

# ENGLISH (Core)

*Time allowed : 3 hours*

*Maximum Marks : 100*

## **General Instructions:**

- (i) *This paper is divided into three Sections: A, B and C. 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 1/1/1**

### **SECTION A : READING**

**20 Marks**

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

**12 marks**

1. Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.
2. The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change In the status of women.
3. The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic

and social returns on investment in education of the girls considerably affect the human development index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.

4. Women's education has not received due care and attention from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents them from participating in the process of national and societal progress. Various Committees and Commissions have been constituted before and after the independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The female literacy index for the year 1991 shows that there are eight States which fall below the national average. The most populous States of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward States as far as female literacy is concerned.
5. The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girl's participation in education.
6. Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 percent reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
7. The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.
  - (a) (i) Mention any two attributes of a modern woman. 2
  - (ii) Why are women's participation and empowerment considered necessary? 2

- |  |                  |
|--|------------------|
| (iii) Which factors adversely affect the education of girls?                                     | 2                |
| (iv) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ?      | 2                |
| (v) By what process can we remove the sense of inequality of sexes from the minds of the people? | 1                |
| (b) Pick out words from the passage which mean the same as each of the following:                | <b>1 × 3 = 3</b> |
| (i) cruel and unfair (para 2)  |                  |
| (ii) remove (para 3)   |                  |
| (iii) full of people (para 4)  |                  |

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

Despite all the research, everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practises transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it.

It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the blood stream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

- (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title. **5**
- (b) Write a summary of the passage in not more than **80** words using the notes made. **3**

**SECTION - B (Advanced Writing Skills)**

**35 Marks**

- 3.** You are General Manager of Ivy Software Solutions, Agra Cantt, Agra. You need a software engineer for your organisation. Draft an advertisement in not more than **50** words to be published in 'The Times of India' under the classified columns. **5 marks**

**OR**

As Sports Secretary of G.D.G. Public School, Pune, draft a notice in not more than **50** words for your school notice board informing the students about the sale of old sports goods of your school. You are Rohini/Rohit.

- 4.** You are Sweety/Suresh of L.M. Jain School, Ajmer. As Secretary of your School Cocurricular Activities Club, you visited a slum area in your city where the people suffered a great loss of life and property in a massive fire. The students of your school rendered their services and material help to the victims. Write a report in **100-125** words for your school magazine. **10 marks**

**OR**

Recently your school held a Seminar on Conservation of Water as a part of World Water Day celebrations. As the School Pupil Leader of Maryland School, Gurgaon, write a report in **100-125** words for a local daily. Sign as Pritham/Preeti.

- 5.** You are Sruthi/Shiraj staying at R.K. Puram, Secunderabad. Your locality being away from the main city, the poor bus service adversely affects the life of residents. Write a letter to the Editor, Deccan Chronicle, highlighting the problems faced and also giving a few possible solutions. **10 marks**

**OR**

You are Varsha/Varun, Incharge of Excursion Club of B. V.P. School, Mathura Road, Delhi. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for 80 students from New Delhi to Chennai and back by G.T. Express.

- 6.** Presently the prices of essential commodities are skyrocketing causing much hardship to the common man. Write an article in **150-200** words expressing your views and suggesting measures to curb this problem. **10 marks**

**OR**

The number of women in the police force seems insufficient specially when we see the increasing involvement of women in terrorist activities. Write an article in **150-200** words for 'The Hindustan Chronicle', on the need of having more women in the police force.

**SECTION - C (Text Books)**

**45 Marks**

7. Read the extract given below and answer the questions that follow:

**4 marks**

It would be an exotic moment  
without rush, without engines,  
we would all be together  
in a sudden strangeness.

- (a) What does 'it' refer to? **1**  
(b) Who is the poet speaking to? **1**  
(c) What would be the moment like? **2**

**OR**

Aunt Jennifer's tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty.

- (a) How are aunt Jennifer's tigers described? **1**  
(b) Why are they described as denizens of a world of green? **2**  
(c) Why are they not afraid of the men? **1**

8. Answer any **three** of the following in **30-40** words each:

**2 x 3 = 6 marks**

- (a) Why are the young trees described as 'sprinting'? (My Mother at Sixty-six)  
(b) How does the poet describe the class-room walls? (An Elementary School Class-room in a Slum)  
(c) What image does Keats use to describe the beautiful bounty of the earth?  
(d) What is the 'childish longing' that the poet refers to? Why is it 'vain'? (A Roadside Stand)

9. Answer the following in **30-40** words each:

**2 x 5 = 10 marks**

- (a) What had the narrator counted on to enter the school unnoticed?

