

# 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) I want to share with you, the life lessons these events have taught me. I will begin with the importance of learning from experience. It is less important, I believe, where you start. It is more important how and what you learn. If the quality of the learning is high, the development gradient is steep, and, given time, you can find yourself in a previously unattainable place.
- (2) Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure. If we fail, we think carefully about the precise cause. Success can indiscriminately reinforce all our prior actions.
- (3) A second theme concerns the power of chance events. As I think across a wide variety of settings in my life, I am struck by the incredible role played by the interplay of chance events with intentional choices. While the turning points themselves are indeed often fortuitous, how we respond to them is anything but so. It is this very quality of how we respond systematically to chance events that is crucial.
- (4) Of course, the mindset one works with is also quite critical. It matters greatly whether one believes that ability is inherent or that it can be developed. The former view, a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads people to plateau early and not achieve

their full, potential. The latter view; a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and enables people to reach higher levels of achievement.

- (5) The fourth theme is cornerstone of the Indian spiritual tradition: self-knowledge. Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and knowledge of oneself is what ultimately helps develop a more grounded belief in oneself, courage, determination, and, above all, humility - all qualities which enables one to wear one's success with dignity and grace.
- (6) I would like to end with some words of advice. Do you believe that your future is pre-ordained, and is already set? Or, do you believe that your future is yet to be written and that it will depend upon sometimes fortuitous events? Do you believe that these events can provide turning points to which you will respond with energy and enthusiasm? Do you believe that you will learn from these events and that you will reflect on your setbacks? Do you believe that you will examine your successes with even greater care? I hope you believe that the future will be shaped by several turning points with great learning opportunities. In fact, this is the path I have walked to much advantage.
- (7) A final word: when, one day, you have made your mark on the world, remember that, in the ultimate analysis, we are all mere temporary custodians of the wealth we generate, whether it be financial, intellectual, or emotional. The best use of all your wealth is to share it with those less fortunate.
- (8) Go forth and embrace your future with open arms, and enthusiastically pursue your own life journey of discovery!
- (a) On the basis of your understanding of the passage, answer the following in your own words:
- (i) Why does the writer feel it is easier to learn from failure than from success? 1
  - (ii) How can experience help a person or an enterprise to grow? 1
  - (iii) According to the writer how does one benefit from chance events? 2
  - (iv) How do people with a positive mindset benefit from experience? 1
  - (v) According to the writer what are the qualities that are essential for a person to succeed gracefully? 1

(vi) Explain the phrase: "We are all merely temporary custodians of the wealth we generate." 2

(b) Pick out words/phrases from the passage which are similar in meaning to the following: 4

(i) unexpected (para 3)

(ii) hard to believe (para 3)

(iii) foundation (para 5)

(iv) caretakers (para 7)

2. Read the passage given below and answer the questions that follow: **8 marks**

Cycling is a good aerobic fitness exercise. But should one cycle on congested city roads? Yes, suggests a team of Dutch scientists even though there are risk of traffic accidents and exposure to vehicle exhaust. Health benefits of cycling are greater than the hazards associated with it, they say.

Scientists analyzed data from international studies on the benefits of exercise and threats from vehicle exhaust and traffic accidents. They then compared the health impact of cycling over car driving, assuming that 500,000 adults switched from cars to cycles in the Netherlands every day. The assessment was done for short trips because half of all car trips in the country are less than 7.5 kms.

The researchers found that cycling even for a short period of time in traffic can lead to significant exposure to vehicle exhaust because cyclists tend to breathe about twice as deeply as car drivers. This contributes to respiratory and heart problems. They also calculated the risk of dying in a traffic accident. In the Netherlands, which has dedicated cycle lanes the risk is four times greater per kilometer travelled for cyclists than for car drivers.

Despite the risks the scientists determined while watching from driving to cycling people would on an average live 3-14 months longer because of increased physical fitness.

The risks we would face would be potentially losing 0.8-40 days of life because of increased exposure to air pollution and 5-9 days due to fatal traffic accidents. The elderly benefitted the most by this switch. The ratio of life years gained to life years lost was 84 : 10 for people less than 40 years and 86 : 10 for those between 40-64 & 108 : 10 for those over 65.

Switching to cycling would also benefit public health, because eliminating 500,000 car trips a day would significantly reduce pollution. Policies promoting cycling have so far been focused on congestion and pollution. Such policies can now elaborate net beneficial effects on public health, especially if accompanied by suitable transport planning and safety measures.

- (a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage. 5
- (b) Write a summary based on the notes you have made in about 80 words. 3

**SECTION - B (Writing)**

**25 Marks**

3. You are Sanjay/Ameeta. As the President of the Science Club, you have organized an excursion to Indian Institute of Science at Bangalore for students of Class XII during the autumn break. Write a notice informing the students about this excursion (50 - 80 words).

**5 marks**

**OR**

You are Yudhvir. Yesterday one of your teachers was absent and there was no teacher in your class for about twenty minutes. The headmaster walked in and asked the class to write a factual description of how your classmates behaved in the teacher's absence. Write a factual description of your class and classmates without a teacher in 50 - 80 words.

4. You have recently seen an advertisement published by a Centre for Life Skills Development for school children. This centre is run by children. Write an application offering to work as a peer educator giving all relevant details.

**10 marks**

**OR**

You are Sahir/Anubhuti. Write a letter to the editor of a local daily giving suggestions on how school children can help in making 'Education for All' a reality as education is the only way for the development and progress of the country. (125 -150 words)

5. Shahid/Aisha of class XII has just read a book called Four Ways to Decide What Career is Right which talks about some tips you can follow while choosing a career. He/she has jotted down some points in his/her diary. Later, when asked to give a speech on choosing a career, he/she decides to use the following notes to write the speech. Write the speech in about 200 words.

Notes:

- Know yourself - what do you enjoy the most?
- Explore career options based on your interests.
- Look for options to turn hobbies into careers.
- Look for options/degrees to enhance skills.
- Follow your dreams, not your friend's.

