SECOND YEAR HIGHER SECONDARY SECOND TERMINAL EXAMINATION DECEMBER- 2023

| | Code: SY-01 Q Answer Key/ Value Points Scor Tot | | | | |
|----|---|-----|--------|--|--|
| Q | Answer Key/ Value Points | | | | |
| No | Questions 1 to 3 | е | Score | | |
| 1 | | 1 | 1 | | |
| 1 | Mending Wall | 1 | 1 | | |
| 2 | Poet's Neighbor | 1 | 1 2 | | |
| 3 | In these lines, the poet suggests that his neighbor has some kind of kinship | 2 | Z | | |
| | with darkness, but not just the darkness caused by the shade of trees in the forest. He still wanders in the darkness of those outdated norms and ideas | | | | |
| | | | | | |
| 1 | of this society. | 1 | 1 | | |
| 4 | The Grandfather of Sudha Murthy | 1 | 1 | | |
| 5 | A Horegallu is thanked by everyone because it helps people to unburden | T | 1 | | |
| ~ | their loads of life and gives them relief to continue their journey of life. | 1 | 4 | | |
| 6 | Sudha Murthy | 1 | 1 | | |
| 7 | To the City | 1 | 1 | | |
| | Questions 8 to 9 | | | | |
| 8 | Break out | 1 | 1 | | |
| 9 | Run out | 1 | 1 | | |
| 10 | Was difficult- a degraded- to a scramble- may culminate | 1x4 | 4 | | |
| | Questions 11 to 16 (Any Five) | 1 | | | |
| 11 | Even though matchboxes have enough gunpowder to set a hundred Lankas | 4 | 4 | | |
| | aflame, they sit around meek and innocent, in the kitchen, in the pantry, in | | | | |
| | the bedroom, here, there, anywhere. This is similar to the case of women in | | | | |
| | our country. They tend to be meek and submissive in the hands of a male | | | | |
| | dominated society. | | | | |
| 12 | Any sensible suggestions like: Introducing more job-oriented courses in the | 4 | 4 | | |
| | degree level/ Promoting startups and other self-employment schemes/ | | | | |
| | Better orientation and guidance for youths in selecting right careers/ | | | | |
| | Promoting agriculture and its wider possibilities in earning income. | | | | |
| 13 | Through these lines, the poet tells about the divine significance of | | | | |
| | stammering. According to him each time we stammer we are offering a | 4 | 4 | | |
| | sacrifice to the God of Meanings. God of Meanings- Collection of words. This | | | | |
| | collection increases in an individual as his offering (stammer) increases. | | | | |
| | When whole people stammer, stammer becomes their mother tongue: as it | | | | |
| | is with us now- the whole humanity on this earth stammers as their words | | | | |
| | and its meanings differ according to personal differences. | | | | |
| 14 | When a rickshaw puller approaches SammaaN- going through a Verification | | | | |
| - | Process- given training- providing financial help to buy their own rickshaws | 4 | 4 | | |
| | with the support of banks- generating a sense of empowerment in the | | - | | |
| | rickshaw pullers- an id-card and is required to wear a uniform- thus they | | | | |
| | become a part of the SammaaN family. | | | | |