- (b) When Douglas realised that he was sinking, how did he plan to save himself?
- (c) Why did the servants think Gandhiji to be another peasant?
- (d) What drawbacks of interviews have been pointed out by Lewis Carrol?
- (e) “Damn that Geoff, this was a Geoff thing not a Jansie thing.” Why did Sophie say so ?

**10.** Answer the following in **125-150** words:

The bangle-makers of Ferozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

**10 marks**

**OR**

The story, ‘The Rat Trap’ focuses on human loneliness and the need to bond with others. Explain.

**11.** Answer the following in **125-150** words:

**7 marks**

When did the Tiger King stand in danger of losing his kingdom? How was he able to avert the danger?

**OR**

How did the question paper and the correction slip help the prisoner and the Governor?

**12.** Answer the following in **30-40** words each:

**2 x 4 = 8 marks**

- (a) How did Charley often get lost on the Grand Central Station?
- (b) How did the Antarctica amaze the writer when he first saw it ?
- (c) Why did Jo think Roger Skunk was better off with the new smell ?
- (d) Why did the landlord’s man ask Bama’s brother, on which street he lived? What was the significance?

**QUESTION PAPER CODE 1/1**

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emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.

- 2 The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.
- 3 The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are, to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investments in education of the girls considerably affect the Human Development Index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.
- 4 Women's education has not received due care and attention' from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single-largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents, them from participating in the process of national and societal progress. Various committees and commissions have been constituted before and after Independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The Female Literacy Index for the year 1991 shows that there are eight states which fall below the national average. The most populous states of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward states as far as female literacy is concerned.

- 5 The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girls' participation in education.
- 6 Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 .which gave them 30 percent reservation in Village panchayats, Block samities and Zila parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
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- (a) (i) Mention any two attributes of a modern woman. **2**
- (ii) Why is women's participation and empowerment considered necessary? **2**
- (iii) Which factors adversely affect the education of girls? **2**
- (iv) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ? **2**
- (v) By what process can we remove the sense of inequality of sexes from the minds of the people? **1**
- (b) Pick out words from the passage which mean the same as each of the following: **1x3 = 3 marks**
- (i) cruel and unfair (para 2)
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viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

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- (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title. 5
- (b) Write a summary of the passage in not more than 80 words using the notes made. 3

### **SECTION B : ADVANCED WRITING SKILLS**

**35 Marks**

3. You are the Secretary of your school Literary Association. Write a notice in not more than 50 words for your school notice board, giving details of the proposed inauguration of the Literary Association of your school. You are 'XYZ' of Jain Vidyashram, Cuddalore. 5 marks

**OR**

You are the General Manager of E.V.L. Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under classified columns to be published in 'The New Indian Express'.

4. Your school organised an exhibition-cum-sale of the items prepared under Work Experience by your school students. There was an overwhelming response from the public. Prepare a report in 100 - 125 words for a local daily. You are the Coordinator, S.U.P.W. activities, Nita School, Gurgaon. 10 marks

**OR**

Your school organised a seminar on Swine Flu for creating awareness among students of your school, and their parents. As Secretary of the Health Club of Oasis Public School, Hyderabad, write a report in 100 - 125 words for 'The Deccan Herald'.

5. Write a letter to the Editor, 'The Hindu', Chennai about rash and reckless driving by the people in your city, suggesting preventive measures. You are Kamal / Kanwar of 10, Mount Road, Velacherry.

**10 marks**

**OR**

You have shifted your residence from 10, Lajpat Road to House No. 232, Aurobindo Marg, Delhi. Write a letter to the General Manager, MTNL requesting him for an early transfer of your telephone line. You are Rohit/Radhika of 15, The Mall, Amritsar.

6. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150 - 200 words on 'which life you would prefer - safe or adventurous'.

**10 marks**

**OR**

Science attempts to explore the secrets of nature while religion wants to reveal the very purpose of existence. The aim of both science and religion is to discover the truth. Write an article in 150 - 200 words on 'Science and Religion'.

### **SECTION C : TEXT BOOKS**

**45 Marks**

7. Read the extract given below and answer the questions that follow:

**4 marks**

... On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom.

