

FUNCTIONAL ENGLISH

Time allowed : 3 hours

Maximum Marks : 100

General Instructions:

- (i) *This paper is divided into four Sections: A, B, C and D. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

QUESTION PAPER CODE 212/1

SECTION A : READING

(20 Marks)

1. Read the passage given below and answer the questions that follow:

12 marks

- (1) One afternoon Mr. Ras Mohun took those of us boys who were visually challenged behind the school building to a little vacant area behind the wall of the Tata mill. Here he let us feel four waist high metal wires and what he called the starting and finishing poles, between which the wires had been strung. The wires formed three long lanes, each a few feet wide. Each wire had a hoop about the size of a thick bangle hanging from it.
- (2) “It is modelled on a racing track for the blind which I saw at Perkins in America. We will have races for you here every week.”
- (3) Mr. Ras Mohun positioned Abdul, Reuben and me in separate lanes, at the starting posts, and showed us how to catch hold of the metal hoop by a string that hung from it, and then run with the wire as our guide.
- (4) Mr. Ras Mohun called out “Ready, steady, go !”
- (5) I had never run so fast. I imagined myself an arrow flying from one post to the other.
- (6) “Oh, my God, they are going to kill themselves !” I heard Mr. Ras Mohun exclaim as I fell sidewise, almost wrapping myself around the finishing post and hitting my mouth on it.
- (7) “Any of you badly hurt ?” Mr. Ras Mohun asked running up to us.

- (8) All three of us had bleeding mouths and bleeding foreheads. There had been no way for us to know when we were coming to an end so we had all fallen down and hurt ourselves at the finishing post.
- (9) Mr. Ras Mohun sent for tincture of iodine and bandages and after he had attended to our injuries he said almost to himself, “Bless me, I can’t remember how they prevented such mishaps at Perkins.” He paused and then went on to us. “I know. I’ll station the Sighted Master at the finishing post with my bell. He can ring it during the races. From the sound of the ringing you will know how close you are to the end. As an added precaution, I’ll have a nice strong rope stretched across the lanes at the height of the wires just before the end so that if you fall you won’t hit the finishing post.”
- (10) After that every Saturday we had racing at the racing track. Mr. Ras Mohun would stand at the starting posts and get us off, and the Sighted Master would stand at the finishing post, behind the newly stretched rope and ring the bell. Abdul, Reuben and I were the three fastest runners, and whenever the school had visitors we three would be asked to put on a special racing exhibition, running different kinds of races we had learnt.
- (11) As time went on, the boys from a sighted school nearby came and joined us at our Saturday races. They would run outside the lanes. I was so eager to compete with them on even terms that now and again I would slyly let go of the string and hurl the hoop forward, so that I could run along the track like them for a time.

An extract from ‘Vedi’ by Ved Mehta

- (a) On the basis of your understanding of the passage, answer the following in your own words:
- (i) Why did Mr. Ras Mohun string a wire with hoops on the racing tracks? 1
- (ii) What were the two instructions given to the boys before the trial race? 2
- (iii) Did the trial race go according to the expectation of the teacher? Why / Why not? 1
- (iv) What steps did Mr. Ras Mohun take to ensure that the boys did not face the problems that they had faced in their first race? 2
- (v) Why were the narrator and his friends asked to race whenever there were visitors in school? 1

(vi) The narrator mentions that he would often leave the string and run without any support. Why did he do this ?

1

(b) Pick out words/phrases from the passage which are similar in meaning to the following:

1 x 4 = 4

(i) a large ring (para 1)

(ii) based on / inspired from (para 2)

(iii) used for covering / in order to protect (para 6)

(iv) accidents (para 9)

2. Read the passage given below and answer the questions that follow:

8 marks

How many times have we seen more-than-chubby children, pulled their cheeks lovingly, and exclaimed, “How cute !” It’s time for a reality check. Childhood obesity is on a rapid rise in this country, in keeping with an unhealthy global trend: in 2007, an estimated 22 million children under the age of five years were overweight according to the World Health Organisation, and more are expected to join the obese club.

In an alarming report presented by the Indian Heart Association, the thickness of the artery walls of teenagers who are obese were reported to resemble the thickness of an average 45-year-old’s artery walls. In other words, evidence was presented that obese children show early warning signs of heart disease. Childhood obesity is also linked to other serious health complications including juvenile diabetes. We can no longer dismiss it as a problem of the West. We might not be grappling with a problem as huge as in the US - where childhood obesity is considered an epidemic - or in the UK. But trouble is knocking on our doors, as well as those of other developing countries like China, Brazil and Thailand.

A recent ‘Indian Pediatrics’ report makes this point. Unlike in much of the West, where childhood obesity is more prevalent among low-income groups, in India it is a malaise that afflicts the better off. The prevalence of obesity is higher in the upper socio-economic class (4.8 per cent) as compared to the lower socio-economic class (1 per cent). In urban Delhi, about 37 per cent of children are either overweight or obese. Medical experts attribute the weighty troubles of developing countries to changed dietary habits - an overdose of fast and processed foods - and a steep drop in levels of physical activity.

An unhealthy diet is partly a function of the greater access and choice that the expanding middle class has. And partly because of the compulsions of modern urban

life, where both parents often work and prefer quick and easy processed food options rather than cooking every meal from scratch. City children today are also more inclined to spend leisure as couch or mouse potatoes, which does not help in the battle against the bulge. Concerted efforts involving schools, families and government to tackle juvenile obesity are in order. For a start, policymakers must invest in educating parents, especially mothers, about the perils of childhood obesity. And it would be of immense help if we, as a society, got over our peculiar proclivity to associate overweight - especially when it concerns children - with 'well-fed' and 'healthy'.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

SECTION - B (Writing)

25 Marks

3. You are disturbed after visiting a slum area wherein some children do not go to school. Many organizations have come forward with the idea of 'Education for All'. In spite of their best efforts it is still a dream. Design a poster suggesting ideas to make it a reality as education is the only way to progress. 5 marks

OR

Your school is celebrating its Golden Jubilee Year and staging the play, 'Alexander the Great' on its annual day. Mr. Abraham, the famous playwright has consented to be the Chief Guest. Invent the relevant details and draft the invitation card for the occasion. (Word limit - 50)

4. Career Counselling workshops have become a regular feature for the students of senior classes (X-XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today. 10 marks

OR

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2, 2009.