**10 marks**

**OR**

You are Suman/Suresh. You recently attended a seminar on "Youth and the Internet." The seminar focused on the impact and influence of the internet on the youth; how the internet can change the attitude and personality of the youth. There was also a discussion on the growing need to educate the youth about the positive power of the net. Using the input given below, write an article for the school magazine in about 200 words.

- internet created world of good, bad, and several worlds in between
- excessive computer use, an addiction - interferes with daily life
- Facebook and Twitter govern lives - youth meet unpleasant characters
- positive side - created generation of people who could be easily educated
- kids online - reading, thinking, analyzing, criticizing and authenticating-composing their thoughts

**SECTION - C (Grammar)**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense. **1x5 = 5 marks**
- (a) The easiest way to do this is through the body mass index (BMI).
  - (b) For a person to be classified as obese the excess body weight needs to measure above certain levels.
  - (c) However a person with a BMI of more than 28 is obese and faces several health risks.

- (d) According to the table, a person with a BMI of 27, while overweight is not obese.
- (e) Obesity is an ailment characterized by excessive accumulation of body fat.

7. You are Raveena/Ravi. Your cousin, Anisha who lives abroad has come to India after 10 years. You spent an evening with her discussing about the new face of Indian cities. Write out a set of five exchanges that might have taken place between you and Anisha using the following clues.

**5 marks**

landscape, infrastructure, population, traffic, pollution

The first set of dialogue has been done as an example:

Raveena/Ravi : Hi Anisha. You must be feeling happy to be visiting India after such a long time.

Anisha : Hi. Yes. Indian cities have really changed.

8. The following passage has ten errors. Identify the error in each line and write them along with their corrections.

**x10=5 marks**

- |  |     |                             |                             |
|--|-----|-----------------------------|-----------------------------|
| We were late and it is getting dark      | (a) | <u>                    </u> | <u>                    </u> |
| when someone suddenly grab my shoulder   | (b) | <u>                    </u> | <u>                    </u> |
| thus prevent me from walking into a pit. | (c) | <u>                    </u> | <u>                    </u> |
| I leapt back but ran. My                 | (d) | <u>                    </u> | <u>                    </u> |
| friend think I was playing               | (e) | <u>                    </u> | <u>                    </u> |
| the game She followed me.                | (f) | <u>                    </u> | <u>                    </u> |
| Now we both was running. Then I          | (g) | <u>                    </u> | <u>                    </u> |
| stop to see who had grabbed my           | (h) | <u>                    </u> | <u>                    </u> |
| shoulder. I get terrified to see         | (i) | <u>                    </u> | <u>                    </u> |
| that their was no one behind us.         | (j) | <u>                    </u> | <u>                    </u> |

9. Sheena/Sarthak has been selected to interview the American President, Barack Obama, during his visit to India. You are Sheena/Sarthak. Frame a set of 10 questions that you would like to ask him during the interview. The following clues have been given to help you frame the questions.

**5 marks**

- Early childhood
- Memorable experience of school days
- First job
- Secret of fitness
- Entry into politics
- Highlights of political career
- Greatest influence / role model
- Family life
- Impressions of India
- Future plans

**SECTION - D (Literature)**

**35 Marks**

10. Choose the following extract and answer the questions that follow:

**7 marks**

But her hands are a wet eagle's  
two black pink-crinkled feet,  
one talon crippled in a garden-  
trap set for a mouse.

- |  |   |
|--|---|
| (a) Who is the 'her' referred to in the first line?                            | 1 |
| (b) Pick out the poetic device used in the first line and explain it.          | 2 |
| (c) What does 'talon' refer to? How has it been crippled?                      | 2 |
| (d) What are the changes evident in the person being described in these lines? | 2 |

**OR**

And the vivid image lost even in waking,  
There is no taste now for the shrunken sense to keep,  
And these, the dreamer's eyes, are not alive to weep,  
And this, the clinic heart, the dreamer's, is not breaking.

- |                                     |   |
|-------------------------------------|---|
| (a) Identify the poem and the poet. | 1 |
|-------------------------------------|---|

- (b) What is the narrator describing in the first line? 2
- (c) What is the poetic device used in the second line? Explain. 2
- (d) What is the mood of the narrator in these lines? Why does he/she feel like this? 2
11. Answer any two of the following in about 50 words each: **4x2 = 8 marks**
- (a) What are the contrasting images of autumn created by the narrator in the first and second stanzas of the poem, 'Ode to Autumn' ?
- (b) Discuss any two symbols used in the poem, 'Ars Poetica' ? \What do these symbols convey?
- (c) What image of the non-combatants does the narrator of the poem, 'Survivors' wish to convey?

12. Answer anyone of the following in 80 - 100 words: **5 marks**
- What does Alexander describe as his 'greatest victory' ? What light does this throw on his character? Was it in keeping with his general attitude? Give reasons for your answer.

**OR**

Herbert describes the monkey's paw as 'stuff and nonsense'. How does he pay for his comment? How is his father's reaction different from his?

13. Answer any two of the following in about 50 words each: **4x2 = 8 marks**
- (a) What were the factors that had contributed towards the poverty of the beggar in the story, 'Whit's Your Dream' ?
- (b) When and why does Mrs. Malik have a 'strange sinking sensation' in the story, 'A Room 10x8' ?
- (c) How does the view of a child differ from an adult as discussed in the essay, 'Hum of Insects' ?

14. Answer anyone of the following in 100 - 125 words: **7 marks**
- Write a short essay on the qualities of good education as described by Einstein.

**OR**

After unburdening himself to his horse, Iona writes a diary entry in which he records his feeling at the loss of his son and his overwhelming sense of loneliness. Write the diary entry.