- (a) Which two images are used to describe these slums? **2**
- (b) What sort of life do these children lead? **1**
- (c) Which figure of speech is used in the last line? **1**

**OR**

Or beauty rest in a beautiful mountain scene,  
You have the money, but if you want to be mean,  
Why keep your money (this crossly) and go along.  
The hurt to the scenery wouldn't be my complaint  
So much as the trusting sorrow of what is unsaid:

- (a) What attraction does the place offer? 1
- (b) What should one do if one wants to be mean? 1
- (c) What does the poet not complain about? 1
- (d) What do you think is the real worry of the poet? 1
- 8.** Answer any **three** of the following in 30 - 40 words each: **2 x 3 = 6 marks**
- (a) What is the significance of the parting words of the poet and her smile, in 'My Mother at Sixty-six' ?
- (b) According to the poet, what is it that human beings can learn from Nature? (Keeping Quiet)
- (c) What makes human beings love life in spite of troubles and sufferings? (A Thing of Beauty)
- (d) What will happen to Aunt Jennifer's tigers when she is dead?
- 9.** Answer the following in 30 - 40 words each: **2 x 5 = 10 marks**
- (a) What changes came over little Franz after he heard M. Hamel's announcement? (The Last Lesson)
- (b) Why does the author say that the bangle makers are caught in a vicious web? (Lost Spring)
- (c) Why was Edla happy to see the gift left by the peddler? (The Rattrap)
- (d) How did the people of Madras and those at the Gemini Studios respond to the plays staged by the Moral Re-Armament army?
- (e) Why did Sophie like her brother Geoff more than any other person?
- 10.** Answer the following in 125 - 150 words: **10 marks**
- "... there was terror in my heart at the overpowering force of the waves." When did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?
- OR**
- What impression do you form about Umberto Eco as a scholar and writer on the basis of 'The Interview' ?
- 11.** Answer the following in 125 - 150 words: **7 marks**
- What are phytoplankton? How are they important to our ecosystem?

**OR**

How did Mr. Lamb try to give courage and confidence to Derry?

12. Answer the following in 30 - 40 words each:

**2 x 4 = 8 marks**

- (a) What did the British officer's secretary tell the Maharaja? Why did the Maharaja refuse permission?
- (b) Why did the messenger come to Dr. Sadao? What did Hana think about it?
- (c) Why did Evans not take off his hat when Jackson ordered him to do so?
- (d) Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short?

## Marking Scheme — English Core

### *General Instructions :*

1. Evaluation is to be done as per instructions provided in the Marking Scheme.
2. The Marking Scheme provides suggested guidelines and not the complete answers.
3. If a question has parts, marks must be awarded on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up, written and circled on the left hand margin of the answers.
4. If a question does not have any parts, marks for that question must be awarded on the left-hand margin of the answer.
5. Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled up. This is a mandatory requirement.
6. A slash (/) in the Marking Scheme indicates alternative answers to a question. If a student writes an answer which is not given in the Marking Scheme but which seems to be equally acceptable, marks must be awarded in consultation with the Head-Examiner.
7. If a child has attempted an extra-question, answer of the question deserving more marks should be retained and the other answer scored out.
8. Q1 under Section A (reading) and Q7 under Section C (text books) have been designed to test students' ability to comprehend the given passage. As such the examinees are not to be unnecessarily penalised for language errors.
9. Where questions have been designed to test the writing skills of students, the expression (grammatical accuracy, appropriate use of words, style, spelling, organization and presentation of relevant matter in a coherent and logical way) assumes as much importance as the content.
10. Identify major mistakes and weaknesses before awarding marks.
11. Wherever the word limit is given, no marks be deducted for exceeding the word limit. However, due credit should be given for precise answers.

12. If a student, in response to a short-answer-type question, writes a single word / phrase which constitutes the core of the answer. It must be accepted and awarded marks.
13. If a student literally lifts a portion of the given passage / extract from the question paper as an answer to a question, no mark(s) to be deducted as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1 and Q7(a)].
14. A full scale of marks - 0 to 100 is to be used. In case of an answer book deserving 90 marks and above, marks be awarded in consultation with the Head Examiner only.

QUESTION PAPER CODE 1/1/1

**EXPECTED ANSWERS/VALUE POINTS**

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

**1. COMPREHENSION PASSAGE**

**TOTAL MARKS: 12**

(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

- |       |   |         |
|-------|---|---------|
| (i)   | <ul style="list-style-type: none"> <li>- highly self - directed / progressive</li> <li>- alive to the sense of her dignity</li> <li>- aware about the importance of her functions in domestic and public domains</li> <li>- rational in approach</li> <li>- careful in handling situations</li> <li>- desire to do things as best as possible</li> </ul> <p style="text-align: center;">(any two)</p> | 2 marks |
| (ii)  | <ul style="list-style-type: none"> <li>- enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment</li> </ul>  | 2 marks |
| (iii) | <ul style="list-style-type: none"> <li>- prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women</li> </ul>  | 2 marks |