Destination Moon! Destination Mars!

The Indian Space Odyssey is set to conquer many new frontiers.

Welcome aboard.

To begin a most exciting journey!

Join IIST, Sign up for ISRO

Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic, 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

10 marks

Favourable environment - unleashes full potential of child - learning without stress and fear - maximum output - child happy and relaxed - healthy competition

OR

You are Vinod/Vimla, a student of Futuristic Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic:

'Commercial Advertisements: a Boon or a Curse of the 21st Century'. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped-cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

SECTION - C (Grammar)

20 Marks

6. Rearrange the following sentences sequentially to make complete sense. It describes the stages of writing a biography:

5 marks

- (a) Finally, he fits the details in such a way that it fits into an understandable moving whole.

- (b) Then he looks for evidence for inner truths-feelings and desires.
- (c) Biography is both a craft and an art.
- (d) A biographer begins with research, gathering all the available information about a person's life.
- (e) With all the collected information he proceeds to write the story.

7. This year, Bravery Award winners included six year old twins who saved a child from a bull and a ten year old boy who foiled a robbery attempt. As a young reporter, talk to some of the award winners. Prepare a set of five questions. **5 marks**

Example: Good morning, congratulations for the award.

Thanks, I am quite happy.

Narrate your act of courage

Saw a bull charging, foiled a robbery

Your thoughts

Saving people

Scared

No, thought of helping

what inspired you

fearlessness, stories of valour

in future if any other opportunity

no hesitation in helping

8. The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example: **5 marks**

	Incorrect	Correct
According to the UNICEF report more than	the	a
(1) a third of the world child brides are from India,		
(2) leaving children at an increased risk on exploitation		
(3) despite the country's growing modernity but economic		
(4) wealth. Nearly 25 million women over India were married		
(5) in 2007 by the age of 18, said the report, who noted that		

- (6) children in India, Nepal and Pakistan will be engaged or
- (7) even married before they turn 10. Millions of children are
- (8) also being forced to work in harmful condition, or face violence
- (9) and abuse at home and outside, suffer physical and
- (10) psychological harm beside wide-reaching effects, the report said.
9. **Saina Nehwal** is an Indian badminton player. Currently ranked number 6 in the world by Badminton World Federation, Saina is the first Indian woman to reach the 'singles quarterfinals at the Olympics and the first Indian to win the World Junior Badminton Championship. You are Kamal/Kavita a reporter for Times Today. You have to interview Saina. Frame 10 interview questions based on the given input. **5 marks**

born in Hisar, Haryana and spent her life in city of Hyderabad; wake up at 6 every morning and head to the stadium 20 km away - two hours of practice - travelling nearly 50 km a day to accommodate the training schedule - extra training sessions; rising cost of her training - Saina's father withdrew money from his savings 2002; sports brand Yonex offered to sponsor Saina's kit; in 2005 spotted by Mittal trust; in 2006 first Indian woman to win a 4-star tournament; Phillipines Open-entering the tournament as the 86th seed, stun several top seeded players; the Most promising player in 2008; rewarded with Arjuna Award in August, 2009; her coach, Shri Gopichand was also rewarded with Dronacharya Award at the same time.

SECTION -D (Literature)

35 Marks

10. Choose any **one** of the extract and answer the questions that follow:

7 marks

Who hath not seen thee oft amid thy store?

Sometimes whoever seeks abroad may find

Thee sitting careless on a granary floor

Thy hair soft-lifted by the winnowing wind;

- (a) Who is the person being addressed to in these lines as 'thee' ? What is the poetic device used here?
- (b) What is the person referred to in these lines doing? Why is her/his hair being lifted?
- (c) What are the other activities the person is involved in ?

$\frac{1}{2} + \frac{1}{2} = 1$

1+1 = 2

2

- (d) How are the activities mentioned in these lines different from those taking place before this as described in the first stanza? 1 + 1 = 2

OR

Incredulously the laced fingers loosen

Slowly sensation by sensation from their warm interchange

And stiffen like frosted flowers in a November garden

- (a) Name the poem and the poet. 1
- (b) What is being described in the above lines? 1
- (c) Pick out the poetic device in the above lines and name it. $\frac{1}{2} + \frac{1}{2} = 1$
- (d) Explain the term 'stiffen like frosted flowers in the November garden'. 2
- (e) Why has the narrator used the word 'incredulously' ? 2
11. Answer any two of the following in not more than 50 words each: 2 x 4 = 8 marks
- (a) What are the reasons that make fighting in a war traumatic for the combatants?
- (b) How do we know that the bird in the poem, 'Sympathy' has a never-say-die spirit and is not ready to give up without a fight?
- (c) Describe any two similes used in the poem, 'Ars Poetica' which bring out the qualities of a good poem.

12. Answer the following question: 5 marks

'Once you had started you had to go on. There was no turning back.'

- (a) Who said these words? To whom were they spoken ? $\frac{1}{2} + \frac{1}{2} = 1$
- (b) Why does the speaker make this comment? 2
- (c) Do you think the speaker was right in his/her assessment? Give reasons for your answer. 2

OR

Mr. White: "Ay, I had a bad night"

Mrs. White: "It was the storm I expect"

Was Mr. White's sleep disturbed because of the storm? Give reasons for your answer. Answer in 80-100 words.

13. Answer any **two** of the following in about 50 words each: **2 x 4 = 8 marks**

- (a) How did Lisa become a real actress?
- (b) What sort of an environment should a school provide a student to make them perform a task well, according to Einstein?
- (c) Why was the young boy sitting in the litchi tree in the lesson, 'What's Your Dream' ?

14. Answer the following question in 100-125 words: **7 marks**

After meeting the comedians and agreeing to allow Robichon to masquerade as him at Appeville Sous Bois, Jacques Roux writes a diary entry recording the reasons why he approached the comedians, his feelings at Robichon's proposal and his reason for agreeing to it. Write the diary entry.

OR

Mrs. Malik and her daughter-in-law are quite similar to one another. Do you agree? Give your opinion about this statement.