**QUESTION PAPER CODE 212**  
**SECTION A - READING**

20

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

12

- 1 My own recollection is that I did not have high regard for my ability. I used to be astonished whenever I won prizes and scholarships. But I very jealously guarded my character. When I merited, or seemed to the teacher to merit, a rebuke, it was unbearable for me. I remember having once received corporal punishment. I did not so much mind the punishment, as the fact that it was considered my desert. I wept piteously. That was when I was in the first or second standard. There was another such incident during the time when I was in the seventh standard. Dorabji Edulji Gimi was the headmaster then. He was popular among the boys, as he was a disciplinarian, a man of method, and a good teacher. He had made gymnastics and cricket compulsory for boys of the upper standards. I disliked both. I never took part in any exercise, cricket or football, before they were made compulsory. My shyness was one of the reasons for this aloofness, which I now see was wrong. I then had the false notion that gymnastics had nothing to do with education.
2. Today I know that physical training should have as much place in the curriculum as mental training. I may mention, however, that I was none the worse for abstaining from exercise. That was because I had read in books about the benefits of long walks in the open air, and having liked the advice, I had formed a habit of taking walks, which has still remained with me. These walks gave me a fairly hardy constitution. The reason for my dislike for gymnastics was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him. Compulsory exercise came directly in the way of this service. I requested Mr. Gimi to exempt me from gymnastics so that I might be free to serve my father. But he would not listen to me.
3. Now it happened that one Saturday, when we had school in the morning, I had to go from home to the school for gymnastics at 4 o'clock in the afternoon. I had no watch, and the clouds deceived me. Before I reached the school the boys had all left. The next day Mr. Gimi, examining the roll, found me marked absent. Being asked the reason for absence, I told him what had happened. He refused to believe me and ordered me to pay a fine - one or two annas (I cannot now recall how much). I was convicted of lying! That deeply pained me. How was I to prove my innocence? There was no way. I cried in deep

anguish. I saw that a man of truth must also be a man of care. This was the first and last instance of my carelessness in school.

4. But though I was none the worse for having neglected exercise, I am still paying the penalty of another neglect. I do not know whence I got the notion that good handwriting was not a necessary part of education, but I retained it until I went to England. When later, especially in South Africa, I saw the beautiful handwriting of lawyers and young men born and educated in South Africa, I was ashamed of myself and repented of my neglect. I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education. I am now of opinion that children should first be taught the art of drawing before learning how to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds, etc., and let him learn handwriting only after he has learnt to draw objects. He will then write a beautifully formed hand.

(a) On the basis of the reading of the passage, answer the following questions:

- (i) What kind of a person was Dorabji ? 2
- (ii) Why did Gandhiji dislike gymnastics and cricket? 1
- (iii) Why did Gandhiji want exemption from gymnastics? 1
- (iv) What did Gandhiji think about handwriting initially? What made him change his opinion? 2
- (v) What, according to Gandhiji, is the right method of teaching good handwriting to children? 2

(b) Pick out words from the passage which mean the same as : 4

- (i) reprimand (para 1)
- (ii) cheated (para 3)
- (iii) pain (para 3)
- (iv) preserved (para 4)

2. Read the passage given below and answer the questions that follow: 8

I believe we can change the world if we start listening to one another again. I believe that if we turn to one another, if we begin talking with each other - especially

with those we call stranger or enemy - then this world can reverse its darkening direction and change for the good. And I know with all my heart that the only way the world will change is if many more of us step forward, let go of our judgments, become curious about each other, and take the risk to begin a conversation.

Our twenty-first-century world is descending into aggression, fear, and separation. War, genocide, violence, slavery, pandemics, poverty, natural disasters - all these are commonplace in this new century, despite most people's deep longing to live together in peace.

What are we going to do about this? What role do we choose to play? Do we withdraw and hope at least to live a satisfying private life? Or do we turn to one another and do what we can to bring forth a healthy future?

To support you who aspire to restore hope to the future, we need to think about two new conversations. "What is my role in creating change?" It is about how the world always only changes when a few individuals step forward. It doesn't change from leaders or top-level programmes or big ambitious plans. It changes when we, everyday people gathering in small groups, notice what we care about and take those first steps to change the situation.

The second new conversation is : "Can I be fearless?" Fear is everywhere these days, and it's only increasing. Fear destroys human capacity; therefore, we are called to be fearless. Fearless doesn't mean that we are free of fear. It means we learn how to face our fear so that it stops controlling us. If we don't learn how to move past our fears, we will not be able to host conversations or become active on behalf of this troubled, still beautiful world.

Singer Harry Belafonte said, "The last source of truth and hope is the people themselves." Do you know this to be true? If not, I encourage you to begin one of these conversations. In conversation, you'll discover that other people are just as concerned, caring, and eager for change as are you.

We can change the world if we just start listening to one another again.

Margaret J. Wheatley

- (a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage. 5
- (b) Write a summary based on the notes you have made in about 80 words. 3

**SECTION B - WRITING**

**25**

3. You are Kamal/Kavya, the Sports Secretary of the school. Write a notice in 50 - 80 words for your school notice board, informing the students about a camp for training students in yoga.

5

**OR**

The Indian Army issued an appeal to the youth of the country to join it for a challenging and adventurous career. As Secretary of Social Science Club, draft a poster in 50 - 80 words prompting the youth to join the Indian Army.

4. You are Sonam/Sohil, living at 36, Vasant Vihar, New Delhi, You want to use your summer vacation to gain firsthand experience as an office assistant in a shopping mall. Write an application for the post of an office assistant giving your complete bio-data to the Manager, Crown Plaza, B.C., Part I, New Delhi.

10

**OR**

You are Aarti/Atul. You came across an advertisement, 'based on laser technology to help ladies look best'. You feel strongly about the dangers inherent in the use of synthetic chemicals and over-exposure of skin to laser beams. Write a letter in 125 - 150 words to the Editor of The Hindustan Times, highlighting the possible dangers to the users and suggesting action against the exploiters.

5. You are Rahul/Rekha who reads. the following headlines commenting on the measures taken by the metropolitan cities of our country to give them a 'clean' look by removing the poor without eradicating poverty. You are upset at the manner in which these steps have been taken. You also mention the steps that could have been taken to safeguard their homes and livelihood and comment on our responsibilities towards keeping the cities clean. Write an article in about 200 words.