- negative attitude towards sending girls to schools
  - early marriage, poverty, illiteracy of parents, restrictions on their mobility
  - deep foundation of inequality of sexes
- (any two)
- (iv) - women's political empowerment got a big boost 2 marks
- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.
- (anyone)
- (v) - educational system / socialisation process 1 mark
- (b) (i) oppressive / exploitation 1 mark
- (ii) eradicate 1 mark
- (iii) populous 1 mark

## 2. Note

- **If a student has attempted only summary or only notes, due credit should be given.**
- **1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (In such cases ½ - 1 mark may be deducted from marks allotted to content).

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

**Abbreviations / Symbols** (with /without key) - any four 1 mark

**Title** 1 mark

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes) 3 marks

## **Suggested Notes**

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1 The Problem of common cold / What is common cold?
  - 1.1 catching cold - common / commonest of all ailments
  - 1.2 diff. to control occurs repeatedly / caught frequently / one suffers time and again
  - 1.3 med. sc. has failed to find cure / not much done to solve it
- 2 Causes / Causes and areas affected
  - 2.1 no. of viral infections
  - 2.2 spread by family of viruses / rhinoviruses are responsible
  - 2.3 affects lining of nose
  - 2.4 affects other passages leading to lungs
  - 2.5 viruses for many colds still not isolated
- 3 Virus research / Difficulty in controlling common cold virus
  - 3.1 viruses can't be seen with ord. microscope
  - 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3 can't be isolated
  - 3.4 tissue culture has led to discovery of many viruses
  - 3.5 attacks surface cells:.. dif. to oppose
  - 3.6 immunity from one does not guarantee against others
- 4 Techniques of tissue culture
  - 4.1 a recent step
  - 4.2 has aided virus research
  - 4.3 bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4 led to discovery of unknown / unsuspected viruses
- 5 Immunity to cold
  - 5.1 no immunity
  - 5.2 viruses attack cells on the surface
  - 5.3 many types of viruses – hence no protection



(b) **Summary**

The summary should include all the important points given in the notes.

**Content**

2 marks

**Expression**

1 mark

**SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. ADVERTISEMENT**

**Content**

3 marks

**Expression**

2 marks

**Suggested value points**

(SITUATION VACANT - SOFTWARE ENGINEER)

- advertiser
  - post advertised
  - qualifications (essential / desirable), work experience
  - age, salary, last date for applying (mode of applying)
  - address, tel. nos., email – address
- (due credit should be given for economy of words used)

**OR**

**NOTICE**

**Format**

1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content**

2 marks

**Expression**

2 marks

**Suggested value points**

(SALE OF OLD SPORTS GOODS)

- day, date, time, venue of sale
- sports items for sale (category)
- condition of the items, etc
- whom to contact

#### 4. REPORT WRITING

##### Format

1. title, reporter's name 1 mark

##### Content

4 marks

##### Expression

5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

##### Suggested value points:

(LOSS OF LIFE AND PROPERTY IN MASSIVE FIRE / any other suitable heading)

- what, when, where, how, why (whichever applicable)
- the tragedy.
- help rendered by students
- any other relevant details

**OR**

##### Suggested value points

(SEMINAR ON CONSERVATION OF WATER)

- what, when, where, how / why (whichever applicable)
- participants
- issues discussed
- action plan prepared / resolutions adopted
- highlights of the programme
- any other relevant details

#### 5. LETTER WRITING

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

##### Format

2 marks

1. sender's address, 2. date, 3. receiver's address. 4, subject / heading, 5. salutation, 6. complimentary close.

##### Content

4 marks

**Expression**

4 marks

grammatical accuracy, appropriate words and spelling [2]

coherence and relevance of ideas and style [2]

(POOR BUS SERVICE)

**Suggested Value Points**

Problems faced

- poor bus service - adversely affecting the lives of residents
- colony far from the main city
- long wait / few buses frequenting the area / at times don't even stop
- buses overcrowded
- boarding not safe
- school children, office goers worst affected
- money wasted on autos, taxis for commuting

Possible solutions

- improving bus service
- increasing no of buses
- repeated pleas and requests to the transport dept / corporation no relief
- any other relevant details

**OR**

(RESERVATION OF A RAILWAY BOGIE)