| 15 | A short, engaging and concise summary of the book read. It should have: -An attractive line or a catchy situation from the story to grab the reader's attention- a brief overview of the plot or main idea – the main characters or | 4 | 4 |
|----|---|---|---|
| | themes- try to maintain the suspense of the story. | | |
| 16 | Amigo Brothers- Antonio Cruz and Felix Vargas- Felix gong to watch a movie- | | |
| 10 | walking down the streets- stayed in his Aunt Lucy's apartment to be away | Л | 4 |
| | from Antonio. Antonio practiced in his rooftop- he prayed for victory via a quick clean | - | - |
| | Knockout in the first round without making his best friend suffer more pain. | | |
| | Questions 17 to 23 (Any Five) | | |
| 17 | Speech | | |
| _, | Organization of ideas: (Wangari Mathai- a Kenyan Environmentalist, Political | | |
| | activist/ a true lover of nature who fought for its nurturing and | 2 | 6 |
| | development/ Nobel Peace Prize Winner in 2004/ Founder of Green Belt | - | Ŭ |
| | Movement.) | 2 | |
| | Clarity of Presentation and Language | 2 | |
| | Logical Sequencing of Ideas | - | |
| 18 | Blog on Impact of Drug Abuse | | |
| 10 | Organization of ideas: (Drug Abuse and its lasting impact upon the society/ | | |
| | how drugs effect the mind and body of modern youths/ the physical and | | |
| | mental influences of Drug/ the pathetic condition of a drug addict in the | 2 | 6 |
| | society/ how to overcome this menace- suggestions.) | _ | |
| | Clarity in presentation | 2 | |
| | Appropriateness of language | 2 | |
| 19 | Character Sketch of Robert Baldwin | | |
| | Comprehensiveness of the character traits in Robert Baldwin | 2 | |
| | Relevance of the traits discovered: (honest, soft-spoken, dedicated and a | | |
| | loving family man/ upholds to his values even while facing the adverse | 2 | 6 |
| | situations of life/ rewarded for his sincerity and honesty) | | |
| | Organization of ideas | 2 | |
| 20 | Satirical Elements of the poem Rice-The following points can be considered- | | |
| | Comprehensiveness of the content: (The clash between expectation and | | |
| | reality depicted by the poet / Blind chase behind making quick profit, | | |
| | ignorant about the impending disaster / The foolish change of mind in the | | |
| | farmers and the Government to replace all food crops with cash crops for | 2 | 6 |
| | easy money/ An inevitable consequence of this madness resulting in a social | | - |
| | tragedy.) | | |
| | Organization of ideas | 2 | |
| | Appropriate use of language | 2 | |

| 21 | Reply Speech | | |
|----|---|---|---|
| | Organization of ideas: (Introducing the activities engaged in by the Club to | | |
| | consider for this award/ Acknowledging the support and able guidance | | |
| | extended by different individuals and organizations in this regard/ A | 2 | |
| | message for the society regarding the need to conserve Nature/ Thanks | | 6 |
| | giving.) | 2 | |
| | Clarity in presentation | 2 | |
| | Appropriateness of language | | |
| 22 | Email | | |
| | Format | 2 | |
| | Creative presentation of ideas (Inviting Ratna citing her importance of being | | |
| | a <u>Human Horegallu</u> and extending a hand of help to many in distress/ | | 6 |
| | connecting her commendable services to the goals of Souhrida Club.) | 2 | |
| | Appropriate use of language | 2 | |
| 23 | Interview Questions with Answers | | |
| | Any related Questions and answers from the text- | | |
| | -When and Why did you consider India to pursue your dreams? (Different | 2 | |
| | experiences and sights of inequality and human discriminations in this | | |
| | country turned her mind to take this decision.) | | |
| | - How did the concept of Akanksha evolve? (Her attempts to get admission St | 2 | 6 |
| | Xavier's- wandering through the slums for better learning experiences- | | |
| | meeting the poor and talented students of these slums- providing education.) | | |
| | - What were the difficulties you faced while setting up Akanksha? (All kinds of | 2 | |
| | difficulties she faced to setup Akanksha foundation – being ridiculed and | | |
| | denied help- her urge to move to a better place due to various constraints.) | | |
| | Questions 24 to 26 (Any Two) | | |
| 24 | Article Writing | | |
| | Title | 1 | |
| | Organization of ideas: (Need for Women Empowerment- Advantages of | | |
| | women empowered nation- how can we make women empowered | | |
| | according to Christine Lagarde- The 3Ls of Empowerment- Role of Learning | 2 | 8 |
| | in women empowerment.) | | |
| | Clarity in presentation | 2 | |
| | Comprehensiveness of ideas | 2 | |
| | Appropriateness of language | 1 | |
| 25 | Job Application letter and Bio-data | | |
| | Format | 4 | |
| | Proper Communication of ideas | 2 | 8 |
| | Appropriateness of language | 2 | |

| 26 | Comparative Analysis | | |
|----|---|---|---|
| | Comprehension of the poem 'Any Women' by Katherine Tynan. | 2 | |
| | Comprehension of the given poem 'A Mother's Love' by Helen Steiner Rice | 2 | |
| | *Both poems discuss about the importance of Mother in a family- Mother | | |
| | as the unavoidable element of any family which cannot be replaced by | | 8 |
| | anything.) | | |
| | Compare and contrast both poems- identifying the poetic devices used in | 2 | |
| | both poems, rhyme scheme- theme and poetic feel) | | |
| | Quality of language used | 2 | |

Prepared by:

Sunil. J, HSST English, GHSS Anavoor (01027), Thiruvanathapuran

Joseph Sunny HSST Jr. English, Chaldean Syrian HSS (08055), Thrissur