POOR BANISHED FROM PUBLIC PLACES

COPS ASK HAWKERS, VENDORS TO PACK UP

NO BUSINESS ON ROADS

10

**OR**

Shahid/Aisha of Class XII has just read a book called, Four Ways to Decide What

Career is Right which talks about some tips you can follow while choosing a career. He/She has jotted down some points in his/her diary. Later, when asked to give a speech on choosing a career, he/she decides to use the following notes to write the speech. Write the speech in about 200 words.

Notes:

- Know yourself - What do you enjoy the most?
- Explore career options based on your interests
- Look for options to turn hobbies into careers
- Look for options/degrees to enhance skills
- Follow your dreams, not your friend's

### SECTION C - GRAMMAR

20

6. Rearrange the following sentences sequentially to make complete sense. 1x5 = 5
- (a) Set a daily goal of writing two hundred, five hundred and even one thousand words.
  - (b) Then set aside a regular time, like early morning and be disciplined.
  - (c) To start off on a writing career you need to follow a pattern.
  - (d) Don't worry about making what you write perfect.
  - (e) Just focus on getting the story out.
7. Jatin is worried at the depleting tiger population in India. He meets Valmiki Thapar, the 'tiger man' of India and discusses some of the issues involved with tiger conservation. Construct five sets of dialogues based on the cues given below. The first one has been done as an example for you. 5

- |   |
|---|
| <ul style="list-style-type: none"><li>● poachers - removing selling vital organs / skin / teeth / bones / paw</li><li>● some corrupt forest officers in connivance with poachers</li><li>● villagers using poison to kill them - to protect livestock</li><li>● steps to be taken to protect the tiger</li><li>● stricter laws and heavy fines to be levied</li></ul> |
|---|

Jatin : Good morning sir, thank you for your time. I would be grateful if you could tell me why the tiger population is depleting at such a rapid rate

Valmiki Thapar : Well, there are many reasons for this.

8. The following passage has ten errors. Identify the error in each line and write them along with their corrections. The first has been done as an example. ½x10=5

	<b>Incorrect</b>	<b>Correct</b>
Asthma can made exercising a struggle and	made	make
everyday activity the challenge. But it is often	(a) _____	_____
overlooked, especially in adult. In one recent	(b) _____	_____
study it were found that more than four thousand	(c) _____	_____
men and women has undiagnosed asthma. According	(d) _____	_____
with experts undiagnosed asthma could make life more	(e) _____	_____
difficult and could even being deadly. Your doctor may	(f) _____	_____
prescribe an inhaled asthma medication to seeing if it	(g) _____	_____
help or he may perform what's known as a spirometry test.	(h) _____	_____
Both these test will help him to gauge your lung function	(i) _____	_____
and see who medicine would be effective in treating you.	(j) _____	_____

9. Shalini/Subodh is working for the Department of Tourism and has been asked to conduct a survey on the preferences and facilities provided for the foreign tourists visiting India. Prepare a questionnaire on this topic taking help from the cues given below: 5

reasons for visiting India

choice of places

cities

monuments

impression of cities visited

impression of hotels

people

facilities

any suggestions

weather

**SECTION D - LITERATURE**

35

10. Choose either of the extracts given below and answer the questions that follow:

They'll soon forget their haunted nights; their cowed  
Subjection to the ghosts of friends who died,  
Their dreams that drip with murder; And they'll be proud  
Of glorious war that shatter'd all their pride ...

- (a) Who does 'they' refer to in the first line? Who is the speaker? ½+½
- (b) Why have the nights been described as 'haunted' ? Who or what will haunt them? 1+1
- (c) What does 'cowed subjection' mean? 2
- (d) Explain the paradox in the last line. 2

**OR**

Seasons of mists and mellow fruitfulness,  
Close bosom-friend of the maturing sun:  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eves run;

- (a) Which is the season being described in the first line? 1
- (b) Mention any four qualities of the season mentioned here. 2
- (c) Pick out the literary device in these lines and explain. 2
- (d) What are the other activities that take place during this season?  
(atleast four) 2

11. Answer any two of the following in about 50 words each: 4x2=8

- (a) How does the narrator feel on seeing his old mother? What are the changes that he observes in her?
- (b) What is the relation between Hamlet and the theme of the poem, 'Curtain' ?
- (c) Mention any two symbols used in the poem, 'Ars Poetica'. What do these symbols convey?

12. Answer the following in 80 - 100 words. 5

Why is Alexander called an 'adventurer' ? What are the qualities of an adventurer that Alexander exhibits?

**OR**

What is the contradiction between the second and third wish made by Mr. White in the play, 'Monkey's Paw' ? Why does he make the two wishes?

13. Answer any two of the following in about 50 words each. 4x2=8

- (a) Why does Iona feel happy in the company of the young men even though they were insensitive to his feelings?
- (b) Compare and contrast the characters of Robichon and Quinquart as depicted in the story, 'The Judgement of Paris'.
- (c) Why did Lisa's friend consider her to be cold and aloof?

14. Answer the following in 100 - 125 words. 7

How is the statement, 'Man proposes and God disposes' related to the theme of the story, 'A Room 10' x 8" ?

**OR**

The Censors of Piety have to submit a report to King Asoka about the work that they have done to spread Dharma amongst the people. Write the report.



## Marking Scheme ó 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, answer of the question deserving more marks should be retained and the other answer 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 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.
14. A full scale of marks - 0 to 100 is to be used. In case of an answerbook deserving 95 marks and above, marks be awarded in consultation with the Head Examiner only.

QUESTION PAPER CODE 212/1

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**Q1 READING LEARNING FROM FAILURE TOTAL MARKS: 12**

Under Section A, Reading (Q1), questions have 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 :** No penalty for spelling and grammar.