**Suggested Value Points**

- purpose of writing the letter / request
- train no. and name
- class (AC/ non AC), no. of berths needed / size of group
- starting point / destination
- date of onward journey / return journey
- request for student concession
- amount to be paid
- confirmation
- any other relevant details

**6. ARTICLE WRITING**

**Format:** (Title and writer's name)

1 mark

**Content**

4 marks

**Expression**

5 marks

grammatical accuracy, appropriate words and spelling

[2½]

coherence and relevance of ideas and style

[2½]

**Suggested Value Points**

(PRICE RISE OF ESSENTIAL COMMODITIES / any other suitable title)

- the problem of price rise / alarming rise in prices of essential commodities
- causes and effect
- hardships faced by common man
- poor people worst affected
- family budgets badly affected
- any other relevant details

measures to curb the problem

- improving the production / importing essential commodities
- improving the Public Distribution System (PDS) / fair price shops, Kendriya Bhandars, Safal outlets, etc
- checking hoarding and black marketing
- any other relevant details

**OR**

.

**Suggested Value Points**

(MORE WOMEN IN POLICE FORCE / WOMEN AND POLICE FORCE / any other suitable title)

the problem – fewer women in police force

the need - more women needed to join the police force

- screening of women terrorists becomes easier
- more sensitive to the needs of the public
- to keep them away from the influence of anti-social groups
- to provide decent employment

the solution

- more encouragement, better salary and better incentives
- easy process of recruitment
- empowerment through recruitment
- creating awareness through campaigns
- conducive environment in police forces
- any other relevant details

### **SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

**Value points:**

- (a) - keeping still / keeping quiet 1 mark  
- not speaking in any language  
- not moving our arms so much  
- taking a break from all senseless activities  
- without rush / without engines  
- stillness / togetherness

(anyone)

- (b) - to everybody (humanity) 1 mark  
- to us / to the readers  
- to those engaged in destructive activities

(anyone)

- (c) - exotic / without rush / without engines / togetherness / sudden strangeness / stillness / promoting harmony and brotherhood 2 marks

(any two)

**OR**

- (a) - bright topaz denizens of a world of green 1 mark  
- pacing in chivalric certainty  
- fearless  
- prancing across a screen

(anyone)

- (b) - found mostly in forests; woods / green cover 2 marks  
(anyone)
- (c) - fearless by nature / wild / ferocious / not real tigers (embroidered on the panel) / alternate reality 1 mark  
(anyone)

### 8. Short answer type questions (Poetry)

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - trees seen from a moving car (theory of relativity) 2 marks  
- trees young, mother old  
- contrast shown between young trees and old mother (figurative meaning also accepted)  
(anyone)
- (b) - sour cream walls / bleak / depressing / gloomy / pictures of Shakespeare, ships / sun / cities / scenery / flowers / Tyrolean valley 2 marks  
(any two)
- (c) - bower / flowery band / the sun / the moon / trees old and young / shady boon / daffodils / green world / clear rills / cooling covert / mid forest brake / fair musk rose / visual images / audio images / images of sense and smell 2 marks  
(any two)
- (d) - waiting for cars to stop to buy their wares (to earn money) 2 marks  
- few cars stop / few buyers / endless wait.

### 9. Short answer type questions (Prose)

Questions are to be answered in 30-40 words each.

Distribution of marks:

**Content:** 1 mark

Expression 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - commotion / noise / hustle and bustle / opening - closing of desks / lessons read out loudly / preoccupation of the teacher (anyone) 2 marks
- (b) - planned to make a big jump after hitting the bottom, come to surface, lie flat on it and paddle to the edge of the pool 2 marks
- (c) - was accompanied by Raj Kumar Shukla, a small farmer 2 marks  
- possibly Gandhi was dressed as a peasant / his clothes / his appearance / his simplicity (anyone)
- (d) - had the horror of the interviewer / never consented to be interviewed / didn't want to be lionised (anyone) 2 marks
- (e) - had told Geoff of her imaginary meeting with Danny Casey 2 marks  
- expected him to keep the secret  
- knew Geoff would easily believe her  
- Jansie was nosey - would spread the word around (any two)

Q 10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10. Distribution of marks:**

<b>Content</b>	5 marks
<b>Expression</b>	5 marks
grammatical accuracy, appropriate words and spelling	[2½]
coherence and relevance of ideas and style	[2½]

**Value points:**

- in spite of their hard work and skill in bangle making they remain poor as the middlemen pocket all their profit
- pathetic working conditions

- dark hutments / dingy cells / without air and light
- glass furnaces with high temperatures / losing eyesight at early age
- stinking lanes / squalor / hovels / primeval living conditions

