amasses a range from the meaningful microscopic to the impacting colossal.

3.

1x 6=6

3.A

- i. A. Both (A) and (R) are true and (R) is the correct explanation of (A).
- ii. To suggest the collective impact / unity/ combined force/transition in individuals as a result of unified stand
- iii. A. Legal constraint
- iv. courage
- v. D. assistance
- vi. The planters' attitude of supremacy/ invincibility (Any other similar)

OR

3.B

- i. D. Both (1) and (2) cannot be inferred from the extract.
- ii. Counterview – interviews have drawbacks too
- iii. A. unmasks the façade of most people
- iv. C. insightful
- v. great importance/significance/vital/crucial
- vi. B. unparalleled

V. Answer **ANY FIVE** of the following in about 40-50 words each.

2x5=10

As per syllabus document –"Questions should elicit inferential responses through critical thinking."

Content - Award 1 mark for the given valid points. Award ½ mark for 1 valid point.

Expression – 1 mark when both the given aspects are included

- Answer organised effectively
- The language usage needs to be relevant and coherent and should display elaboration/comparison/ reasoning/justification/rationalization/analysis(As relevant to the Q)

½ mark when either aspect is missing

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

i.

- accepting his faults
- inspiring his students to love their country and language
- earning the respect of his pupils and the elders of the village
- no qualms about displaying his emotional side

(Any two /any other relevant)

ii.

- Mukesh's dream is unlikely to turn into reality (like a mirage-optical illusion) as he cannot break

free from the endless cycle of poverty.

- Even if he wants to, the elders in the family would not allow him to do so as it would impact the wage-earning
- showcases the impoverished state of the village folk in all its stark reality
- presents the mindset of the affluent
- provides the setting to unmask the exploiters

(Any two /Any other relevant)

iii.

- Crucial: proves the essence of the peddler's character before his transformation
- Plot: rising action--- readers can, thereafter, trace the peddler's character growth in his character from this initial point to the end

iv.

- Feeling of respect,
Why? --for the scholarly talent
- Feeling of adulation/ adoration,
Why? --for his ability to have reached great heights of popularity
- Feeling of awe / wonder,
Why? --for his wide-ranging and numerous publications (Any two with reason/ Any other relevant)

v.

- The smiles were self-comforting (1 valid point)
- they embodied an attempt at making peace with the foreseeable/ resigning to what is imminent/An attempt to hide her pain and fear, reassures herself and her mother. (Any one/Any other relevant)

vi.

- Sophie had unrealistic dreams and ambitions./Jansie was a practical girl who was grounded in reality
- Jansie knew that Sophie's dreams require a lot of money and were not achievable./Jansie is sensible enough to remind her friend that they were earmarked to work at the biscuit factory. (Any two / Any other relevant)

VI. Answer **ANY TWO** of the following in about 40-50 words each.

2x2=4

As per syllabus document --"Questions should elicit inferential responses through critical thinking."

Content - Award 1 mark for the given valid points. Award ½ mark for 1 valid point.

Expression – 1 mark when both the given aspects are included

- Answer organised effectively
- The language usage needs to be relevant and coherent and should display elaboration/comparison/ reasoning/justification/rationalization/analysis(As relevant to the Q)

½ mark when either aspect is missing

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

i.

- Literal intent is purely geographical—The Polar regions are the top and bottom most areas of Earth and hence considered its end. Antarctica is at the South Pole, therefore 'the End of the Earth'.

- Figurative intent is a warning/ word of caution— Reference to the destruction / catastrophic end of the Earth with Antarctica representing the fact that humans have maligned the natural domains (Any other relevant point/s)

ii.

- True to his profession (conscientious) – attended to the wounded soldier and saved his life
- Loyal to his country-Informed the General about the prisoner and agreed to the plan of assassination. (2 valid points with reasons)

iii. Setting

- Pre-independence India
 - British rule
 - Superstitious subjects under an inconsiderate ruler
- (Any two/any other relevant)

VII. Answer **ANY ONE** of the following in about 120-150 words.

5x1=5

Syllabus document--Questions can be based on incident/theme / passage / extract/ event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student.

Content 2 Expression 2 Accuracy 1

i. The Lost Spring – Anees Jung

A sensitive and factual portrayal of the pathetic plight of children, who have been denied basic rights; the injustice meted out to them; their dreams and aspirations. The writer engages with those who are deprived.

A Roadside Stand – Robert Frost

An unheard plea of the rural folk, voicing their anguish against the cruel policy-makers of the city who are indirectly responsible for their miserable, dissatisfied life. Poet contrasts the struggling lives of the rural folk with the life of the affluent city dwellers.

•

Both, Anees and Robert, sympathize with the underprivileged.

Both wonder and hope for some solution that can ease their situation of painful existence.

Both present the perspective of the underprivileged.

Both highlight the fact that these people do dream of betterment

Strike a chord--personalised response of the learner with acceptable rationale.

(Any other relevant)

OR

ii. Suggested response points--

Q. My first question to you, sir, is about the film making process. How do you view the film making process of the modern times as opposed to that in the olden times?

Ans: Well, in our times, film making was all about shooting on the sets. But the film making process has seen a lot of alterations with some profound changes brought about by digital technology. Mainstream productions are now shot on digital formats with all subsequent processes of editing and special effects undertaken on computers.

Q: What do you feel about evolution of make-up for actors?

Ans: I still remember the layers of pancake that was slapped onto the actors and their challenges with it. Now, the cakey form has evolved to fine powders and creams. Earlier, make up made the actors look hideous other than when on screen but now make-up is almost a staple in life off the screen too.

Q. You are acknowledged as an acclaimed writer. What do you feel about prose writing?

Ans: I think that prose writing is for the patient and persistent because there are no quick returns or recognition. One has to be able to overcome disappointments of rejection and criticism. The rewards,

when they come, are undoubtedly sweet.

(Accept only relevant responses that are extrapolations with reference to the text)

VIII Answer **ANY ONE** of the following in about 120-150 words.

5x1=5

Syllabus document--Questions to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points.

Content 2 Expression 2 Accuracy 1

i. Greetings, dear members of the Board

Please acceptance my gratitude for allowing me an opportunity to express my opinion about 'Students on Ice' helmed by Geoff Greene. He is doing a commendable job exposing young minds to the damages done to the planet. Taking this to the grassroot level, will ensure that the objectives of the program will be successfully achieved.

Alternatively, planning Antarctic tours for celebrities and the retired too has its benefits. Once they are well-informed of their obligations, I'm sure they would lead the next generation towards a healthier living space.

(Can elaborate on...)

- Donating funds towards sponsorships for research and studies/ NGOs that support the cause
- Using their influence to spread awareness
- Spread the word among others their age, urging them to follow environ-friendly practices, thereby assuring a greener planet for the following generation

Conclusion-- The planet needs young blood to address its needs but experience of the retired and assets as well as fame of the celebrities can be highly useful too.

Thank you

(Any other relevant)

OR

ii. • Charley's first-person narrative allowed Jack Finney

- ✓ to create an immediate connection to the character and others who are participants
- ✓ to allow for an intimate portrayal of emotions and thoughts
- ✓ the license to say whatever he wanted, and justify this as part of character portrayal
- Had Louisa been the narrator, the complete, colourful description of the third level would be hearsay as she would share what she'd heard from Charley. Also, it would've toned down the adventure the reader experiences via Charley because Louisa's narration would be coloured more with worry and skepticism, rather than embracing an experience. The narrative would also include mentions of detailed attempts to persuade Charley to give up the idea of the Third Level. (Any other relevant)