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

**Answers : a)**

- i. If we fail, we think carefully about the precise cause and strive to improve upon our faults / Success can indiscriminately reinforce all our prior actions. 1 mark
- ii.
  - It depends on the quality of the learning from the experience. ½ mark
  - If the learning is high the growth will be substantial ½ mark

iii.

- Quality of how we respond systematically to chance events is crucial. 2 marks

iv.

- The person with a positive mindset tends to embrace challenges ½ mark
- Learn from criticism and reach higher levels of achievement. ½ mark

v.

- Greater awareness and knowledge of oneself, courage, determination, and, above all, humility – are all qualities which enable one to wear one’s success with dignity and grace. 1 mark  
(any two qualities)

vi.

- It means that one has to die someday leaving behind all our possessions (financial, intellectual or emotional) 1 mark
- All accumulated wealth to be shared with humanity at large (not for personal use) 1 mark

**b. VOCABULARY 4 marks**

**Objective :** To deduce the meanings of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

- Answers :**
- (i) fortuitous\chance
  - (ii) incredible
  - (iii) cornerstone
  - (iv) custodians

**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 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.**

**Q 2.a) Note Making**

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

**Suggested Notes**

**Title : Cycling / benefits of cycling ( any other suitable title)**

1. Health benefits of Cycling
  - a. good aerobic / physical fitness exercise
  - b. incr. life span 3-14 mnths longer
  - c. benefits public health
2. Risks / Hazards of cycling
  - a. threat of accidents
    - i. risk 4 times greater for cyclists than car drivers
  - b. exposure to vehicle exhaust
    - i. tend to breathe twice as deeply as car drivers
    - ii. causes respiratory & heart problems

3. Research findings
  - a. switch to cycling
  - b. less congestion
  - c. reduces plltn
  - d. elderly benefit more
  - e. suitable transpt planning promotes cycling

Key:

1. incr. – increase
2. mnths. – months
3. & – and
4. plltn. – pollution
5. transpt - transport

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

### Q2b) 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 cycling, 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****NOTICE - EXCURSION****TOTAL ñ 5 MARKS****Objective:** To write in an appropriate style of a notice**Marking :** Format 1 mark

Notice/name of the institution, title, date and writer's name with the designation

(The candidate should not be penalized if he has written the notice in block letters or not enclosed it within a box.)

Content 2 marks

**Suggested Value Points**

1. what, when, where and how
2. last date for registration
3. fee and other details
4. any other

Expression 2 marks

- Coherence and relevance of ideas, accuracy and style

**Option-2****FACTUAL DESCRIPTION - CLASSROOM****TOTAL ñ 5 MARKS****Objective :** To use a style appropriate of a factual description**Marking :** 5 marks

Format (title) ½ mark

Content 2½ marks

Suggested value points:

- various activities taking place in the class both positive and negative
- discipline and noise level of the class
- arrival of the headmaster and the changes observed.

Expression 2 marks

Coherence and relevance of ideas and style

**Q.4. Option -1 LETTER OF APPLICATION ñ PEER EDUCATOR TOTAL -10 MARKS**

**NOTE: Any formal letter of application offering to work as a peer educator. Relevant details like personal/academic, experience/training, other interests, references should be included either in the letter format or in the resume (marks should not be deducted if bio-data is not separately written).**

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**

- reference to advertisement

- relevant details

a. personal details

b. qualification /training

c. experience if any

d. other achievements

e. any other

f. references

Expression 4marks

● grammatical accuracy, appropriate words and spellings (2)

● coherence and relevance of ideas and style (2)

**Or**

**Option -2 LETTER TO THE EDITOR ñ EDUCATION FOR ALL 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

- education for development and progress
- literacy workshops \ seminars\ peer education \ each one teach one
- literacy activities in the neighbourhood
- any other

Expression 4 marks

- grammatical accuracy, appropriate words and spellings (2)
- coherence and relevance of ideas and style (2)

**Q.5. Option -1 SPEECH ñ CHOOSING A CAREER TOTAL ñ 10 MARKS**

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

To plan, organize and present ideas coherently

**Marking:** Format 1 mark

(to include greeting and thanking the gathering)

Content 4 marks



### **Suggested Value Points**

**(Atleast few points from the question paper to be included)**

- know yourself – what do you enjoy the most?
- explore career options based on your interests
- look for options to turn hobbies into careers
- look for options/degrees to enhance skills
- follow your dreams not your friend's

Any other relevant points

Expression 5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- coherence and relevance of ideas and style (2½)

### **Option ñ 2**

#### **ARTICLE ñ YOUTH AND THE INTERNET**

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

To plan, organize and present ideas coherently

To analyze given input and arrive at conclusions

Marking: Format 1 mark

(heading and writer's name)

Content 4 marks

### **Suggested value points**

**(Atleast few points from the question paper to be included)**

Advantages of the Internet

- kids online able to read, think and compose thoughts
- creates a world of good
- created generation of people who could be educated

Disadvantages

- addiction
- interference with daily life
- meet unpleasant characters

Need to educate youngsters

- the dangers of using the internet
- positive power of the net

Any other relevant point

Expression

5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- coherence and relevance of ideas and style (2½)

## **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 (E, B, A, D, C)

1. Obesity is an ailment characterized by excessive accumulation of body fat.
2. For a person to be classified as obese the excess body weight needs to measure above certain levels.
3. The easiest way to do this is through the body mass index (BMI)
4. According to the table, a person with a BMI of 27, while overweight is not obese.
5. However a person with a BMI of more than 28 is obese and faces several health risks.

**Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**NOTE:** Full marks to be awarded irrespective of the fact that a student attempts four sets of exchanges or five sets. In case the student has written five sets and one of them is incorrect, then full marks to be awarded.

**Objectives:** To read and arrange sentences in a sequential order

**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

**Sample Answers**

Ravi: Do you find any change in the landscape?

Anisha: Yes, the landscape has been marred by large number of concrete structures

Ravi: I agree, but we now have world class malls and business centres.

Anisha: Yes I can see that. I am pleasantly surprised.

Ravi: Do you find the city very congested?