QUESTION PAPER CODE 212
SECTION A : READING

1. Read the following passage and answer the questions that follow: **12 marks**

- 1 Why should I meet young students in particular? Seeking the answer I went back to my student days. From the island of Rameswaram, what a great journey it's been! Looking back it all seems quite incredible.
- 2 What was it that made it possible? Hard work? Ambition? Many things come to my mind. I feel the most important thing was that I always assessed my worth by the value of my contribution. The fundamental thing is that you must know that you deserve the good things of life, the benefits that God bestows. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens?
- 3 There is nothing mysterious about the abundance in developed nations. The historic fact is that the people of these nations - the G8 as they are called - believed over many generations that they must live a good life in a strong and prosperous nation. The reality became aligned with their aspirations.
- 4 I do not think that abundance and spirituality are mutually exclusive or that it is wrong to desire material things. For instance, while I personally cherish a

life with minimum of possessions, I admire abundance, for it brings along with it security and confidence, and these eventually help preserve our freedom. Nature too does not do anything by half measures, as you will see if you look around you. Go to a garden. In season, there is a profusion of flowers. Or look up. The universe stretches into infinitude, vast beyond belief.

- 5 All that we see in the world is an embodiment of energy. We are a part of the cosmic energy too, as Sri Aurobindo says. Therefore when we begin to appreciate that spirit and matter are both part of existence, are in harmony with each other, we shall realize that it is wrong to feel that it is somehow shameful or non-spiritual to desire material things.
- 6 Yet, this is what we are often led to believe. Certainly there is nothing wrong with an attitude of making do with the minimum, in leading a life of asceticism. It has to be a matter of choice. You follow such a lifestyle because it answers a need that arises from deep within you. However, making a virtue of sacrifice and what is forced upon you - to celebrate suffering - is a different thing altogether.
- 7 This was the basis of my decision to contact our young. To know their dreams and tell them that it is perfectly all right to dream of a good life, an abundant life, a life full of pleasures and comforts, and work for that golden era. Whatever you do must come from the heart, express your spirit, and thereby you will also spread love and joy around you.

- An excerpt from 'Ignited Minds'

- (a) On the basis of your understanding of the passage, answer the following questions:
- | | |
|------------------------------------------------------------------------------|---|
| (i) Which journey is the author talking about? What has been its purpose ? | 2 |
| (ii) Name four things that contribute to progress in one's life. | 2 |
| (iii) What is the secret behind the affluence of developed nations? | 1 |
| (iv) Which common notion does the author challenge? How does he justify it ? | 2 |
| (v) What message does the author give to the young people? | 1 |
- (b) Pick out the words which mean the opposite of the following: 1x4 = 4
- | | |
|----------------------------|--|
| (i) Ignorant (para 2) | |
| (ii) Scarcity (para 4) | |
| (iii) Condemn (para 5) | |
| (iv) Epicureanism (para 6) | |

2. Read the passage and answer the questions that follow:

8 marks

The modern garden has a history going back many thousands of years. Early humans were hunters and gatherers and usually did not stay in one place for a long time. Instead, they travelled from place to place following the food (plants and animals) according to the seasons. During the Neolithic period this slowly began to change; humans started to domesticate certain plants which meant they could remain in one place and grow their own food. The first 'garden' was a vegetable garden, where early humans cultivated different types of plants for food.

Evidence of early agriculture includes edible plants such as wheat and lentils and also includes more ornamental plants for decorative purposes. Plants for medicine were grown as were herbs and spices for flavouring or preserving food.

Certain plants also had religious or spiritual value and were not only grown because they were useful or edible but had a religious significance. They were planted to honour the Gods or used in religious ceremonies. Certain plants were sacred, for instance the tulsi. The ancient Greeks planted groves for their Gods, and many cultures believed that gardens were holy.

Gardens were a way to show that their owners were rich or powerful. Ancient rulers created huge gardens to display their wealth, in the same way that large places were symbols of prosperity. Sir Francis Bacon described gardens as "purest of human pleasures." The ancient Greeks believed that growing food was a job for the poor but gardens were places for enjoyment and contemplation. The English word 'Paradise' comes from the Persian word 'Pairidaeza' meaning a walled space; garden. One of the most famous early gardens was the Hanging Garden of Babylon. One of the Seven Wonders of the Ancient World, it was created 2,600 years ago, near the river Euphrates. It was designed so that the river could continually irrigate it and as a result was green all year around.

As gardens have developed over the years, design and beauty have become more and more important. Humans have learnt about Nature and to design gardens precisely, like a work of art or building. The gardens of Versailles, in France and our very own Mughal Gardens at the Rashtrapati Bhavan are excellent examples of "Garden Architecture" - everything is symmetrical and even the trees are pruned to fit in with the design.

Carefully planned or not, gardens are still beautiful and relaxing places to visit. On a fine day you might even find a little part of Paradise if you look hard.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

SECTION B - WRITING

25 Marks

3. Rosalind/Ravi is very excited on moving into a room of her/his own in the college she/he has just joined after passing out of school. She/He writes a description of the room in her/his diary. You are Rosalind/ Ravi. Write the description in not more than 80 words.

5 marks

OR

You are a member of your school environment club. On the occasion of 'World Save Energy Day' you and the other club members decide to create awareness about the urgent need to conserve electricity by designing a poster highlighting the merits of conserving electricity. Design the poster in not more than 50 words.

4. Career Counselling workshops have become a regular feature for the students of senior classes (X - XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today.

10 marks

OR

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2, 2009.

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Welcome aboard. To begin a most exciting journey!
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Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

10 marks

Favourable environment - unleashes full potential of child -
learning without stress and fear - maximum output - child happy
and relaxed - healthy competition

OR

You are Vinod/Vimla, a student of New Era Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic: ‘Commercial Advertisements: a boon or a curse of the 21st century’. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped - cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

SECTION C - GRAMMAR

20 Marks

6. Rearrange the following sentences sequentially to make complete sense: 5 marks

- (a) Elizabeth was in the audience and felt inspired.
- (b) On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
- (c) She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn't they become doctors.
- (d) When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies”.
- (e) Elizabeth Garrett Anderson was born in a rich family, in 1836.