(any five)

**OR**

life of the peddler

- poorly dressed, starving, lonely, tramp, wandered from place to place, making small rattraps with material begged from stores or big firms, begged and committed petty thievery, scared of the police

meeting with the old crofter

- the crofter's loneliness and hospitality

meeting with the Ironmaster and his daughter (Edla)

- father - ready to turn him out when his real identity was known
- daughter treated him like a guest, offered him good food, clothes and shelter / treated him like the regimental officer as initially assumed by her father
- this treatment brought about a total transformation in the peddler - resolved to pull himself up, to live a life of respect and dignity

(any five)

**11. Distribution of marks:**

**Content:** 4 marks

**Expression** 3 marks

grammatical accuracy, appropriate words and spelling [1½]

coherence and relevance of ideas and style [1½]

**Value Points:**

- a high ranking British officer visited Pratibandapuram-wanted to shoot tigers and be photographed with them. Maharaja refused him permission to shoot tigers as he himself had resolved to shoot 100 tigers to prove the priest's predictions wrong and to ensure his own longevity
- to appease the British officer, he sent 50 diamond rings specially designed by famous British company of jewellers in Calcutta, to the British officer's good lady. He expected them to keep one or two rings and send the rest back, they kept all the rings, he had to pay rupees three lakh but saved his kingdom



**OR**

- helped Evans to know the name of the hotel and its location. also came to know about the exact time when the exam would start
- helped Governor to put 313/217 together and with the six figure reference knew that Evans had escaped to Chipping Norton
- the Governor could work out a plan to arrest Evans

**12. Distribution of marks:**

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

(a) - maze of new doorways, stairs and corridors, long tunnels, very confusing entry and exit points 2 marks

(anyone)

(b) - impressed with Antarctica's expansive white landscape and uninterrupted blue horizon. 2 marks

- felt relieved after a long tiring journey, then experienced profound wonder at its immensity, its isolation

- wondered at the thought that India and Antarctica were once part of the same landmass

(any two)

(c) - earlier he was lonely / had no friends because of his foul smell 2 marks

- had many friends when he started smelling like roses

- could play games with them

(any two)

(d) - couldn't make out Bama's brother's caste from his name so asked him on which street he lived to know his caste 2 marks

- people of the same caste lived together in the same street or locality

- caste discrimination was being practised

(any two)

QUESTION PAPER CODE 1/1

**EXPECTED ANSWERS/VALUE POINTS**

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

**1. COMPREHENSION PASSAGE**

**TOTAL MARKS: 12**

(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.

- (i) - highly self - directed / progressive 2 marks  
- alive to the sense of her dignity  
- aware about the importance of her functions in domestic and public domains  
- rational in approach  
- careful in handling situations  
- desire to do things as best as possible  
(any two)
- (ii) - enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment 2 marks
- (iii) - prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women 2 marks  
- negative attitude towards sending girls to schools  
- early marriage, poverty, illiteracy of parents, restrictions on their mobility  
- deep foundation of inequality of sexes  
(any two)
- (iv) - women's political empowerment got a big boost 2 marks  
- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.  
(anyone)
- (v) - educational system / socialisation process 1 mark

- |         |                           |        |
|---------|---------------------------|--------|
| (b) (i) | oppressive / exploitation | 1 mark |
| (ii)    | eradicate                 | 1 mark |
| (iii)   | populous                  | 1 mark |

## 2. Note

- **If a student has attempted only summary or only notes, due credit should be given.**
- **1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (in such cases ½ -1 mark may be deducted from marks allotted to content)

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

**Abbreviations / Symbols** (with /without key) - any four 1 mark

**Title** 1 mark

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes) 3 marks

#### **Suggested Notes**

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1 The Problem of common cold / What is common cold ?
  - 1.1 catching cold - common / commonest of all ailments
  - 1.2 diff. to control occurs repeatedly / caught frequently / one suffers time and again
  - 1.3 med. sc. has failed to find cure / not much done to solve it
- 2 Causes / Causes and areas affected
  - 2.1 no. of viral infect'ns
  - 2.2 spread by family of viruses / rhinoviruses are responsible

- 2.3 affects lining of nose
- 2.4 affects other passages leading to lungs
- 2.5 viruses for many colds still not isolated
- 3 Virus research/ Difficulty in controlling common cold virus
  - 3.1 viruses can't be seen with ord. microsc'pe
  - 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3 can't be isolated
  - 3.4 tissue culture has led to discovery of many viruses
  - 3.5 attacks surface cells:. dif. to oppose
  - 3.6 immunity from one does not guarantee against others
- 4 Techniques of tissue culture
  - 4.1 a recent step
  - 4.2 has aided virus research
  - 4.3 bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4 led to discovery of unknown / unsuspected viruses
- 5 Immunity to cold
  - 5.1 no immunity
  - 5.2 viruses attack cells on the surface
  - 5.3 many types of viruses – hence no protect'n

(b) **Summary**

The summary should include all the important points given in the notes.