Anisha: Yes. It's so crowded – must be because of the rapid increase in population

Ravi: What do you feel about the traffic?

Anisha: It's so chaotic.

Ravi: It is because of the increase in traffic that we have so much of pollution.

Anisha: You are right. I do feel the effect of the pollution when I step out.

**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.

	<b>Incorrect</b>		<b>Correct</b>
a.	is	-	was
b.	grab	-	grabbed
c.	prevent	-	preventing/prevented
d.	but	-	and
e.	think	-	thought
f.	the	-	a
g.	was	-	were
h.	stop	-	stopped
i.	get	-	got
j.	their	-	there

**Note: Line 3(c) 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 are 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

1. Where did you spend your childhood?
2. Can you share some of the memorable experiences of your school days?
3. What was your first job?
4. What is the secret of your fitness?
5. Which year did you enter into politics?
6. Can you share some of the highlights of your political career?
7. Who is your role model? \ Who has had the greatest influence on you? (in your life)

8. Are you able to spend adequate time with your family?
9. What are your impressions of India?
10. Where do you see yourself after 5 years? \ What are your future plans?

**SECTION D:**

**LITERATURE**

**TOTAL -35 MARKS**

**Q10. REFERENCE TO CONTEXT**

**TOTAL- 7 MARKS**

Under Section D (Q10), questions have 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 especially in the long answers.

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

**Marking:**

7 marks

Answers:

**OPTION (1) OF MOTHER'S AMONG OTHER THINGS**

- a) mother of the narrator - 1 mark
- b) metaphor – mother's hands compared to an eagle's talon - 1 + 1 mark
- c) fingers – caught in a mouse trap - 1 + 1 mark
- d) aged – crippled – unable to use both the fingers / has slowed down.\ lost her importance in the family (Any two)  
- 1 + 1 mark

**OPTION (2) CURTAIN**

- a) curtain – Helen Spalding - ½ + ½ mark
- b) two people who have been very close have separated by natural consent and are coming to terms with their separation - 1+1 mark
- c) unusual collocation – shrunken sense is unusual combination of words.

irony \ oxymoron \ paradox – the contradiction lies in the fact that the senses which are meant to sense \ feel have become numb.

metaphor - taste being compared to shrunken sense (any one of the above)  
- 1 mark

The emotions have become numb with grief. - 1 mark

d) in shock, disbelief and sorrowful - 1 mark

agony of separation - 1 mark

### Q11. POETRY

**TOTAL 4X2=8 MARKS**

**Objectives:** To test the students' comprehension of poetry – local and global

**Marking:** Content: 3 marks

Expression: 1 mark

a) first stanza – hectic activity – abundance

second stanza – slower pace – time of harvesting, storing, peaceful and contented

b) Any two symbols from the poem with an expression

- globed fruit
- medallion
- worn out casement ledge
- flight of birds
- open doorway
- leaning grasses
- climbing of the moon
- twigs released by the moon
- Any other

c) the non-combatants are unrealistic, insensitive, selfish, the ones to start a war.

### 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**

- a) getting Queen Mother to talk \ breaking her vow of silence is his greatest victory
- b) shows his sensitive, emotional, insecure, human side.
- c) not in keeping with his otherwise image as ambitious, arrogant, merciless, and cruel conqueror.

**OR**

**OPTION (2) MONKEY'S PAW**

Suggested answer

- He loses his life when he is accidentally caught in the machinery.
- Father at first inquisitive, but after wishing feels paw moving, sees faces in the fire – apprehensive and fearful (later) of the power of the paw.

**Q13. FICTION**

**TOTAL 4X2=8 MARKS**

**Objective:** To test student's ability to comprehend, interpret and evaluate prose texts

**Marking:** Content - 3 marks  
Expression - 1 mark

- a) becoming greedy, careless \ stealing someone else's dreams takes everything for granted
- b) life has turned a full circle – she had the sinking feeling when she was ushered into the room '10x 8' – guilt and remorse for her past actions, fear of the future \ regret for past action
- c) world is the chief toy and a perfectly happy place, music of insects enchanting, believe adults laugh because they are happy; smile because they are kind \ innocence of childhood.  
  
for an adult, world a problem; run down machine; stuffy full of stabbing creatures making irritating noises.

**Q14. LONG ANSWERS - FICTION**

**Total 7 marks**

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

<b>Marking:</b> Content	-	4 marks
Expression	-	3 marks

**Option -1**

**ON EDUCATION**

**DIARY ENTRY**

**Note:** Marks should be awarded for student's creativity

**Suggested Value Points:**

- school - centre for preserving and passing on culture and heritage
- knowledge not static, has to be renewed
- education should aim at creating individuals who can think critically and give back to society more than taking back from it
- should aim at inspiring students by using methods to arouse interest in the subjects being taught without creating an unhealthy competitive environment.
- teachers should be given freedom to create their own curriculum and methodology.
- more stress on practice
- creation of holistic individuals not specialists.
- competition versus cooperation

**Option-2 GRIEF**

**Suggested Value Points:**

- his feeling at the loss of his son and his overwhelming sense of loneliness
- son had died of fever a week ago
- lonely-no wife, daughter in the village, no friends
- callous, insensitive people
- making desperate attempt to unburden his grief
- unburdens to his horse
- slight relief



QUESTION PAPER CODE 212  
EXPECTED ANSWERS/VALUE POINTS

**SECTION A**

**READING**

**20 MARKS**

**Q1. READING**

**TOTAL MARKS: 12**

Under Section A, Reading (Q1), questions have 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 the main parts of the text.