7. Gayatri has approached the school counsellor Mrs. C to discuss some problems that she is facing at home. Make five sets of exchanges based on the cues given below. The first one has been done for you as an example: 5 marks

Feeling misunderstood / parents think not studying enough / rude to parents / not dressing appropriately / not helping in housework / talking too much on the phone

Mrs. C : Hello Gayatri. What makes you so sad today?

Gayatri : The problem is not new. I feel so misunderstood especially at home.

8. The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example : 5 marks

To being able to fly like a bird is the dream of many.

being be

1. Birds are mysterious creatures. They didn't have
2. houses. So where do they store food? Under their
3. throat! Birds has a bulge below their throat
4. called a 'Storage Bag' and food stays there and
5. must be coughed up for chicks to eat. Not having teeth
6. is not a problem for it. They have a special grinding
7. organ called a gizzard. Food is crush by the muscles
8. as they moves around the gizzard. Some birds swallow
9. grit and small stones, this stay in the gizzard and help
10. to grind up the food. They will also store this flying fuel in tiny sacs all over their body.

9. You are Madhu working with a company conducting market research to find out what people look for when buying clothes. Frame ten questions that you would like to ask the people in your city/town. Some cues have been given to help you prepare the questionnaire.

5 marks

material; price; brand; style; fashion; utility; colour; design; influences-parents / friends / others; place you buy it from-boutiques / malls / small shops;

SECTION D - LITERATURE

35 Marks

10. Choose any **one** of the following extracts and answer the questions that follow:

7 marks

Their dreams that drip with murder; and they'll be proud
Of glorious war that shatter'd all their pride...
Men who went out to battle, grim and glad;
Children, with eyes that hate you, broken and mad

- | | |
|-------------------------------------------------------------------------|---|
| (a) What is the theme of the poem? | 1 |
| (b) Who does 'Their' refer to in the first line? What do they dream of? | 2 |
| (c) Explain the irony in the second line. | 2 |
| (d) Who does the narrator refer to as children? Why? | 2 |

OR

And is there cause for sorrow
That in the one small white murder of one kiss
Are born two ghosts, two Hamlets, two soliloquies,
Two worlds apart tomorrow?

- (a) Pick up an example of irony from the above lines and explain it. 2
- (b) What is a soliloquy? Who does the word 'two' refer to? 1 + 1 = 2
- (c) Who are the two ghosts and why are they being referred to as Hamlets? 2
- (d) Quote the lines that convey the theme of the poem. 1
- 11.** Answer any **two** of the following in not more than 50 words each: 2x4 = 8 marks
- (a) Autumn is a season of abundance and joy with an underlying sense of sadness. Discuss with reference to the poem, 'Ode to Autumn'.
- (b) What are the feelings of the narrator towards his mother as expressed in the poem, 'Of Mothers, Among Other Things'? Give examples from the poem to justify your answer.
- (c) What does the narrator of the poem, 'Sally in our Alley' want to convey through this line - 'But sure such folks could ne'er beget so sweet a girl as Sally.'? How does he spend time with Sally?

- 12.** Answer anyone of the following in 80 - 100 words: 5 marks
- 'This will be my last act of mercy.'
- How is this statement made by the speaker ironical?

OR

What was the second wish made on the monkey's paw? Why was it made? What was the result?

- 13.** Answer any **two** of the following in about 50 words each: 2x4 = 8 marks
- (a) Who were the Censors of Piety and what role did they play in the administration of Asoka's kingdom?
- (b) How does the story, 'Grief' convey the insensitive nature of humans?
- (c) Why does Mrs. Malik feel that the architect had been mocking her all these years?

14. Answer any **one** of the following in 100 - 125 words:

7 marks

Compare and contrast the characters of the two actresses – Lisa from the story, 'The Actress' and Suzanne from the story, 'The Judgement of Paris',

OR

Discuss the memories that Robert Lynd has of his childhood. Why does he call some of them 'illusions' ?

Marking Scheme — Functional English

General Instructions :

1. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks be awarded accordingly.
2. Answer scripts should not be given to the evaluators for evaluation until and unless the given Marking Scheme has been thoroughly discussed with them in a group or individually on the first day of evaluation.
3. The Head Examiner must go through the first five answer scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the Marking Scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. However, the Marking Scheme carries only suggested value points and does not constitute the complete answer.
5. If a question has parts, please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded in the left-hand margin.
7. Where marks are allotted separately for content and expression as per the Marking Scheme they have to be reflected separately and then totalled. **This is a mandatory requirement.**
8. A slash (/) in the Marking Scheme indicates alternative answer. If a student writes an answer which is not given in the Marking Scheme but which is equally acceptable, marks should be awarded only in consultation with the Head Examiner.
9. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
10. If a student writes a single word in response to a short answer type question and it constitutes the core of the answer it should be accepted and awarded full marks.

11. If a student literally lifts a portion of the given passage as an answer to a question, no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.11 (Section D).
12. Some of the questions may relate to Higher Order Thinking Skills. These, questions are to be evaluated carefully and the student's understanding/analytical ability may be judged.
13. Wherever the word limit is given, no marks to be deducted for exceeding the word limit. However, due credit should be given for precise answers.

QUESTION PAPER CODE 212/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

Q1. READING

RAS MOHUN

TOTAL MARKS : 12

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

Objective : To identify and understand main parts of the text.

Marking : As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

Answers :

- | | | | |
|----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| a) | i. | ● because boys were visually challenged/
● to help them run in their tracks (any 1) | 1 mark |
| | ii. | ● told them to hold metal hoop by string
● run with the wire as guide | 1 mark
1 mark |
| | iii. | ● yes, boys could run fast in their respective tracks /
● no. boys were badly hurt (either yes or no with justification) | 1 mark |
| | iv. | ● stationed Sighted Master at finishing post with bell
● stretched strong rope at finishing point | 1 mark
1 mark |
| | v. | ● novelty / showcased efforts of school to help visually challenged /
● the three were the fastest runners skilled at different kinds of races.
(any 1) | 1 mark |

- vi. ● wanted to behave like a normal child/wanted to compete on even terms
- they had become so used to running in the tracks that he could run even without the string (anyone)

1 mark

(b) VOCABULARY

Objective : To deduce the meanings of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers :** b)
1. hoop
 2. modelled
 3. Wrapping
 4. mishaps

Q 2. Note making and Summarizing

Total Marks: 8

Objective : To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

Marking : Note making

5 marks

Heading 1 mark

Abbreviations / Symbols 1 mark
(with or without key)
(minimum four)

Content 3 marks
(minimum three sub headings)

Important instructions:

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.

Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.

(a) **Note making**

Note: If the student has attempted only the summary or only the notes, due credit should be given.

Suggested Notes

Title : Childhood Obesity

1. Unhealthy global trends / Reality check
 - a. 2007-22 million children below 5yrs obese
2. Complications
 - a. thickness of artery like 45 yr old
 - b. juv. diabetes
 - i. problem of the west-US, UK
 - ii. developing countries -Brazil, Thailand, China
3. Obesity in India
 - i. prevalent among upper socio economic class
 - ii. urban Delhi-37% youngsters overweight
4. Reasons for rise in obesity
 - a. changed dietary habits
 - i. access and choice of middle class
 - ii. compulsion of mod. upper class
 - iii. parents working
 - iv. prefer easy processed food
 - b. drop in physical activity
5. Measures to fight obesity
 - a. concerted efforts of govt. schools, families
 - b. educate parents
 - c. not associate overweight with being 'healthy'

Key to Abbreviations

1. yrs. - years
2. juv. - juvenile
3. & - and
4. govt. - government
5. mod. - modern

- Note:** 1. Any abbreviations done by the students should be accepted.
 2. No student to be penalized if they have not given a key to abbreviations.

(b) SUMMARY

- Objective: 1) To expand notes (headings and sub-headings) into a summary
 2) To test ability of extraction

Marking:	Content	2 marks
	Expression	1 mark

Note: Considering the numerous facts mentioned in the notes about obesity, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

SECTION B (WRITING) TOTAL - 25 MARKS

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

Q.3. OPTION-1

POSTER EDUCATION FOR ALL TOTAL - 5 MARKS

Objective: To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

Marking: Content 3 marks
 (To include heading and issuing authority)

Suggested Value Points

1. create awareness about education
2. importance of education
3. steps /measures to spread education
4. appropriate slogans

Expression Coherence and relevance of ideas, accuracy and style 2 marks
 Due credit should be given for creativity and economy of words

Option-2

FORMAL INVITATION CARD

TOTAL - 5 MARKS

Objective: To use an appropriate style to draft a formal card

Marking:

Format

1 mark

name of the organizers

½ mark

mentioning RSVP with name/phone no.

½ mark

Content

2 marks

- mention the event - play “Alexander” ½ mark
- time, date, venue ½ mark
- purpose of the invitation – Golden Jubilee ½ mark
- name of chief guest Mr. Abraham ½ mark

Expression

- Coherence and relevance of ideas and style **2 marks**

Q.4. Option -1

LETTER TO THE EDITOR - CAREER COUNSELLING

TOTAL -10 MARKS

Objectives: To use an appropriate style to write a formal letter.
To plan, organize and present ideas coherently

Marking:

Format

2 marks

- (1. sender’s address, 2. date
- 3. address of the addressee
- 4. salutation. 5. subject
- 6. complimentary close
- 7. sender’s signature/name)

Content

4 marks

Suggested value points

- mention of counselling workshops- regular feature
- utility of such workshops
- advantages
- disadvantages (if any)

Expression: **4 marks**

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

Or

Option -2

LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE

TOTAL -10 MARKS

Objectives: To use an appropriate style to write a formal letter

To plan, organize and present ideas coherently

Marking: Format 2 marks

1. sender's address
2. date
3. address of the addressee
4. salutation
5. subject
6. complimentary close
7. sender's signature/name

Content 4 marks

Suggested value points

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

Expression 4 marks

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

Q.5. Option -1

ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH

Objective: To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

Marking: Format		1 mark
heading and writer's name		
Content		4 marks
Expression		5 marks
(Grammatical accuracy,		
appropriate words and spellings	2 ½ marks	
coherence and relevance of ideas and style	2 ½ marks	
Suggested value points		
- importance of favourable environment		
- effect on child's potential		
- stress free learning leads to maximum output		
- leads to healthy competition		
(any other relevant point)		

Option - 2

SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE

TOTAL - 10 MARKS

Objective: To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking: Content 5 marks
(to include greeting and thanking)

Suggested Value points

Any view point based on given input

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

Expression 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- coherence and relevance of ideas and style 2½ marks

SECTION C (GRAMMAR)

20 MARKS

In Section C care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

Q6. REARRANGING

TOTAL: 5 MARKS

Objectives: To be able to present ideas in grammatically logical sequence

5 marks

Marking: 1 mark for every correct answer

Answer

- (c) Biography is both a craft and an art
- (d) A biographer begins with research, gathering all the available information about a person's life
- (b) Then he looks for evidence for inner truths - feelings and desires
- (c) with all the collected information he proceeds to write a story
- (a) Finally he fits the details in such a way that it fits into an understandable moving whole

Q7. DIALOGUE WRITING

TOTAL-5 MARKS

Objectives: To be able to extend a situation into a meaningful dialogue.

Marking: 1 mark each for every correct exchange provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

Note: **The dialogues could include conversation with both the twins / either of the twins / each twin separately or any other award winner**

Marks have to be awarded if a student has framed 5 questions instead of 5 sets of exchanges

Sample Answers

1. Q: Would you like to narrate your act of courage?
A: I saved a child from a charging bull/ foiled a robbery /
I saved a child from a charging bull and foiled a robbery.
2. Q: What were your thoughts at that time?
A: I wanted to save the people/child.
3. Q: Were you scared?
A: No. I only thought of helping the boy / people / child.
4. Q: What inspired you?
A: My fearlessness and stories of valour read by me.
5. Q: Would you do the same in future?
A: Yes, I will not hesitate to help those in trouble.

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking: ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However no marks are to be deducted if the candidate has given only the correct words.