**Content**

2 marks

**Expression**

1 mark

**SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. NOTICE**

**Format**

1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content** 2 marks

**Expression** 2 marks

**Suggested value points**

(INAUGURATION OF LITERARY ASSOCIATION)

- what (inauguration of literary association)
- where (venue)
- when (date and time)
- chief guest and target audience
- any other relevant details

**OR**

**ADVERTISEMENT**

**Content** 3 marks

**Expression** 2 marks

**Suggested value points**

(BUNGALOWS REQUIRED / WANTED ON COMPANY LEASE)

- type of accommodation
- location
- purpose (guest house)
- expected rent
- facilities
- contact

(Due credit should be given for economy of words used)

**4. REPORT WRITING**

**Format**

1. title, reporter's name 1 mark

**Content** 4 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

**Suggested value points:**

(EXHIBITION CUM SALE / any other suitable heading)

- what (exhibition cum sale)
- when (date and time)
- where (venue)
- duration
- inauguration
- highlights (various stalls, items displayed, student participants)
- response of public and success of programme
- any other relevant points

**OR**

**Suggested value points**

(SEMINAR ON SWINE FLU)

- what, when, where, how / why
- various sessions
- guest speakers, panel of experts
- highlights (activities undertaken, aids used)
- target audience (students and parents)
- response and outcome
- any other relevant details

**5. LEITER WRITING**

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

**Format**

2 marks

1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.

**Content**

4 marks

**Expression**

4 marks

grammatical accuracy, appropriate words and spelling [2]

coherence and relevance of ideas and style [2]

(RASH AND RECKLESS DRIVING)

**Suggested Value Points**

rash and reckless driving

- chaos on roads
- danger to road users
- hit and run cases
- accidents - deaths, injuries
- road rage

possible suggestions for prevention

- better policing
- strict norms for issue of license
- strict traffic rules and their implementation
- enforcing speed limits within the city
- imposing fines
- spreading awareness and education
- any other relevant details

**OR**

(TRANSFER OF TELEPHONE LINE)

**Suggested Value Points**

- shifting of residence from present address to new address, request for early transfer of telephone
- telephone number
- new address
- any other relevant details

**6. ARTICLE WRITING**

**Format:** (Title and writer's name)

1 mark

**Content**

4 marks

**Expression**

5 marks

grammatical accuracy, appropriate words and spelling

[2½]

coherence and relevance of ideas and style

[2½]

### **Suggested Value Points**

(SAFE OR ADVENTUROUS LIFE / LIFE AND ADVENTURE / any other suitable title)

safe life

- life meant to be lived not risked
- life is precious
- to avoid disappointment and failure / frustration
- prioritizing
- adventure waste of time and money
- moral duty / responsibility to live life safe for the loved ones
- avoid distraction
- any other relevant point

(any 4)

adventure

- life to be lived to the fullest
- thrilling/exciting
- raises quality of life
- craving for exploration and adventure
- for name and fame
- romancing danger
- obsession with risk
- any other relevant point

(any 4)

[Note: If the student writes in first person he/she should not be penalized because it is an open ended question.]

**OR**

### **Suggested Value Points**

(SCIENCE AND RELIGION / any other suitable title)

- both complementary / both support life and go hand in hand

Science

- rational
- scientific
- explores the physical world
- involves experimentation and observation (any two)



Religion

- discovers spirituality
- inner truth
- strengthens moral, cultural and universal values (any two)
- any other relevant point

**SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

**Value points:**

- (a) - slag heap 2 marks  
- foggy slums  
- slums as big as doom

(any two)

- (b) - dirty / unhygienic / miserable / pathetic / full of woes and wants /  
uncertain future / blotted / life of disease and despair / impoverished /  
poor / bones peeping through skins / spectacles of mended glass / their  
time and space are foggy 1 mark

(anyone)

- (c) - simile 1 mark

**OR**

- (a) - beautiful mountain scene / landscape / scenery 1 mark

(anyone)

- (b) - keep ones' money and move ahead / not sharing / being indifferent /  
insensitive / don't stop by / don't buy their products 1 mark

(anyone)

- (c) - hurt the scenery / spoil the scenery / marring the landscape / harm the  
scenery / the existence of roadside stand 1 mark

(anyone)

- (d) immensely pained at 1 mark

- lack of concern of the city people / betrayed trust of the farmers /  
unexpressed sorrow of the farmers / unfulfilled promise of the 'politicians  
/ the gullibility of the farmers

(any one)

**8. Short answer type questions (Poetry)**

Questions are to be answered in 30-40 words.