**Marking :** No penalty for spelling and grammar.

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

**Answers : (a)**

- i. Popular among the boys, disciplinarian, a man of method and a good teacher (any two) 2 marks
- ii. Shyness / false notion that gymnastics had nothing to do with education (any one) 1 mark
- iii. To serve his father 1 mark
- iv - initial view – good handwriting not necessary  
- embarrassed when he saw the beautiful handwriting of lawyers in South Africa 1+1 mark
- v. - drawing objects before writing  
- learning letters through observations of flowers and birds 1+1 mark

**b. VOCABULARY**

**Objective :** To deduce the meanings of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

- Answers :        i. rebuked  
                      ii. deceived  
                      ii. anguish  
                      iv. retained

**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.

<b>Marking :</b> 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.**

**Q 2.a Note making**

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

**Suggested Notes**

**Title : HOW TO CHANGE THE WORLD**

**or**

### **Any other suitable title**

1. Ways to change world
  - a. start listening to one another
  - b. let go of judgemental behavior
  - c. b'come curious about each other
  - d. risk beginning a conv.
  
2. Problems of 21st century
  - a) has descended into
    - i. aggr.
    - ii. fear
    - iii. separation
    - iv. war
    - v. genocide
    - vi. slavery
    - vii. poverty
    - viii. natural disasters
  
- 3 Important questions
  - a What to be done to solve prob?
  - b Our roles in solving prob.
  - c. We withdraw or get involved
  - d. changes do not happen from top level leaders \ programmes
  - e. change brought about at individual level
  
- 4 Meaning of fearlessness
  - a not freedom from fear
  - b. How to face fear?
  - c. not allowing it to control us
  - d. learning to move ahead inspite of it.

5. Imp. of holding conversation
  - a. Discovering ppl. to be
    - i. concerned
    - ii. caring
    - iii. eager for change

**Key:**

- |    |        |   |              |
|----|--------|---|--------------|
| 1. | b'come | – | become       |
| 2. | conv.  | – | conversation |
| 3. | aggr.  | – | aggression   |
| 4. | prob.  | – | problem      |
| 5. | ppl.   | - | people       |

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

**Q2. b. SUMMARY**

- Objective:**
- 1) To expand notes ( headings and sub-headings ) into a summary
  - 2) To test the 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****NOTICE ñ YOGA CAMP****TOTAL ñ 5 MARKS****Objective:** To write in an appropriate style of a notice**Marking :** Format 1 mark

Notice/name of the institution, title, date and writer's name with the designation

The candidate should not be penalized if he has used block letters with or without a box.

Content 2 marks

**Suggested Value Points**

- mention the event
- time, date, venue
- purpose of the camp
- duration
- any other relevant information

Expression 2 marks

- Coherence and relevance of ideas, accuracy and style)

**OPTION 2****POSTER ñ JOIN THE INDIAN ARMY****TOTAL ñ 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**

- theme/topic
- purpose
- message/appeal
- catchy slogans
- caption

- name of the issuing authority
- any other relevant points

Expression 2 marks

- coherence and relevance of ideas and style
- Due credit should be given for creativity and economy of words

**Q.4. Option -1                      LETTER OF JOB APPLICATION                      TOTAL -10 MARKS**

**NOTE: Any formal letter of application offering to work as an office assistant. Relevant details like personal/academic, experience/training, other interests, references should be included either in the letter format or in the resume (marks should not be deducted if bio-data is not separately written).**

**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  
(includes the covering letter and bio data)

**Suggested value points**

- Personal details (name, father's name, DOB/age, Address, Contact No./ Telephone no).
- Academic details
- Achievements
- References
- any other relevant points

Expression:	4 marks
(Grammatical accuracy, appropriate words and spellings)	2 marks
Coherence and relevance of ideas and style)	2 marks

**Option -2**

**LETTER TO THE EDITOR ñ DANGER - USE OF SYNTHETIC  
CHEMICALS**

**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**

- disturbed by the manner in which customers are fooled
- apathy of the society \ community \ authorities
- recording feelings about dangers involved
- suggesting measures – creating awareness; stringent actions
- any other relevant points

Expression 4 marks

- grammatical accuracy, appropriate words and spellings (2)
- coherence and relevance of ideas and style (2)

**Q.5. Option -1**

**ARTICLE – REMOVING THE POOR WITHOUT ERADICATING POVERTY**

**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 mark

**Suggested value points**

- measures taken by the metropolitan cities to give the city a ‘clean’ look
- removing the poor without eradicating poverty
- mention steps that could have been taken to safeguard their homes and livelihood
- people’s responsibility to keep the city clean
- any other relevant points

**Expression** 5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- Coherence and relevance of ideas and style (2½)

**Option ñ 2**

**SPEECH ñ CHOOSING A CAREER**

**TOTAL ñ 10 MARKS**

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

To plan, organize and present ideas coherently.

**Marking:** Format 1 mark

(to include greeting and thanking)

Content 4 mark

**Suggested Value Points**

**Any view point based on given input**

- know yourself – what do you enjoy the most?



- explore career options based on your interests
- look for options to turn hobbies into careers
- look for options/degrees to enhance skills
- follow your dreams not your friend's
- any other relevant points

**Expression**

5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- coherence and relevance of ideas and style (2½)

**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**

**Objective:** To read and arrange sentences in a sequential order

5 marks

**Marking:** 1 mark for every correct answer

**Answer**

**(C, A, B, D, E) \ ( C, B, A, E, D)**

- a. To start off on a writing career you need to follow a pattern.
- b. Set a daily goal of writing two hundred, five hundred and even one thousand words.
- c. Then set aside a regular time, like, early morning and be disciplined.
- d. Don't worry about making what you write perfect.
- e. Just focus on getting the story out.

**Or**

- a. To start off on a writing career you need to follow a pattern.

- b. Then set aside a regular time, like, early morning and be disciplined.
- c. Set a daily goal of writing two hundred, five hundred and even one thousand words.
- d. Just focus on getting the story out.
- e. Don't worry about making what you write perfect.

**Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**NOTE: Full marks to be awarded irrespective of the fact that a student attempts four sets of exchanges or five sets. In case the student has written five sets and one of them is incorrect, then full marks to be awarded.**

**Objective:** 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:**

- a. Jatin: Do you think the poachers are the main reason for the depletion of the tiger population?  
Valmik Thapar: Yes, they are responsible. They sell the vital organs of the tigers like skin, teeth, bones etc.
- b. Jatin: Do you think the forest officers are also involved?  
VT: Yes, some corrupt forest officers are involved with the poachers.
- c. Jatin: How are the villagers responsible for the depletion of the tiger population?  
VT: Villagers use poison to kill them in order to protect their livestock.
- d. Jatin: What do you think should be done in such a situation?  
VT: Effective steps should be taken to protect the tiger.