	<u>Incorrect</u>	–	<u>Correct</u>
1.	World	–	world's
2.	on	–	of
3.	but	–	and
4.	over	–	in
5.	who	–	which
6.	will	–	would
	in	–	from
	no error		
	will be	–	were / are
7.	turn	–	turned / no error
8.	condition	–	conditions
9.	suffer	–	suffering
10.	beside	–	besides

Note: Sentence 6 has 4 options as indicated above

Sentence 7 has 2 options as indicated above

Q9. FRAMING QUESTIONS**TOTAL-5 MARKS****Objectives:** To understand the context and frame relevant and appropriate questions.**Marking:** ½ mark each for every accurate question framed**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least two of the areas specified for the interview in the given input. Any other suitable questions may be acceptable**SECTION D: LITERATURE****TOTAL -35 MARKS****Q10. REFERENCE TO CONTEXT****TOTAL- 7 MARKS**

Under Section D. (Q10) question has been designed to test a students' understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks If the answer deserves it.

Objective: To test students' comprehension of poetry- local. Global, interpretative. inferential and evaluative**Marking:** 7 marks**OPTION (1) ODE TO AUTUMN**

- a) Autumn; personification ½ + ½ mark
- b) sitting on the granary floor, hair lifted in the wind 1 + 1 mark
- c) sitting, winnowing, reaping, harvesting, gleaning, sleeping, watching the cider press
(any four) ½ + ½ + ½ + ½ mark
- d) It is more slow paced, lethargic, earlier it was hectic / The mentioned activities are all farming activities In preceding stanza the ripening and swelling of fruits and vegetables, blooming of flowers, collection of nectar by bees, is described 1 + 1 mark

OPTION (2) CURTAIN

- a) Curtain - Helen Spalding ½ + ½ mark
- b) separation of two lovers 1 mark
- c) “stiffen like frosted flowers in a November garden”; simile ½ + ½ mark

- d) It refers to the emotional state of two lovers which becomes cold and numb due to the pain and shock caused by the separation 1 + 1 mark
- e) To show how unbelievable, difficult to understand / sudden / shocking the separation has been / how quickly the emotions have changed for the lovers (any two) 1 + 1 mark

Q11. POETRY

TOTAL 4X2 = 8 MARKS

Objectives: To test students' comprehension of poetry - local and global

Marking: Content: 3 marks

Expression: 1 mark

- a) They lose their friends;
- are haunted by the scenes of war / ghosts of dead companion .
 - realize war was not glorious after all / disillusionment/ indifference of the politicians and non-combatants
 - suffer from neurasthesia / shell shock / physical, emotional and mental injuries
- (any three)
- b) He keeps on beating against the bars of his cage / doesnot give up
- wings wounded, bleed openly, causing old scars to open
 - sends a prayer begging and hoping for freedom (any three)
- c) Poem has been compared to
- globed fruit - showing it is something to be relished and is complete in itself
- medallion - to be cherished / close to the heart
- worn stone casement ledges - classical element that transcends the barriers of time and age
- flight of birds - emphasizing its ability to lift the readers to sublime heights, to emphasize rhythm and harmony
- motionless in time as the moon climbs – understanding of poem subtle and imperceptible (any two)

Q12. PLAY

TOTAL-5 MARKS

Objectives: To test the students' ability to comprehend plays, understand character etc.

Marking: Content:	3 marks
Expression:	2 marks

OPTION (1) AN ADVENTURE STORY

- Queen Mother to Alexander
- She replies to his question whether he could have contained his ambition at any time in the past. She was aware his ambition was too deep rooted to let him rest in peace.
- Any answer either in favour or against - with evidence

OR

OPTION (2) MONKEY'S PAW

Suggested answer

- No, because Mr. White had been expecting his wish for 200 pounds to be fulfilled
- had been anxious, tense and excited
- had been waiting for something unexpected to happen
- had felt the paw move in his hands
- was fearful / apprehensive about outcome of wish

OR

Yes, with a suitable justification

Q13. FICTION

TOTAL 4X2=8 MARKS

Objective: To test students' ability to comprehend, interpret and evaluate prose texts

Marking: Content	-	3 marks
Expression	-	1 mark

- The pain she suffered at the death of her love, Doronin made her identify with the pain and suffering of the characters she portrayed. Acting was no longer mouthing lines but portraying true feelings.
- Not over competitive: child should work for the pleasure of learning and to know how the result of his work benefits society; should nurture independent thinking minds.
- he wanted some private space; had to share room in the house: was a dreamer and was daydreaming in the tree without any interruption

Q14. LONG ANSWERS - FICTION

Total 7 marks

Objectives: To test students' ability to comprehend prose texts globally, interpret and evaluate them.

Marking: Content – 4 marks
Expression – 3 marks

Option -1 JUDGEMENT OF PARIS

Note: Marks should be awarded for the students' creativity

Suggested Value Points:

- meeting the comedians at the cafe
- asking for help to deal with stage fright
- Robichon's proposal
- accepting his offer both for the money and the publicity
- looking forward to the lecture
- wondering what will happen

Option-2 ROOM 10'x 8'

Suggested Value Points:

Accept both yes and no for an answer as the question is open ended.

Similarities

- Mrs. Malik and daughter-in-law quite similar in their approach to their mothers-in-law
- both insensitive
- both dominating personalities - husbands passive
- both quite modern

Differences

- Mrs. Malik
 - very hard working
 - practical - accepts government rent
 - accepts daughter-in-law's position as mistress of the house
- Daughter-in-law
 - fashionable
 - wears loud colours
 - happy to get a house without really working towards its constructions
 - speaks English to exclude mother-in-law from conversation

QUESTION PAPER CODE 212

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

Q1. READING

OFF THE BEATEN TRACK

TOTAL MARKS: 12

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

Objective : To identify and understand main parts of the text.

Marking : As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

Answers: (a)

- i. journey of life / journey through his school days / long journey from Rameshwaram to his present position 1 mark
to address / advice the youth
to know their dreams and motivate them 1 mark
- ii. hard work; ambition; assessing one's self worth by the value of his contribution; self confidence $\frac{1}{2} \times 4 = 2$ marks
- iii. The belief that one deserves the best / that they must live a good life in a strong and prosperous nation 1 mark
- iv. that abundance and spirituality are mutually exclusive / it is wrong to desire material things 1 mark
abundance brings with it security and confidence / helps to preserve our freedom 1 mark
- v. whatever one does must come from the heart and express ones's spirit / it's alright to dream of a life of abundance / to work for the golden era / to express your spirit / spread love and joy around you (anyone) 1 mark

Q1.2 VOCABULARY

Objective : To deduce the opposites of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers :** b) i. enlightened
ii. abundance / profusion
ii. appreciate
iv. asceticism

Q 2. Note making and Summarizing

Total Marks: 8

Objective : To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

Marking : Note making

5 marks

Heading	1 mark
Abbreviations / Symbols (with or without key) (minimum four)	1 mark
Content (minimum three sub headings)	3 marks

Important instructions:

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.

Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.

(a) Note making

Note: If the student has attempted only the summary or only the notes, due credit should be given

Suggested Notes

Title: History of Gardens

or

Any other suitable title

1. Evolution of Garden

- a. early man went in search of plants
- b. Neolithic period - man started to grow his own food
 - i. first garden - veg. garden

2. Early Agriculture

- a. different types of plants grown
 - i. edible
 - ii. ornamental
 - iii. medicinal

3. Significance of Gardens

- a. certain plants had rel., spiritual value
 - i. used to honour gods
- b. display of wealth & power
- c. garden as a paradise
 - i. e.g. hanging gardens of Babylon

4. Garden Architecture

- a. design & layout of garden became imp.
 - i. symmetrical - trees pruned to fit design
- b. garden - a work of art

Key to Abbreviations

- 1. veg. – vegetable
- 2. eg. – example
- 3. med. – medicine
- 4. rel. – religious

- Note:** 1. Any other suitable abbreviations done by the students may be accepted.
2. No student to be penalized if they have not given a key to abbreviations separately.

(b) SUMMARY

Objective:1)To expand notes (headings and sub-headings) into a summary
2)To test ability of extraction

Marking: Content 2 marks
Expression 1 mark

Note: Considering the numerous facts mentioned in the notes, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

SECTION B (WRITING)

TOTAL - 25 MARKS

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

Q.3. OPTION 1

FACTUAL DESCRIPTION

TOTAL - 5 MARKS

Objective: Writing a factual description of a place in an appropriate style

Marking: 5 Marks

Note:

Heading ½ mark
Content 2 ½ marks

Suggested Value Points

- size
- location
- description of layout
- arrangement of furniture / decor
- ventilation / view

Expression 2 marks
Coherence and relevance of ideas and style

Note : Can be presented as a diary entry. No penalty for format.

OPTION-2

POSTER

WORLD SAVE ENERGY DAY

TOTAL - 5 MARKS

Objective: To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

Marking: Content 3 marks
(to include heading and issuing authority)

Suggested Value points

- highlight the need to conserve electricity - its merits
- measures to be taken
- appropriate slogans

Expression 2 marks

Coherence and relevance of ideas and style

Q.4. Option -1

LETTER TO THE EDITOR - CAREER COUNSELLING

TOTAL -10 MARKS

Objectives: To use an appropriate style to write a formal letter.
To plan, organize and present ideas coherently

Marking: Format 2 marks

- (1. sender's address, 2. date
- 3. address of the addressee
- 4. salutation. 5. subject
- 6. complimentary close
- 7. sender's signature/name)

Content 4 marks

Suggested value points

- mention of counselling workshops- regular feature
- utility of such workshops
- advantages
- disadvantages (if any)

Expression: 4 marks

(Grammatical accuracy, appropriate words and spellings 2 marks

coherence-and relevance of ideas and styler) 2 marks

Or

Option -2

LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE

TOTAL -10 MARKS

Objectives: To use an appropriate style to write a formal letter
To plan, organize and present ideas coherently

Marking: Format **2 marks**

1. sender's address
2. date
3. address of the addressee
4. salutation
5. subject
6. complimentary close
7. sender's signature/name

Content **4 marks**

Suggested value points

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

Expression **4 marks**

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

Q.5. Option -1

ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH

Objective: To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking: Format 1 mark
(heading and writer's name)

Content 4 marks

Expression 5 marks

- Grammatical accuracy, appropriate words and spellings 2 ½ marks
- coherence and relevance of ideas and style 2 ½ marks

Suggested value points

- importance of favourable environment
- effect on child's potential
- stress free learning leads to maximum output
- leads to healthy competition

Option - 2

SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE

TOTAL - 10 MARKS

Objective: To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking: Content 5 marks
(to include greeting and thanking)

Suggested Value points

Any view point based on given input

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

Expression 5 marks

- Grammatical accuracy, appropriate words and spellings 2½ marks
- coherence and relevance of ideas and style 2½ marks

SECTION C (GRAMMAR)

20 MARKS

In Section C, care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

Q6. REARRANGING

TOTAL: 5 MARKS

Objectives: To read and arrange sentences in a sequential order 5 marks

Marking: 1 mark for every correct answer

Answer

- Elizabeth Garrett Anderson was born in a rich family, in 1836.
- On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
- When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies.”
- Elizabeth was in the audience and felt inspired.
- She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn’t they become doctors.

Q7. DIALOGUE WRITING

TOTAL: 5 MARKS

Objectives: To extend the given input into a meaningful dialogue.

Marking: ½ mark each for every correct dialogue provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

Sample Answers:

- Mrs. C: Do you at times feel misunderstood?
Gayatri: Yes, everywhere, especially at home.
- Mrs. C: Are your parents happy at the number of hours you put in for your studies?
Gayatri: No. They feel I am not studying enough.

3. Mrs. C: Do they have any other complaints against you?
Gayatri: Yes. they do. They often say that I am rude.
4. Mrs. C: What is their view on the way you dress?
Gayatri: Well, they say that I do not dress appropriately on many occasions.
5. Mrs. C: Do you help your mother in housework?
Gayatri: I have so much of school work that I have no time to help.
6. Mrs. C: Do you talk too much on the phone?
Gayatri; There is always so much to catch up on especially if I have been absent for a day from school.

(Any other suitable exchange may be accepted)

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking: ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However, if only the correct words are given marks are to be awarded.