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

(a) - optimism 2 marks

- a hope to see her mother again
- reassuring her mother
- hiding her anxiety and fear
- emotions hidden behind the smile
- true feeling of loss and pain of separation

(any two)

(b) - stillness 2 marks

- learn to be productive and constructive
- emergence of new life uninterrupted
- reserve energy to sprout

(any two)

(c) - natural beauty / any object of beauty 2 marks

- sight of beautiful things
- nurturing liveliness
- sublimating influence of beautiful things
- eternal beauty of nature

(any two)

(d) - go on prancing / would outlive their creator / live a fearless and proud life / remain undeterred / exhibit their freedom 2 marks

(anyone)

**9. Short answer type questions (Prose)**

Questions are to be answered in 30-40 words each.

Distribution of marks:

**Content:** 1 mark

Expression 1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - initial excitement 2 marks  
- felt regretful  
- guilt ridden for having neglected his lessons and escaping school  
- realised the worth of the teacher and the language  
- suddenly books became his prized possessions  
(any two)
- (b) - victims of inhuman sahkars, middlemen, politicians, bureaucrats, policemen 2 marks  
- stigma of caste and exploitation  
- no escape from the lineage  
(any two)
- (c) - It restored her faith in the belief that all human beings are basically good / had succeeded in bringing about a transformation in the peddler / his basic goodness had been awakened / peddler had not let her down 2 marks  
(any two)
- (d) - saw the play over and over again / very impressed / welcomed and highly appreciated 2 marks  
(any two)
- (e) - felt comfortable in sharing her secrets with him 2 marks  
- He listened patiently.  
- She respected him and looked up to him  
- a link between her and the vast world outside  
- let her feel that he believed her  
(any two)

Q 10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10.** Distribution of marks:

**Content** 5 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½]

- When 3 or 4 years old he was knocked down by the waves at California beach.
- childhood misadventure - near drowning experience at YMCA pool (details to be elaborated)
- fear of water thereafter remained a handicap

**OR**

- Prof at Univ. of Bologna, Italy
- likes to attend academic meetings.
- scholar in semiotics, does literary interpretation
- writes academic text, children's books, newspaper articles, novels on Sundays, written 40 papers on scholarly works of non fiction
- narrative style - informal, playful
- research work - has qualities of creative style
- 'The Name of the Rose' - brought a lot of fame and large audience

(any four)

**11.** Distribution of marks:

**Content:** 4 marks

**Expression** 3 marks

grammatical accuracy, appropriate words and spelling [1½]

coherence and relevance of ideas and style [1½]

**Value Points:**

- microscopic plants
- nourish and sustain the food chain of the southern oceans
- single celled plants - use sun's energy to assimilate carbon and synthesise organic compounds

(any two)

importance - the absence of phytoplankton will lead to

- depletion of ozone will affect phytoplankton
- will affect all the marine birds / animals
- carbon cycle will be affected
- take care of small things to take care of big things

(any two)

**OR**

- the way he welcomed the child accepting him as he was
- told him - it's important to see how you are inside than how you look outside
- one cannot go through life being scared and alienated
- not to brood over limitations but count on his blessings
- enjoy simple joys of everyday living with people around and nature, ignoring the unpleasant
- it's one's attitude that matters
- individual makes a difference to the problem
- extended unconditional love
- inspired him with love for life
- instilled confidence in him

(any four)

**12. Distribution of marks:**

**Content:**

1 mark

**Expression**

1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - the officer wanted to be photographed with the dead tiger and did not mind the actual killing be done by the Maharaja 2 marks
- feared that other British officers would turn up for tiger hunting / wanted to kill 100 tigers himself
- (b) - to inform that the General was in pain and needed Dr Sadao to visit him 2 marks
- thought servants had betrayed him / messenger had come to arrest him for sheltering an American
- (c) - to hide his cropped hair / to pass off as McLeery 2 marks
- to hide his plan of escape
- (d) - cutting hair short was an indignity 2 marks
- against her custom
- sign of mourning, cowardice and defeat
- long hair - symbol of bravery