- e. Jatin: What kind of steps can be taken?  
 VT: Strict laws should be enforced and heavy fines should be imposed on those responsible for depletion of the tiger population.

**(Any other suitable exchange may be accepted)**

**Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objective:** 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. If only the correct words are given marks should be awarded.

	Incorrect	-	Correct
a.	the	-	a
b.	adult	-	adults
c.	were	-	was
d.	has	-	have
e.	with	-	to
f.	being	-	be \ become
g.	seeing	-	see
h.	help	-	helps
i.	test	-	tests
j.	who	-	which

**Note:** Line 6(f) 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 any of the two areas specified for the interview in the given question.

**Suggested Answers:**

1. Why did you choose to visit India?
2. Which all places did you visit?
3. Which is your favourite city?
4. What do you think about the monuments in India?
5. What are your impressions about the cities that you have visited?
6. What do you feel about the hotels that you have stayed at?
7. Do you find the people of India warm and friendly?
8. Are you impressed by the facilities provided by the Department of Tourism?
9. How do you find the weather here?
10. Do you have any suggestions to make for the improvement of the facilities offered by the Department?

**SECTION D:**

**LITERATURE**

**TOTAL -35 MARKS**

In Section D, (Q10) questions have 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 especially in the long answers.

**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) survivors - ½ mark  
non-combatants - ½ mark
- b) – their disturbed sleep at night \ nightmares  
- visions of their dead friends \of battles fought\ death and destruction \ bloody wars - 1 + 1 mark

- c) combatants cower or hide in fear from the visions that terrify them and give them nightmares \ helplessness - 2 marks
- d) the war that was supposed to bring them glory has caused them suffering and disillusionment \ has shattered the pride of the soldiers. - 2 marks

**OPTION (2)**

**ODE TO AUTUMN**

- a) Autumn - 1 mark
- b) mellowness; mists; abundance; flowering; ripening of fruits; collecting the nectar (Any four) -  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$  marks
- c) personification - sun and autumn personified as bosom friends conspiring together to ripen the fruits and vegetables

Imagery - vivid description of the autumn season / maturing sun.

Transferred epithet – the sun has been described as having matured, which is a human quality.

(any one literary device with explanation) - 1+1=2 marks

- d) reaping; harvesting; winnowing; gleaning, watching the cider being extracted -  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$  marks

**Q11. POETRY**

**TOTAL 4X2=8 MARKS**

**Objectives:** To test the students’ comprehension of poetry – local and global

**Marking:** Content: 3 marks

Expression: 1 mark

**SUGGESTED ANSWERS**

- a) choking sensation /feeling of guilt / regretful /utter helplessness/ remorseful, realization that she will not be there for a long time / feather of one time wing.  
  
has become emaciated, frail, lost weight, shrivelled, bent, shrunken in size, slow in her movements. (any three)
- b) To emphasize the feeling of loneliness and confusion that Hamlet experiences. the similarity with the feelings of the two lovers.
- c) Any two symbols from the poem with an explanation

- globed fruit – delectable / wholesome
- medallion – priceless
- worn out casement ledge – classic element/timelessness
- flight of birds – imagination
- open doorway – grief, sadness and void
- leaning grasses- love / surrender of the self

**Q12. DRAMA**

**TOTAL-5 MARKS**

**Objective:** To test the students’ ability to comprehend plays, understand characters etc.

**Marking:** Content: 3 marks

Expression: 2 marks

**OPTION (1) AN ADVENTURE STORY**

Alexander is to become the world conqueror

loved facing challenges

ready to face the unknown

fearless /reckless/ambitious/impulsive/ruthless

believed in action

**OPTION (2) THE MONKEY’S PAW**

second wish – wishing for the dead son to come alive

third wish – wishing him dead again

reason – wife devastated after son’s death –forces him to wish on the paw – after

hearing knocking – frightened at the thought of seeing disfigured son and effect

on his wife – does not want to play with nature – wants son to rest in peace

**Q13. PROSE**

**TOTAL 4X2=8 MARKS**

**Objective:** To test the students’ ability to comprehend, interpret and evaluate prose texts

**Marking:** Content: 3 marks

Expression: 1 mark

- a) lost his son  
engulfed in grief  
their chatter helped him to forget his grief for a short while / diversion of his mind for a brief time.
- b) both talented comedians in love with the same girl  
both equally appreciated by the public and the critic  
(any other suitable comparison)  
Robichon – robust – open – loves to show off  
Quinquart – skinny – quiet – secretive about his plans  
(any other suitable contrast)
- c) Lisa – quiet, reclusive, found the girls and their conversation frivolous  
appeared very intense and was extremely sensitive to the pain and suffering around her.

**Q14. PROSE (LONG ANSWERS)**

**Total 7 marks**

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

Marking: Content - 4 marks

Expression - 3 marks

**OPTION (1) A ROOM 10' 8'**

Note: Marks should be awarded for the student's creativity

**Suggested Value Points:**

Theme

A lady's desire to own her home and be its mistress and to stay on in Delhi – decides to allot the store room to her mother-in-law as long as she lives – very keen to move in – takes keen interest in its construction – but destiny thwarts her plans – the government acquires the property – has to leave Delhi – daughter-in-law becomes

mistress after the death of her husband when they finally move into the house – relegated to the same room 10' × 8' which she had designed for her mother-in-law

**OPTION (2)                    KING ASOKA**

**Suggested Value Points:**

- engaged in the spread of Law of Piety among the people.
- working towards the progress , welfare and happiness of the people.
- ensuring justice for all especially the old, the homeless and those with large families / effected by calamities
- practising high moral standards personally