	<u>Incorrect</u>	–	<u>Correct</u>
1.	didn't	–	don't
2.	under	–	in/inside/below
3.	has	–	have
	throat	–	throats
4.	a	–	the
	and	–	which
5.	must	–	can
	no error		
	must be	–	is
6.	it	–	them
7.	crush	–	crushed
8.	they	–	it
9.	this	–	which
10.	will	–	can

Note : **Sentence 2 has 3 options as indicated above**
Sentence 3 has 2 options as indicated above
Sentence 4 has 2 options as indicated above
Sentence 5 has 3 options as indicated above

Q9. FRAMING QUESTIONS

TOTAL-5 MARKS

Objectives: To understand the context and frame relevant and appropriate questions.

Marking: ½ mark each for every accurate question framed

Note: No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

Suggested Answers:

1. Do you check the material of the clothes that you buy?
2. Do you look at the price before buying clothes?
3. Do you buy branded clothes?
4. Do you give importance to style while buying clothes?
5. Do you give preference to the utility of the clothes that you buy?
6. Do you buy bright coloured clothes?
7. Do you give importance to the design of the clothes?
8. Are you influenced by the choices of your parents and friends?
9. Do you prefer buying clothes from boutiques?
10. Do you mind buying clothes from smaller shops?

SECTION D: LITERATURE

TOTAL -35 MARKS

Under Section D (Q10) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

Q10. REFERENCE TO CONTEXT

TOTAL- 7 MARKS

Objective: To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

Marking: 7 marks

Answers:

OPTION (1) SURVIVORS

- a) the poem is about the ravages / after-effects / damage / destruction due to war both in material, physical and psychological terms 1 mark
- b) - the combatants / survivors
- they dream of their friends who died in the war / the scenes of war
1 + 1 mark
- c) the non-combatants call war glorious but it shattered the pride of the soldiers
- so how could it be glorious? 2 marks
- d) - the survivors of the war 1 mark
- they have been reduced to a helpless state and have to re-learn the basic processes of life 1 mark

OPTION (2) CURTAIN

- a) Ironical that murder leads to birth of ghosts / murder can be white - no bloodshed 1 mark
Kiss leads to separation creating two lonely souls; from one happy soul they have become two suffering individuals 1 mark
- b) It is a speech that one makes to oneself. 'Two' refers to the two lovers who have separated. 1 + 1 mark
- c) The two lovers are the ghosts. 1 mark
- called Hamlets due to loneliness / no one to share their grief / debating within themselves regarding decision to separate / whether their decision to separate was right. (any two) 1 mark
- d) Two worlds apart tomorrow 1 mark

Q11. POETRY

TOTAL 4X2 = 8 MARKS

Objectives: To test students' comprehension of poetry - local and global

Marking: Content: 3 marks

Expression: 1 mark

SUGGESTED ANSWERS

- a) The first stanza expresses the feeling of joy at the abundance which is a part of autumn such as blooming flowers, ripening fruits and the feeling that the season will never end.

The second stanza describes the harvesting and the collecting of the grains, a slowing down of the pace of things, preparing for winter.

The third stanza mentions the beauty of the dying day and the sounds associated with this season which has a mournful mood-the bleating of the full grown lambs, the wail of the gnats etc.

- b) Love for his mother mixed with regret/remorse/guilt. He remembers her as a young, active, beautifully adorned mother and is shocked to realize how frail and emaciated she has become - a feather of a one time wing - he feels a choking sensation - 'my tongue licks bark' because he realizes she won't be there too long.
- c) His surprise that such a beautiful girl could be born to people from such a humble background (father cabbage net seller and mother makes laces). He walks with her every Sunday when the Sermon is being delivered in the church.

Q12. DRAMA

TOTAL-5 MARKS

Objectives: To test the students' ability to comprehend plays, understand character etc.

Marking: Content: 3 marks
Expression: 2 marks

OPTION (1) AN ADVENTURE STORY

Alexander makes this remark on his death bed. His last act of mercy is not naming a successor.

Ironic because he had been very cruel and merciless in his life and by not naming a successor he was going to leave the people in greater turmoil as it would lead to fights between his generals who would want to occupy the throne.

OR

OPTION (2) THE MONKEY'S PAW

The second wish was to get dead Herbert come back to life because he died in an accident and mother wanted him back alive They could hear a knocking on the door which became increasingly louder and almost broke down their door. This incident disturbed their peace of mind and emphasized their feeling of loss and sorrow.

Q13. PROSE

TOTAL 4X2=8 MARKS

Objective: To test students' ability to comprehend, interpret and evaluate prose texts

Marking: Content - 3 marks
Expression - 1 mark

- a) They were the officers appointed by Ashoka to ensure that the people followed the rules of Dharma and to ensure no one misused the rules and to protect those who had no family and to see justice was available to every citizen.
- b) It highlights the plight of a cab driver Iona Potapov who wants to share his sorrow at the loss of his son with someone but can't find anyone. He tries talking to people around him but no one is interested and finally he finds solace talking to his horse. It shows how we have lost the ability to sympathize and show compassion to one another.
- c) She feels so because she had always believed that the lady in the sketch had been herself but on the day she finally moves into the house she finds her daughter-in-law standing in the same pose wearing a saree of the same colour. It is then that she realizes that the lady resembled her daughter-in-law more than her. Also all these years she had considered herself the mistress of the house but in reality it was her daughter-in-law who finally became the mistress.

Q14. PROSE (LONG ANSWERS)

Total 7 marks

Objectives: To test students' ability to comprehend prose texts globally, interpret and evaluate them.

Marking: Content - 4 marks
Expression - 3 marks

OPTION (1)

CHARACTER SKETCH

Note: Marks should be awarded for students' creativity

Suggested Value Points:

Similarity

- theatre artists / both young actresses

Contrast

- both as different as chalk from cheese
- Lisa-deep, intense, passionate about her acting and sensitive to the issues around her.
- affected by the suffering of the people and the war
- one-man woman-Doronin love of her life. His death, a traumatic experience.
- Suzanne - frivolous, flirtatious, likes to have admirers, marriage is not a serious issue, makes a game of it.

OPTION (2) HUM OF INSECTS

Suggested Value Points:

- remembers happy carefree days spent in his garden
- biscuits brought by his aunt
- songs sung by his grandfather
- illusion that everyone who smiles is happy and the beasts of burden are also happy to serve
- illusion that the world existed only as far as the garden gate
- illusion that the happy days would last for ever